

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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VOLUME XVIII
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IN APRIL, 1913, the National Education Association began publishing a leaflet known as the *N. E. A. Bulletin*. That bulletin developed into the present JOURNAL. The last issue of the *N. E. A. Bulletin* is Volume 9, Number 4, December, 1920. The first issue of the present JOURNAL is Volume 10, Number 1, January, 1921. It should not be confused with an earlier journal—a preprint from the Proceedings—that was published from September, 1916, to May, 1919.

A checklist of the Association's publications from 1857 to 1924 is found in its Proceedings for 1924, pages 1041-60. Additional lists are published each year in the Proceedings.

Persons binding their copies of the JOURNAL into an annual volume will use this sheet for a title page. The 1929 volume includes nine issues, one for each month except July, August, and September.

Executive officers of the National Education Association—E. Ruth Pyrtle, *president*; J. W. Crabtree, *secretary*. The *Journal* is the official organ of the Association—Joy Elmer Morgan, *editor*; H. A. Allan, *business manager*.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

1929

The Platform of the National Education Association

THE National Education Association reaffirms its abiding faith in the schools and pledges itself to continued efforts on behalf of a fair start in life for every boy and girl. It adopts the following platform of ideals and purposes, which have been established by repeated action of the Association:

1. A competent, welltrained teacher in every classroom.
2. Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.
3. Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provision for retirement on the basis of efficient service.
4. Continued and thorough research on educational problems as the basis for revised standards and procedures.
5. The establishment of a department of education with a secretary in the President's cabinet, and the efficient integration of the educational activities of the Federal Government in this department.
6. The unification of the educational forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every teacher an informed and participating member of local, state, and national associations.
7. Active assistance to state and local affiliated associations in promoting the interests of such associations.
8. Equal salaries for all teachers, both men and women, of equivalent training and experience.
9. Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience.
10. Cooperation with other organizations and with men and women of vision who recognize that only through education can be solved the major problems of our changing civilization.
11. The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.

Adopted at Atlanta, Georgia, July 3, 1929

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Vol. VII, No. 4, September, 1929, Vitalizing the High-School Curriculum, 104p.

Vol. VII, No. 5, November, 1929, The Principal As A Supervisor, 74p.

Department of Superintendence.

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Department of Elementary School Principals—Quarterly Bulletins, 50 cents each except yearbook issue.

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Vol. VIII, No. 4, July, 1929, 64p.

Vol. IX, No. 1, October, 1929, 64p.

Department of Classroom Teachers.

Third Yearbook, Problems and Opportunities in Teaching, 112p. 50 cents.

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A complete list of the publications of the National Education Association from 1857 to 1924 appears in the 1924 Proceedings, pages 1041-1060. Supplemental lists appear in the Proceedings, 1925: 1080; 1926: 1185; 1927: 1219-1221; 1928: 1191-1192; and 1929: 1201-1202.

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"Let us have Faith that Right makes Might and in that Faith Let us to the end Dare to Do our Duty as we understand it."

ABRAHAM LINCOLN

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A NATION'S conscious concern over education measures its interest in its own future. Education looks forward. Wisely guided, it studies human needs as they are likely to be and teaches boys and girls how to live to meet those needs. What we wish to be as a Nation, we can be if we are willing to pay the price. We have tremendous material wealth and cannot afford not to pay the price of building men and women who can dominate that wealth and not be dominated by it. Our greatest natural resource, and the one upon which the development of all others depends, is the intelligence and morality of the masses of our people. Develop these through improved schools, and industrial and social progress are inevitable. It is in this faith that the National Education Association and its friends have sought a Federal Department of Education.

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The School of Tomorrow

COULD AMERICA make all its schools as good as its best schools the training of youth would advance during the next decade more than in the entire history of public education. A new spirit is spreading among teachers and parents. Thinking people no longer expect tomorrow to be the same as today. They do not expect the school merely to preserve the past; they wish it to help create the future. Every student in teacher training institutions and every practising teacher has a stake in the ideals of the new education. They run like a golden thread through ten thousand books and magazines that reflect the thought of teachers. They are not stated in dogmatic terms or with finality. The world is growing more content to be open-minded but the force of the new ideals and the new trends is unmistakable. Here are some of them:

1. *Guided growth*—The school of tomorrow will define education simply as guided growth. Teachers and parents will understand that growth comes from within and that it concerns the whole of life. There will be less restraint in the school, less unnaturalness and unreasonableness; less outside pressure and more selfguidance and individual responsibility. The fullest development of the gifts of each child will be the goal.

2. *Earlier start*—The school of tomorrow will start much earlier in the life of the child than the school of today. The scientific study of infancy is still in its beginnings. Preschool laboratories and nursery schools are putting increasing numbers of children under scientific observation. The early findings of these studies suggest that the first six years of the child's life may be more important for educational purposes than all the other years. The simple basic habits that underlie successful living are formed then. The great attitudes toward life have their roots in infancy. Universal education for parenthood will bring children into the school of tomorrow in a better condition for learning.

3. *Longer attendance*—The school of tomorrow will continue its guidance longer and release it more gradually than the school of today. *No one will be*

dropped from school because he does not fit. Schools will face frankly their task of adapting themselves to all children and youth. There will be closer mutual understanding between industry and the

THE GREAT event of today is not the airplane, the zeppelin, Edisonian inventions, or radio—marvelous as these seem—but the changed attitude which the masses are coming to have toward thinking as a factor in daily life. Thinking no longer means to the man in the street the verbalistic busy work of the cloister. He sees the fruits of thinking all about him. Many factors have contributed to this change but in the large it has been made possible by the free public school and the consecrated teachers who have sought to pass on the torch from generation to generation to an ever widening group of youth until now the school exists for all. The school of tomorrow will be better still. It will be supported by a public which knows that the real wealth of nations lies in the health, intelligence, skill, and purpose of the masses. The school of tomorrow will add to this wealth beyond the most eager dreams of today. We are now in the midst of an educational revolution—slow but certain, coming like a mighty tide. This editorial is based on existing practises of schools that are prophecies.*

school so that students will not be trained for jobs that do not exist or for practises that have become obsolete. In times of unemployment and economic readjustment the school may reach out to help workers readapt themselves to new situations.

4. *Adult education*—The school of tomorrow will be associated with vastly larger provision for the lifelong education of adults. High schools and colleges are multiplying rapidly. With four million young people in high school and a million in colleges, a foundation is being laid for the rapid development of public libraries and other enterprises in adult education. The practise of including a fulltime librarian on high-school faculties is spreading as fast as workers can be trained. Pioneer schools are already adding fulltime librarians to elementary school faculties with excellent

results. *In the transition from the traditional to the vitalized school no one step is more easily made or more far-reaching in its effect than the development of the library in charge of professionally trained librarians who make it the servant of a varied and vigorous learning activity.*

5. *Better teachers*—The school of tomorrow will demand teachers of greater skill and training than the school of today. Candidates for teaching will be selected more carefully. Training will be longer and more thorough. Salaries will be higher and will be based on skill rather than on the age of the children taught. Tenure will be more secure. Community recognition will be more generous. Educational effectiveness could be doubled in two years if the nation would select and train its teachers with as much energy and vision as it gave to training officers for its army in the World War. The rapid improvement in teacher training is suggested by the growth of education associations and in the enrolment in summer courses in education which during 1928 reached the inspiring total of more than 282,000 in the United States.

6. *Aids for teachers*—The school of tomorrow will distinguish between the noble art of teaching and the routine aspects of school management. It will provide clerks and machines to do the routine. Industry and business have learned to conserve talent for key activities. Schools still dissipate the precious energy of the best teachers on tasks that a welltrained clerk could do better. We have undervalued the time of both teacher and learner. In doing so we have often allowed the child to establish inefficient habits of learning and wrong conceptions as to the rate of learning.

7. *Objective measurements*—The school of tomorrow will use objective measurements to guide and stimulate the learning processes. It will not depend on teachers' guesses. It will rely more on the natural desire to achieve and will waste less energy on artificial prodding. It will give each child practise in finding his own errors, in discovering his points of strength and of weakness, and in plan-

ning to eliminate his errors and in building up his life.

8. *Mechanical equipment*—The school of tomorrow will use a wealth of mechanical equipment to aid learning. Through a great number of scientific experiments in laboratories and in schools of education it will discover what everyone should know and the best ways to learn essential elements. Devices needed to guide the learning process will be developed in the form of films, radio, television, and mechanical means for exposing the child's senses to the items to be learned under psychologically right conditions.

9. *Broader objectives*—The school of tomorrow will work toward broader objectives of education. Already the seven cardinal objectives of education as worked out by the National Education Association and adopted by the National Congress of Parents and Teachers are widely affecting school practise. They are operating in two ways to produce the school of tomorrow. In the first place, teachers are checking existing school subjects against these principles. They are asking what and how arithmetic or music or Latin or geometry contribute to health and safety; to worthy home membership; to mastery of learning; to faithful citizenship; to vocational effectiveness; to the wise use of leisure; and to ethical character. They are asking in what ways each subject might be modified in content and presentation to bring it more fully into harmony with these objectives. In the second place, teachers are asking what materials and activities now touched by the schools not at all or only inadequately should be brought within the school to fulfill the demands of these seven principles of applied philosophy.

10. *Freer atmosphere*—The school of tomorrow will not elevate fixed seats, textbooks, set routine, and mere grades above the needs of childhood. It will give children a chance to grow. Longer school days and years will go hand in hand with a more varied program of activities. The child will find joy in school because of its rich opportunities for guided selfrealization. He will set for himself harder tasks than any teacher could set for him. He will master the tools and technics of learning because a keen sense of the need for them will spring out of the fascinating activities of the schoolroom, the playfield, the garden, the shop, and the club.

11. *Activity program*—The school of tomorrow will lay in rich sensory experience the foundation for a vigorous

and wellbalanced mental life. Children will get actual experiences, not mere descriptions of other people's experiences. They will not be content with reading that the magnet attracts iron, they will themselves feel it pull. Activity will be everywhere. The new school will differ

Is Your School a Prophecy?

EVERY TEACHER is a prophet and a pioneer. The gifts discovered in his pupils are his daily strength and delight. Some teachers and principals are able to build schools into entirely new institutions. Others must work with broken tools amid difficult surroundings but anyone can make a beginning. Start tomorrow some definite effort to apply the principles of progressive education. Here are things that teachers have found helpful:

1. Make a case study of all the life factors of one of your most difficult pupils.
2. Make a point of contact between some school subject and the life of your community.
3. Endeavor to do some part of your work perfectly even though conditions limit you at other points.
4. Try to picture your pupils and your community as they will be ten years from now.
5. Give children wide contact with the life around them through field trips and reports on excursions that pupils have made as individuals.
6. At least once a month try to talk with each pupil about his personal plans and ambitions.
7. Endeavor so to manage your school that it shall make a real difference in the way people feel and think and act in their everyday lives.

from the traditional laboratory, shop, and garden in its greater variety and its large opportunity for the individual child to develop his talents to their maximum unrestrained by arbitrary requirements. The child gifted in music may give a large fraction of his time to music over a long period of years. A child gifted in nature study will be encouraged to go as far as he likes. Society will thus prize and develop more than heretofore the talents of its gifted individuals.

12. *Behavior problem children*—The school of tomorrow will accept its responsibility for dealing with all behavior problem children up to the maximum school age whether they are in school or not. Social workers attached to the school will maintain close contact with the home, especially in the case of children whose home conditions are unfortunate. The youthful criminal and children with tendencies which point unmistakably toward criminality will be recognized as educational problems. The school will make juvenile courts unnecessary because of its superior ability to handle character problems. Instead of waiting for breakdown and then spending huge sums for judges, lawyers, juries, and court workers, so-

ciety through its schools will discover tendencies and train for character. It will thus be able to reduce the total of ten billion dollars annually now spent for crime as compared with less than three billion for education. The saving will more than offset the cost of a staff of full-time case workers and visiting teachers in every state, city, and county school system.

13. *Elimination of failure*—The school of tomorrow will abolish failure which is now so lightly regarded that there are no reliable figures for the nation to show the number of pupils who repeat annually the work of a year or a term. The best estimates suggest that more than one million pupils in the United States are thus failed each year in the very institutions which exist to teach them success. This is the crime eternal against childhood. We would condemn a physician who allowed patients to die of appendicitis for want of an operation. The best schools know how to organize their activities so as not to subject pupils to failure in such large doses as to create the inferiority complex. Not to apply that knowledge for the benefit of children everywhere is to ignore the gift that science has placed at our door. It is the task of the school to teach every child the highest degree of success that his gifts make possible.

14. *Responsibility for all children*—The school of tomorrow will not consider its task complete until all children of school age are fitted successfully into the activities of citizenship and vocation. It will be served by a system of child accounting that will know the needs of all children and provide workers within the school system to conserve those needs whether the children are in school full-time, parttime, or not at all. Pernicious talk is now going the rounds about limiting attendance at high school and college. Proposals are made which strike at the very roots of democracy and are contrary to the basic theory upon which education rests. The school system that excludes an earnest student because of low rating on some test is in a position not unlike that of a father who abandons his own child. In an age when nearly all occupations are becoming skilled vocations, when machinery requiring some technical knowledge is universal there is less and less room for the untrained. Society must face the task of continuing the period of training for every individual until he is actually at work as a healthy, productive, and harmonious member of the social group. To deny the individual the adjustment which school can give is virtually to deny him life itself.—J. E. M.

Teachers' Remedies for Classroom Difficulties

THE PURPOSE of the study here reported was to discover the remedies teachers themselves propose for the difficulties which they must frequently encounter in the classroom.

Seventy-four difficulties were grouped under eleven main headings, printed in a folder, and sent to a group of teachers, each of whom was asked to select the one or more problems he had been most successful in solving in his school and to explain the method adopted for solution. The following are the problems listed under the heading "Individual Differences:"

Dull pupils are by their dullness a drag on the class and a bore to the brighter pupils. How can the problem best be met?

Dull pupils often receive more than their proportional share of time and attention. How can the problem be handled so that injustice is not done the bright pupils?

Bright pupils lose advancement and fail to develop their powers because the work is planned for the average or slow pupils. What can be done to give the bright pupil his full chance?

Types of Solutions Proposed.—It may be said in general that the teachers offered a wide range of solutions for the difficulties discussed, many of the solutions being stated in terms of concrete instances. The replies bear the stamp of practical experience rather than of untried theory.

1. *Individual differences*—The large majority of the teachers are demanding that classes of average size shall be separated into at least two groups on the basis of IQ's and achievement. An appreciable number are strongly in favor of an opportunity room for each building for the care of the slowest pupils from the various rooms. The proposal is made by some to keep the bright and the dull pupils together and to direct the recitations so that the bright pupils lead, the slower pupils getting what they can and then receiving special help later from the teacher or an assistant or at home. Enthusiastic recommendation is given the contract system. A few advocate conducting the recitation on the level of the duller pupils, the brighter pupils being called upon to help the others understand the lesson. In some cases the bright

pupils are assigned as coaches for the slower pupils while the lesson is being prepared; this suggests something of the old policy of the monitor system. A few teachers would discard all class organization and depend on individual work with assistance as required. Others defend the practise of dismissing the bright pupils from the recitation when they have contributed their part, allowing them to do other work or to read while the slower pupils remain for further help.

Probably the most encouraging impression received from the solutions offered for this group of problems is the very general recognition of the existence of individual differences and of the right of every child to the full use of his powers.

2. *Study and lesson-getting*—The complaints with regard to study and lesson-getting deal chiefly with lack of concentration, unwillingness to work hard or long, and lack of knowledge of how to study. The chief key to the solution of most of the difficulties involved is interest, motivation, and the setting-free and the calling into action of the latent energy and neural "readiness" of the individual. Much is made of the teacher's appreciation of effort and achievement. Some teachers use charts to show pupil progress. Others stimulate emulation and competition. Special emphasis is laid on making certain of the suitability of the work for the age level concerned. Use of the assignment to suggest method, to set up definite objectives, and to emphasize hard points is recommended. High-school teachers emphasize the stimulating of a sense of personal pride and responsibility in the pupil. Some teachers are advocates of a rigid system of compulsion, the holding of each individual to a reasonable minimum. Supervised study is mentioned by only a few. A considerable number believe that much of the difficulty with lesson-getting lies in faulty reading ability and take measures to test silent reading. A few frankly state that no small amount of faulty study is the result of the teacher's inability or carelessness in outlining lesson assignments. A few use the lesson period for supervised study instead of recitation. In a number of instances medical attention has proved to be the proper remedy for faulty study and mastery. Diagnostic tests are em-

ployed to discover the nature of the pupils' defects, and proper remedies are then devised. Many teachers find that pupils fail because of lack of fundamental knowledge that should have been acquired in earlier grades and take steps to supply the deficiency. Work handed in late is frequently penalized or refused. Posted records of achievement are used as an incentive.

3. *Attendance and regularity*—Chief dependence is placed by a majority of the teachers on interesting school activities rather than compulsion to cure truancy and tardiness. Parents are visited, or cordial notes are sent to them asking for their cooperation. Some teachers organize competition between rooms or classes to establish regularity and punctuality. A few resort to severe measures and admit no tardy child or absentee without a full explanation from the parent. Any time lost must be made up out of school hours.

4. *Social demeanor and adjustment*—From the kindergarten to the high school the teachers urge the welding of the school into a social group in order to supply the situations in which cooperation and the social graces may be taught and practised. Play is the medium most recommended for such instruction with the younger child. High-school teachers have private conferences with pupils who are deficient socially in an effort to set up suitable ideals. Many elementary schools organize clubs of various sorts and make social participation a feature of the activities. The suggestion is frequently made that the teacher's example counts for more in this field than in almost any other in the school. For high-school pupils some teachers recommend the cooperative selection of a list of social traits, which are made the objective of the school group.

5. *School attitudes and conduct*—A considerable proportion of the solutions offered for problems in school attitudes and conduct provides for a large element of cooperation and selfcontrol. Teachers try to make the school group truly social, with its own code of honor and behavior. Emphasis is placed on the teacher's sense of justice and fairness. Many teachers insist that, if the work is interesting and plentiful, discipline will tend to take care of itself. Primary teachers explain the

need of quiet and order so that others may not be imposed upon. Other teachers discuss with their pupils the need for rules and regulations, and a code is outlined and adopted. The unruly pupil is studied by the teacher; he is referred to the school physician or psychologist, and his parents are consulted. In general, he is treated as a pathological case, with mental or physical abnormalities to be corrected. A few teachers contend that nagging teachers are sometimes responsible for unfavorable attitudes and poor conduct on the part of pupils. Care and protection of school property is motivated by having the pupils help in furnishing, decorating, and cleaning the schoolroom so that they develop a personal pride and a sense of ownership in it. Teachers explain how taxes paid by parents and neighbors support the school and buy supplies. The treatment suggested for dishonesty in school work is largely putting pupils on their honor, trusting them. Some recommend forfeiture of term credit when any cheating is discovered. Others so arrange seating and questions that cheating in examinations is difficult.

6. *Teaching the lesson*—Many teachers frankly accept the chief responsibility for pupils' listlessness and inattention in the recitation, saying that with an alert teacher and good methods such conditions do not obtain. A goodly number especially stress improved technic and describe the change in response when the method is made suitable. Many place the responsibility for inattention on bad air, distractions from street noises, or confusion in the schoolroom. Much is made of the socialized recitation as a cure for lack of interest. Some make use of the spirit of competition between classes or parts of a class. A considerable number of teachers have found imperfect assignment of lessons a great source of difficulty in the recitation. Many require the pupils to have special notebooks in which all daily assignments are carefully written. Some who have found the over-talkative pupil a burden have cured the tendency by devices that encourage thought before speech. A few teachers suggest mathematical precision in calling on pupils giving dull and bright pupils exactly the same number of opportunities to recite. Others condemn this plan and urge that the recitation should be more of an informal discussion, each pupil bearing his part but with no mechanical equalizing of questions. Some teachers call first on all the duller pupils and use the brighter pupils

to supplement and correct the others. Teachers confess a tendency on their part to answer the question asked if the pupil hesitates or gives an incorrect answer. The remedy suggested is selfcontrol and recognition of the fact that good teaching is revealing instead of telling.

7. *The teacher himself*—As is perhaps natural, teachers offer fewer suggestions concerning themselves as individuals than about other factors connected with their work. Many object to the salary level, urging that steps be taken to make the salary more nearly commensurate with the responsibility. Particularly is it urged that the upper salary limit is too near the beginning salary. Many suggest as a cure for scolding and crossness two remedies: Improvement of the physical tone through a careful regimen of food, rest, and exercise and the cultivation of a philosophy of life which stresses serenity and a sense of humor.

8. *Textbooks and materials*—Teachers are not conscious of serious difficulties which originate in the textbooks. In an earlier study made, textbooks and materials were placed almost at the bottom of the list of school difficulties. In the present study little attention is given to this factor. Some recommend the omission of unsuitable parts of a book and the substitution of other material. In some cases this substitution is made on the teacher's own responsibility and without the consent of the principal.

9. *Organization and administration*—A very general accusation made of the administration is that of lack of wisdom or consistency in pupil promotions. The complaint is made that pupils unprepared for the new work are promoted. It is recommended that opportunity rooms be provided for those not ready for promotion. Some make the teacher share the responsibility, saying that teachers often give out dishonest monthly report cards in order to conceal the weaknesses of their pupils. A goodly number demand that the size of the classes be reduced, the maximum number in some cases being set at twenty-five. A few teachers object to unskilled supervision and ask for greater freedom from cast-iron requirements so that they may use their own initiative.

10. *Building and equipment*—Many teachers tell of beautifying their schoolrooms as a project of the pupils and the teacher working together and assert that the improved spirit in the school is worth

all the time and effort expended. The pupils have in some cases been allowed to appeal directly to the school board for relief from unsatisfactory conditions. Parent-teacher associations have aided in securing suitable seating. Many teachers use special programs, food or candy sales, and other devices for raising money for equipment. The wisdom of this as a policy is not discussed, the only claim being that sometimes it relieves intolerable situations.

11. *Community and home*—These teachers evidently believe in advertising the school to the home and to the community. They have organized parent clubs, placed school news in the local papers, held open days for the public, promoted education days in the churches, sought the cooperation of the parent-teacher association, made visits to the homes, sent special invitations to the parents to visit the school, and published school papers giving news to the public. They have secured the cooperation of parents in restricting outside programs and entertainments on school nights. They have organized social activities within the school so interesting that they competed successfully with motion-picture shows, theaters, and dances. In short, teachers seem to take it for granted that the school must take the initiative in securing cooperation from the home.

The Supervisor's Relation to Classroom Difficulties.—Nothing startling or new appears in most of the solutions offered by the teachers for these more common school difficulties. Some of the remedies proposed may be seriously open to question. On the whole, however, the measures adopted seem based on sound psychology and practical wisdom. It is to be remembered, however, that the solutions were supplied by teachers who believed that their solutions had proved successful. The many other difficulties of similar kind which every teacher meets may not have been successfully solved. Is it not possible that school administrators, supervisors, psychologists, and others concerned with the proper functioning of the school organism could well afford to give more careful study to the common, everyday variety of difficulties which occupy a large part of the teacher's thought and time?—*This article first appeared in "The Elementary School Journal" and is used through the courteous permission of the publisher and the author, George H. Betts, director of research, Northwestern University.*

A New Type of Junior College

MARION COATS

IN DECEMBER, 1926, the Board of Regents of New York state signed the first charter to be granted in that state to a college which proposed to offer less than a four year course. By this act was the junior college first officially recognized in New York state, although several institutions had been offering courses of junior college grade for some years. This college, Sarah Lawrence College of Bronxville, was founded by William V. Lawrence by a gift of a million and a quarter in land, buildings, and invested funds. By the terms of the charter, the college may give two, three, or four years of work, as circumstances seem to warrant.

The requirements for entrance to Sarah Lawrence College consist, first, of any fifteen units of secondary work recognized by an accredited school as of graduation grade. Second, those applicants will be given preference who have already found a field of success in which they wish continued training. This field of success may be in one of the fine arts—music, painting, sculpture, dramatics. It may be in the field of human relations, in which case the executive ability of the applicant will have been recognized in the performance of work as an officer of some one of the school classes or organizations. Or the applicant may have been conspicuously successful in some one academic subject—languages, writing, science, social science—although poor even to the point of failing in other fields of secondary work. The important thing is that the applicant have a major interest about which she wishes to center all further academic work.

It is this major interest which determines in each case what academic work the student shall elect: There are no courses required of all students. The subjects in the curriculum are grouped in four fields: Fine arts (including literature), foreign languages, social sciences, and natural sciences. The academic work is strictly collegiate in character, final examinations being set in all courses by examiners who are members of faculties in such other colleges as Wellesley, Smith, Swarthmore, and Barnard. The methods of instruction, however, are tutorial. Each student is given a syllabus showing what is accepted as a year's work in each subject she has elected. This work

is divided into eight or ten units, giving the student a standard by which she may measure her own progress. Each unit must be mastered before a second unit may be undertaken. No grades are given, nor does the term "unit" have any connotation of standardized numbers of days or weeks expended—it is a term used merely for convenience. Students who are ambi-



WESTLANDS in May. *The grounds are in charge of an expert landscape gardener. It is the desire of the college to surround the students with beautiful equipment.*

tious or who wish to concentrate in a particular subject, may take on alpha and beta contracts, working for diplomas with honor in the subject, in which case additional amounts of work will be indicated in the syllabus.

The classrooms are set up as seminar rooms. Each instructor, or "fellow," has his own seminar room, where he may be found for four hours every morning. The reference books used in the course are on shelves in the seminar room, and it is expected that the students enroled in the course will do the major part of their work in the seminar room, referring all problems to the fellow as they come up. Each student carries three "academic" subjects, only. When instruction becomes individual, and students are allowed to use the time saved from "classes" for their own purposes, the character of the work and the amount done carry the student

much further into the subject than do the more usual methods of instruction. This is as true of the work of freshman and sophomore years as of the upper years of college where the "honors plan" is more common.

The content of the curriculum recognizes the value of "significant situations" in motivating the academic work of the students. Instead of teaching theories which may or may not be found to apply to the concrete cases met in later life, the fellows invite the students to make inductive studies of their own, using any serious materials found in daily life. The group working in economics is divided into pairs, each two girls to study an industry which they choose according to a plan outlined by the fellow in economics, the group conferences being given over to discussions of the elements common to the various industries. Each member working in sociology makes a study of her home city or town, comparing the forces at work there with those in other localities. The irresponsible student, the girl who is "difficult" in her human relations, individual problems in working methods, and in emotional control—all furnish subjectmatter for students of psychology. Spanish may be learned as readily in a study of Spanish American civilization as by sets of exercises taken from a Spanish grammar. Deductive processes are dependent on experiences and such technique should not be expected of undergraduates. The first two years of college are valuable primarily for the information yielded by the experience of living: the power to reason on the basis of this experience must, of necessity, come later in the development of the student. It is the effort of this college to make the experience of the student as broad and as rich as possible, teaching her to reflect and evaluate as she goes.

Similarly, the age of late adolescence is one at which powers of appreciation are at their most sensitive. Inclination toward creative work may be choked most easily by too critical an atmosphere or by the processes of analysis which are frequently forced on students at too early an age. It was Mr. Lawrence's thought, in including his own home, Westlands, in his gift to the college, to strike the keynote of beauty on which he wished the theme of the college to be based. The

dormitories are built to harmonize with Westlands. Large and spacious rooms, adequate and dignified living conditions, furniture, rugs, and pictures such as rarely fall to the lot of a college, are all part of the plan to educate the taste as well as the mind of the student.

Sarah Lawrence College recognizes the futility of attempting to fence off any part of the student's activity and label it education. Every hour of every day is part of the educational process, for better or for worse. The problem consists solely in whether or not the faculty will take cognizance of the "extracurriculum activities" as important adjuncts to the work of the classroom. A requirement of graduation from the two-year course at Sarah Lawrence College is that each girl select a group activity—student government, Christian Union, dramatics, publications, orchestra, chorus, athletics—to which she will give ten or fifteen hours a week. The mere performance of the activity is not enough—each group conducts a two hour weekly seminar in which the fundamental principles of the activity are studied. In the student government seminar, discussion centers about problems of conduct and politics. The athletic group is concerned with all the problems of positive good health. The dramatics association carries on a workshop which engages in all the phases of play-production. Work on the publications connotes a careful study of journalism. The music groups are working in music libraries, reading at sight, having experience in conducting, in harmonizing melodies for use by the group, in producing the musical compositions used by the college at various times

during the year. Each activity has, not an adviser, but a faculty referee to whom all problems may be referred at will by the student members of the group. Faculty members of special gifts or experience in the various activities may become group members. These activities form the common meeting ground of the entire college.

A second way in which the student life becomes an educational laboratory is in the provision it makes for leisure time. Students may emerge from broad educational opportunities with few resources for their own entertainment unless special thought is given to meeting this difficulty. At Sarah Lawrence College, an hour and a half a day, following lunch hour, is set aside as leisure time. No appointments of any sort may be made within this period; but many interesting activities will be going on in which all students may join if they choose. There will be handicrafts rooms for weaving and dyeing and metal work. Such hobbies as photography, collecting, gardening, radio will be given laboratory space. Travel and debating and book clubs may meet in these hours. Every girl will be encouraged to form a hobby, to find an avocation in the pursuit of which as many hours of leisure as she is ever likely to have may be advantageously spent. The one requirement is that a record be kept of the way in which this hour and a half each day is spent, showing that both profit and enjoyment were derived from it. In some such way as this students may be prepared for the increasing amount of leisure which is promised to succeeding generations by our industrial system.

The keystone of the Sarah Lawrence program is the don. To each girl a special member of the staff is assigned who shall be directly responsible for her welfare. The function of this fellow will be closely similar to that of the don in the English system of education. The don makes sure of the correlation of work for each student whom she has in her charge, planning a time budget, checking up her progress in the three academic subjects and in the group activity, passing on the value of her leisure time activities, making a weekly report of progress to the dean's office. It is the don who has power to grant or withhold permissions for absence from college, given according to the status of the student's health and work. It is to her don that the student looks for advice and help in all non-academic matters. Definite times are appointed for conference, but the student has free access to her don at all times.

The intent of the College is non-vocational although in such activities as orchestra, chorus, dramatics, and publications the work is conducted on a professional basis. In case the student's academic caliber and her progress during the first two years warrant it, advanced credit for what has been accomplished at Sarah Lawrence College may be secured at other colleges and universities on a basis to be determined by the Board of Examiners. The course is intended, however, to give two or three years of liberal arts work to students who do not intend to matriculate for the A. B. degree. The work is a unit in itself, its value consisting in its intrinsic worth rather than in its reference to something further on.



"Westlands," now the administration building.

The Student Teacher and the Whole Child

MAY HILL

THE CLEVELAND Kindergarten-Primary Training School, now a department of Western Reserve University, was founded in 1894 and maintained for thirty-three years as a branch of the Day Nursery and Free Kindergarten Association of Cleveland. Whatever unique qualities this training school may have developed are due in a large measure to its close contact with this remarkable philanthropic agency.

Most teacher training institutions are chiefly concerned with special technics and methods of teaching. This concern is basic to the work of the Cleveland Kindergarten-Primary Training School but the unique character of its work lies, not in technics or methods, but in an attempt to expose its students to the whole child and to the many-sided problems he presents. These students have firsthand experience with children from seventeen months to nine or ten years old. Moreover, these student teachers learn to care for the child's body, to study his behavior, to watch his emotional development, to examine his total environment, to give him the tool subjects of education, to measure his progress in these tool subjects, and finally, to meet the child's parents and to work, not only for a closer cooperation between the school and the home, but for a closer identification of education with life problems and interests. How such all-round experience is given these young teachers points the way to better methods and richer possibilities for the future.

The physical care of the child is approached from several different angles. The hygiene class begins with the health of the student teacher herself and then turns to the study of the child from infancy to adolescence. In addition to lecture and textbook information, the students see the doctor make physical examinations of children of different ages and these young teachers become familiar with the normal body of the healthy child and with the common deviations from normal. Incidentally, they soon discover how different a physical specimen the undressed child can be from the child they see in the schoolroom with his clothes on. In the nursery schools, the student teachers weigh the children, measure them, bathe them, take rectal temperatures, keep records and charts of growth, food intake, sleep, elimination, and defecation.

Another interesting phase of this work is that these young student teachers work side by side with two other student groups, one from the department of household administration and one from the school of nursing. This working to-



THE STUDENTS know child psychology. This student teacher at Gowan Nursery School knows how to get the child to take the food offered him without using compulsion.

gether of three groups of students from the same university (Western Reserve) but with entirely different backgrounds is a liberal education in itself. The student nurses awe the others by their expertness in dealing with physical emergencies, their lack of squeamishness, and by their skill in handling the child physically. The household administration students shine in dietetics and are able to give the mothers helpful demonstrations in cooking foods and preparing menus for their children, and in the wise choice of clothes. The student teachers astonish the others by their skill in understanding and dealing with the children's behavior problems, or the overcoming of food antipathies, or establishing desirable habits. In short each student group sees much to admire in the others.

Students taking a kindergarten-primary training course usually bring to their work more than average interest in children but only average knowledge about them. The first observations of these young teachers show them to be obviously puzzled by the behavior and the thinking processes of the children. The

first year's work in psychology, therefore, is devoted to throwing some light on these problems. It tries to answer the two broad questions: Why do children behave as they do, and how do children learn? Readings and class discussions form the academic part of the course, the laboratory work is carried on through observations of and experience with young children. This year, the students reading Koehler's *Intelligence of Apes* were amazed to find many of the learning processes he describes paralleled in the nursery schools. They made special visits, therefore, watching two babies, one seventeen months old and one twenty, making their first attempts with spoons and forks. They observed the two year olds using various other tools for the first time, they noted evidences of memory, of emotions, of different methods of problem solving, and they saw learning processes going on with real children instead of with mythical examples in books. Later as student teachers these same young women will keep diary records of everything a child does and says, for a certain period of time and at regular intervals. They will then study the significance of these records with the instructor.

This first study of the physical, mental, and emotional development of the child is mentioned in detail because it is basic to all other courses. It is fundamental to solving such problems as, what to teach children, when to teach it, and how to teach it, raised by the various professional courses. Moreover, it becomes in itself the cause of many questions. "Is Bertha lazy or is she stupid?" "Why does Mrs. Martelli keep on giving her children wine?" "Why does Betty have temper tantrums?" "Why does Tommy steal?" The work in educational measurements will solve the problem of Bertha, the sociology class will throw some light on racial customs and prejudices, the study of emotions may offer some clues to Betty's temper tantrums, but not all of these courses put together give enough information to solve the problem of Tommy's continued stealing.

Even in their freshman year, these students hear about the work of the behavior clinic with its staff consisting of a psychologist, a doctor, a social worker, and a psychiatrist. Students are not admitted to the staff meetings of this group, but some of the case material, or the diag-

noses and recommendations are made known to them when they are dealing with a child who is a behavior problem. Once a year, the students hear a complete staff meeting. For such a meeting the names of the child and his relatives are changed, because of the highly personal character of the histories, but the rest of the staff meeting is conducted in its regular form. The students hear the statement of the problem, the family history, the study of the child's total environment, observational records of the child, the results of the doctor's examination, the psychologist's tests, and the psychiatrist's examination. Then, from the summary of all these reports and the careful diagnosis and recommendations for treatment, they learn something of the painstaking study that is necessary before judgment can be passed on such problems as stealing, or negativism, or fear, and the like. In this staff meeting these students hear experts considering every phase of the child's life and it emphasizes and summarizes for them their own simple beginnings in these fields.

The unification of principles of teaching in the nursery, kindergarten, primary fields is not peculiar to this training school, but is another means of fixing the student's attention—not upon special techniques and methods—but upon the interests and needs of early childhood. All of the courses are professionalized and carry the student from the problems involved in the nursery school to those of the third grade. Every student has carefully planned observation periods in the nursery, the kindergarten, and each of the

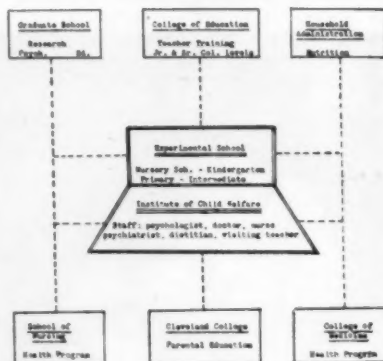
first three grades. Every student must have one term of practise teaching in the kindergarten and one in the primary, but when a young teacher finds she definitely prefers to work with the older children,

she may have a second term of kindergarten practise or she may elect one term of practise in the nursery school.

From this range of teaching experience the students learn that basic principle of progressive education—the necessity of building a curriculum based upon the environmental needs and interests of the children. Moreover, it prepares the students for a wide variety of positions. The graduates are fitting comfortably into positions that range from public schools to private, foreign groups to suburban, and crowded city neighborhoods to rural ones.

Such an experiment in teacher training as the Cleveland Kindergarten-Primary Training School has been able to do would have been impossible except for the spirit of cooperation that distinguishes the city of Cleveland. Now as a department of Western Reserve University, the training school looks forward with eagerness to an expansion of its program. Eventually it is hoped the course will be four years instead of two. Very soon, a contact with the public schools of Cleveland is expected with a further enrichment of the curriculum. Finally, the department looks forward to a complete child development unit with a laboratory school of childhood as its center, a clinic for parents connected with that, and many departments of the university cooperating in the staffing and direction of the work. In this program of expansion, it is hoped that the unique aspects of this teacher training experiment will not be lost but will merely be prophetic of a fuller and richer experiment tomorrow.

A University Center of Child Study, Child Research, Child Welfare

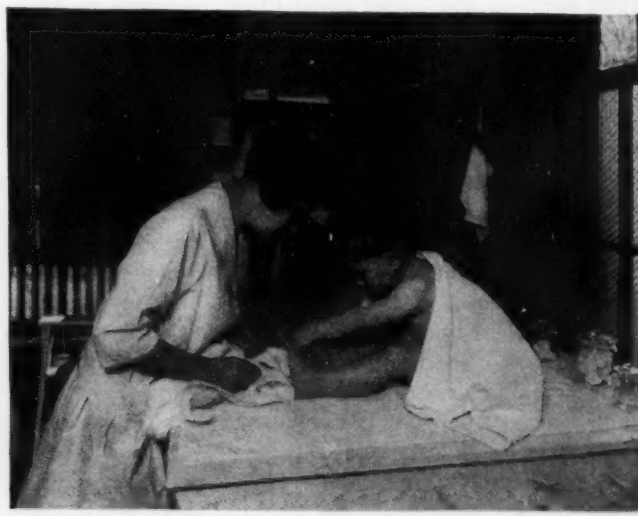


The Experimental School: a center for observation and practical experience for teachers, nurses, dietitians; research center for the Graduate School, a laboratory for parental education.

The Institute of Child Welfare: a consulting clinic for parents, staffed by experts from the cooperating colleges.

A SUGGESTED unit of Western Reserve University, Cleveland, Ohio.

she may take a second term in the primary grades. On the other hand, when a student finds she is happier and more successful in working with younger children,



A SUNNY corner, birds, goldfish, and picture books make happy hours in the nursery school shown at the left. The student teacher guides the curiosity of the children and teaches them how to play happily together. The picture on the right shows Peter assisting with his own toilet after his bath. In addition to training the minds of the children the students care for their bodies also.

College Teaching as a Career

ROBERT D. LEIGH

President, Bennington College, Bennington, Vermont

IN POPULAR literature and the movies the college professor persists as a type—a tired, absent-minded person dressed with a certain genteel shabbiness living in a “cosy, cultured retreat, sedulously built as a sanctuary where, secure with the culture of the past at his back, a fugitive from reality can view the present safely from a distance. . . .” The visitor to the faculty club of an urban university or the national convention of one of the many academic departmental organizations, however, would have difficulty in identifying members of the profession according to these specifications. With the variety of subjects now taught and the variety of institutions for higher education now in operation there are many different kinds of more or less academic occupation which are entered upon through the welltraveled road of graduate or professional work following the A. B. degree. Some of the more obvious possibilities are those of instructor of undergraduates in the small independent colleges in such subjects as literature, science, or history; the head of a large department in a thriving urban university whose work is that of organization and management as much as classroom teaching; the professional teacher in an engineering, medical, or law school; the research professor whose teaching is limited to that of a few advanced graduate students; the special investigator lent to a governmental commission for consultative or administrative work; and the deans and other administrative officers in college and university.

This variety of opportunity associated with, or leading from, the college teaching career is important to emphasize because it allows the young member of the profession a very desirable latitude of eventual choice in determining the place where he can make the most of his particular talents. This he may do without retracing his steps and engaging in a long and difficult second apprenticeship. The interest in research, for instance, may develop slowly after several years of teaching rather than appear at the outset of an academic career. So also ability and preference for college executive work may reveal itself in the

course of a career rather than at its beginning. The records of members of college and university staffs show that there is usually a period of gradual rather than immediate adjustment to the type

MY EDUCATIONAL creed—I believe in education. I believe that I must at the outset adjust my life in harmony with my Creator. I believe that to be a really good teacher I must catch a vision of a tomorrow in which the brotherhood of man has advanced further than it has today. I believe that I must be well. I believe that I must be prepared. I believe that I must cultivate right attitudes of mind. I believe that I must be open-minded. I believe that I must be ever learning. I believe that I must be forward-looking. I believe that I must be loyal. I believe I must have welldefined aims.—Margaret M. Burrell, Ella Peach School, Uniontown, Pa. in *Pennsylvania School Journal*.

of activity into which the person finally settles.

Underneath all of this variety there seems to be a major attraction which draws people to the college teaching profession at the outset and keeps them in it in one capacity or another—this is an intense interest in a field of knowledge or investigation. The first-rate teacher is one who combines such a permanent intellectual curiosity with a like interest in individual human beings. But the latter interest is one that may be satisfied by teaching youth of all ages rather than of the college age alone. The particular advantage of the college and university career, therefore, would seem to be the opportunity offered for the lifelong pursuit of the great truths which men in the modern world believe to be the reward of experiment, reading, and ratiocination. It will be granted that a high degree of competence as well as interest, in the field of one's choice, is a prerequisite of the successful teacher. But fortunately a consuming interest and a considerable competence usually go hand in hand.

And so each year our colleges turn into our graduate schools and our graduate schools turn back to our colleges young

men and young women who wish to make their own education a lifelong process. To such of these as combine with this desire an ability to understand youth there is offered the opportunity of a life of work which is at the same time full of durable satisfactions. It is a compliment rather than a criticism of the occupation, therefore, to say that people enter it because they cannot keep out of it. The good fortune of him who finds in his occupation his recreation and delight need not be enlarged upon.

Assuming that no one who does not have a fundamental intellectual curiosity should enter college teaching it is perhaps more important to indicate the drawbacks of the academic career. They are precisely those features of academic organization which present hindrances to the free and continuous opportunity to think, to write, to investigate, or to encourage these activities in others, which attract young people to the profession.

The first of these hindrances is the pecuniary one. Doctors' and grocers' bills have a way of invading the calm and isolation of the scholar's study. We need to be definite about this matter. As the world's financial rewards go to the mass of men the college professor is not among those on the poverty level. But he and his family are almost invariably persons who insist on maintaining what Jessica Peixotto in her excellent study, *Getting and spending at the professional standard of living*, calls a professional standard of living. They desire especially a comfortable house, a car, the best of education for their children, and they yearn for weekends in the city at the theater and a long vacation for travel. According to this same excellent study, the average faculty salary, which is three thousand dollars in our first class institutions, is insufficient for these family needs. As a consequence the hoped-for leisure and vacation period is spent in odds and ends of remunerative work rather than for mental refreshment in reading and travel. Even with the addition by such means of about fifteen hundred dollars annually the income of the academic head of a family fails by about two thousand dollars a

year to provide the kind of living which would give that family the rational comforts they desire and give him the freedom for continued intellectual growth which is a part of the fundamental ambition which attracted him to his calling. Since this pecuniary problem is probably duplicated throughout the entire teaching profession it need not be overstressed, but it should be insisted upon as a very real although at the same time quite remediable defect in the career of college teaching. It does and should serve as a factor to be weighed by the person contemplating entering it. A young man and woman who are, either or both, consumed with the desire to live through in their own lives the modern American epic of beginning with a bungalow and a Ford and moving up steadily or suddenly to a country estate and a Cadillac had better seek other means for the attainment of their ambition. I do not know how likely other callings are to offer them the medium for expressing such purposes but in any event if they lose directly the attainment of their goal they may reach it vicariously and cheaply through the products of Hollywood. But in academic life they would not only fail to attain such a goal, but they would also be at war with the standards and ideals which govern salaries, promotion, and the ways of academic living, and would be unhappy and often irritating members of the college community.

The second drawback to college teaching, especially in such fields of knowledge as the social sciences, is the isolation of the teacher from the main currents, the rapid movement, and what seem to be the realities of modern life. This drawback is much more serious in the rural college than in the great urban university. And it is not an insuperable obstacle in any case. It is probably true that the busy person engaged in non-academic intellectual activities—the newspaper journalist, for instance—feels as sharply the opposite need for drawing aside from the main stream of surface activity to ponder, to read, to reflect, and to order his thoughts at leisure. But I mention the drawback because it is something almost all college teachers feel at certain times if they are engaged in attempting to understand and find meaning in the world in which we live. The young man who is impatient to be at the task of doing what he knows rather than of knowing what he is doing, who cannot sense the sure and ultimate power of patiently and gradually pushing toward the truth, might better choose some

other calling lest he find himself lonely or irritated rather than inspired by the slow and incalculable reward of his labors. There are many egotists teaching in colleges and universities. But it is no proper place for egotists. The teacher and investigator to be happy in his work



THE SPIRIT of English High School," a monument erected in the English High School of Boston, Massachusetts. This statue by Daniel Chester French typifies the spirit of American youth, expressing the principles which have guided them through the years.

must be of the type who obtains his satisfaction in other ways than ostentatious recognition or immediate results.

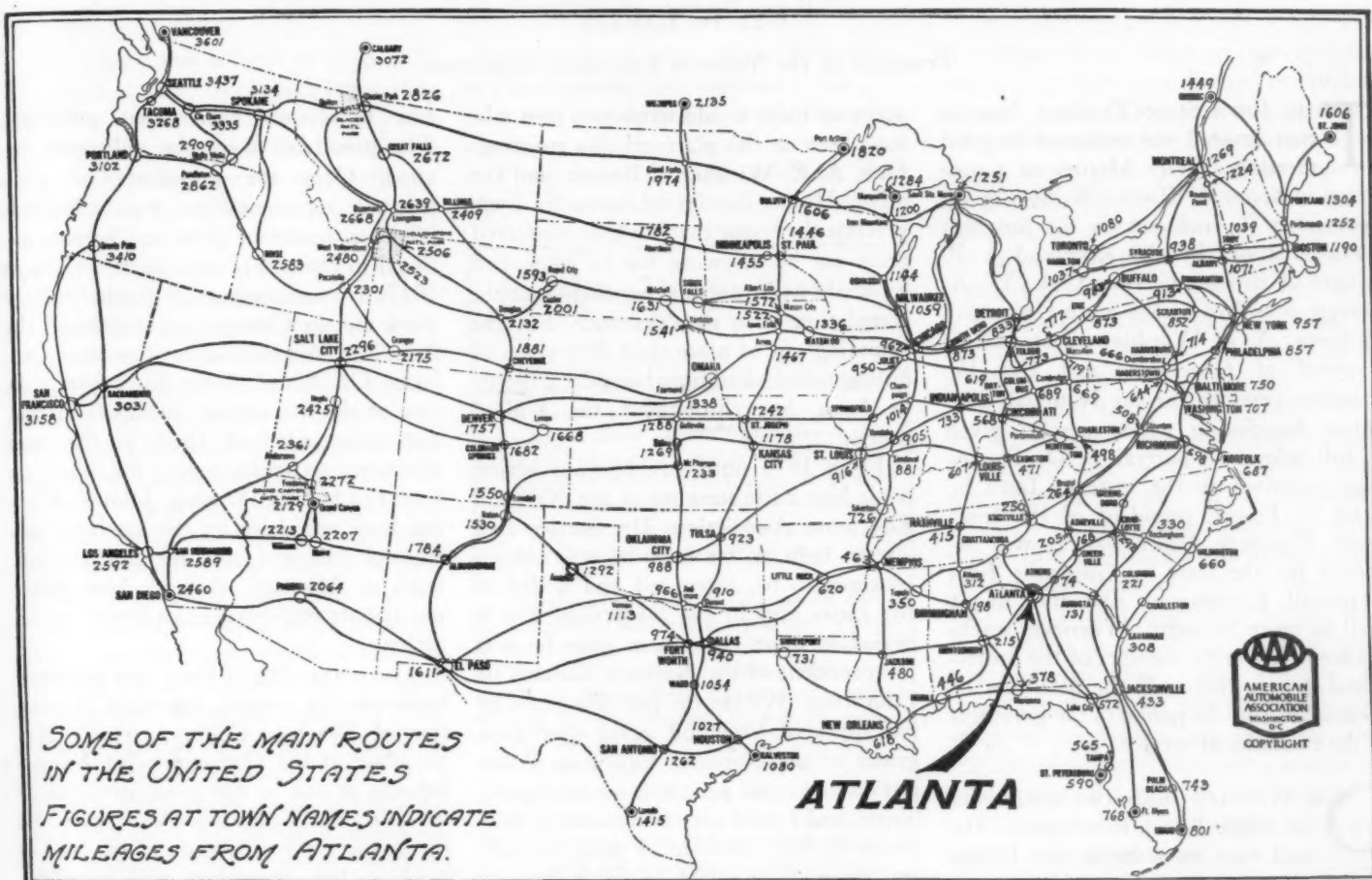
The third drawback to college teaching many would deny as a special defect of this particular calling. It is jealousy and meanness of spirit. A strange paradox this, that those who are dedicating their lives to the great common quest of the true, the good, and the beautiful and in kindling in youth the spirit of that quest should in their practical community relations give way to bickering and meannesses more suitable for those whose minds and spirit have no other outlet. But there is an explanation for this. Accomplishment in teaching or scholarship is difficult to measure, as difficult as the comparative quality of soprano and tenor voices. Promotion is slow and is too often made for accidental or meretricious reasons. And upon promotion the whole family depends for its wellbeing. The college community moreover is like an army post where everyone knows everyone else's business—and income. As a result men and women of splendid qualities living

in a community with unique possibilities of unusually decent human relations and cooperative endeavor sometimes behave toward each other like adolescents. Nothing is so discouraging to the young instructor with high hopes for a life of plain living and high thinking as his first encounter with this all too human frailty of the academic community. His discouragement is matched only by the greater disillusionment of his wife. The real scholar and teacher will develop a philosophy and personality which will overcome this unfavorable aspect of the environment. And at many places and times decent, generous, and cooperative group relations are built up and maintained for long periods. But unless a young man and woman possess enough selfrespect and serenity to rise above the gossipy life of a small town they are likely to find disappointment and a conflict with their essential ambitions in the life of a rural college teacher.

College instructors, therefore, must be persons of substantial qualities of character both to succeed in their calling and to find permanent satisfaction in it. They must have a wholehearted and enthusiastic devotion to a field of knowledge or investigation, they must have a preference for modest comfort rather than the high hazards of economic gain or loss, they must have patience and perseverance, and they must have that essential decency which naturally avoids mean competition, unfairness, intolerance, and selfseeking. To men and women with these high qualities the academic life offers rich rewards. There is (at least in our better institutions) a lifelong opportunity for freely ranging and consecutive thought and for the constantly refreshing association with youth. In its highest places such as those occupied by the great spirits who instruct and lead a generation of graduate students and thus as teachers of teachers quietly influence the thought of a generation or a nation and for those other even more unobtrusive men and women who gradually build up a precious and intimate prestige in our smaller colleges, there are rewards which come from the sense of having exercised a real and lasting power and of having obtained a tangible immortality.

I HOLD every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto.—Bacon.

All Auto Roads Lead to Atlanta



HOW NEAR are you to Atlanta?—This map is for those who plan to attend the convention of the National Education Association in Atlanta next summer. The main routes of the country are outlined. Below each city is a figure indicating the mileages to Atlanta. Add the distance from the nearest of these cities to your home and you have the auto distance to Atlanta.

What would it cost you to go to Atlanta?—Determine your expense according to the amount of time required and the number of sidetrips planned. Approximate cost may easily be figured by finding the number of days necessary for the trip, and multiplying by the daily expense which can be estimated according to the number of persons and the type of car used.

On the way to Atlanta—Motorists from the northeast may include New York, Philadelphia, Valley Forge, Gettysburg, Annapolis, and other points of interest on the way. Those from the middle states will visit the thriving cities of that section and many will see such attractions as Mammoth Cave and Hodgen-

ville, the birthplace of Lincoln, as they drive through the southern states. Those coming from the northwest may stop over at Yellowstone Park, while the Grand Canyon is on the route from the southwest. On all roads leading to Atlanta there are many interesting sidetrips available. Most autoists will find it convenient to travel home by a different road thus enhancing the value of the journey for sightseeing.

Condition of the roads—As the map indicates there is a network of excellent highways covering the entire country. The past few years have seen a tremendous gain in the roadbuilding program of the south. Hundreds of miles of hard-surfaced roads connect the leading cities of the south and east. Georgia alone has more than 2900 miles of improved roads.

The southland invites you to come—M. L. Duggan, state superintendent of schools for Georgia, writes in *Georgia*:

Already educators planning to come from distant states to the Atlanta meeting in July 1929 have made their reservations for the

entire week with Atlanta hotels and some of the hotels have already signed reservations for every available room. Our sister southern states are planning to cooperate with Georgia and Atlanta in extending to the entire nation a genuine southern hospitality, and Georgia and Atlanta have already initiated plans for such a welcome to the National Education Association in 1929 as few organizations of any kind have ever received anywhere.

A glorious challenge—A land of sunshine and hospitality—a land filled with picturesque scenes—a land of historic romance—a land of peaches and watermelons—a land of cotton and corn and "taters"—a land where friendliness is contagious—a land you will never forget.

This, and more, will be the privilege of those who travel to Dixie next summer to attend the sixty-seventh annual convention of the National Education Association. Many teachers will come to know and love America better. They will receive from the convention a new vision of what their profession is doing to build a unified America where every section will appreciate the gifts of its neighbors.

Honoring a Great Leader

UEL W. LAMKIN

President of the National Education Association

THE IOWA State Teachers Association devoted one session of its great meeting at Des Moines to a program in honor of Homer H. Seerley on November 9. Included on the program were addresses by the Reverend J. P. Huget of Brooklyn, New York; W. A. Jessup, president of the State University of Iowa; A. E. Winship, editor of *The Journal of Education*; and Uel W. Lamkin, president of the National Education Association, whose speech is given in full below. A portrait of Dr. Seerley was presented to the state of Iowa by John E. Foster, president of the Iowa State Teachers Association. It was accepted for the state by Governor John Hammill. Ceremonies like this might well be more frequent. Whenever teachers honor a worthy member of the professional group, they call the attention of themselves and the public to the greatness of the educational service.

DR. WINSHIP made two statements on which I wish to comment. He said that no state in the Union had done so much for a public school man as Iowa had done for Dr. Seerley. May I add that no public school man in America deserved more of his state than Dr. Seerley deserves of the state of Iowa.

Dr. Winship said that he would gladly have cancelled any engagement which he might have had to come. I *did* cancel an engagement. And I cancelled not only for myself but because I believe that the greatest education organization in the world—the organization of which I happen at this time to be president—honors itself by sending an official representative to this gathering this morning which is paying tribute to the character and the work of this man.

While the great commander of the armies of the Union in the war between the states, General Grant, was still President of the United States, a young man, Homer Seerley, not yet thirty years old, joined the organization which is now the National Education Association then meeting in the city of Baltimore during the great centennial year.

I think if the teachers of America were asked to name the two men whom they loved and respected more than any other two men in America, I think a great ma-

jority of them would name two men who have been on this platform this morning: One, A. E. Winship of Boston, and the other, Homer Seerley of Iowa. So I appreciate the honor that has been conferred upon me by allowing me to come and celebrate with you this morning—not the completion of a man's service, but the rounding out of more than fifty years of distinguished educational service, not only in Iowa but throughout the United States.

From 1876 until you by your action made him a life member of the National Education Association, Dr. Seerley had always been, as we hope he will always continue to be, interested and active in the ranks and in the leadership. For a period of more than three years he was the president of the National Council of Education. Within the past few years he has appeared time and again upon programs of the National Education Association and upon programs of its departments, and I need not tell you the themes which he has discussed. I need not tell you the position which he has taken.

Always regarding the rights of the persons who paid taxes for the support of our schools, his plea has been for the elevation of the profession of teaching, his plea has been for the dignity of the teacher of little children; and I think it extremely significant this morning that at this recognition service, recognition of the work of Homer Seerley, you have chosen as the chief officer of your association a person who is the teacher of little children, the type of person who is engaged in education work for whom Dr. Seerley in all of his endeavors has always stood.

In 1898, thirty years ago, Dr. Seerley was president of the Department of Normal Schools. That Department no longer exists. A few years after that the presidents of a few of the institutions of this section at a time when students went to other institutions to engage in intellectual rather than athletic contests—the presidents of a few institutions met and organized an American Council of Normal School Presidents. They did not meet in back rooms, but they invited no one to their meetings, so that they could be

free to discuss their own problems. The presidents were the only ones invited. Only the presidents or their personal representatives were admitted. That organization grew and became national in character, until finally, along in 1917, five men engaged in teacher college work met in Chicago and organized the American Association of Teachers Colleges. On this platform this morning sit two of the five charter members of that association. One of them is the man whom we recognize today; the other, referred to by Dr. Winship, John R. Kirk, has been sent here by the teachers' colleges of Missouri, that the teachers' colleges of Missouri, through him, might pay tribute with you to this leader in education.

The outgrowth of these two organizations was the present American Association of Teachers Colleges, which takes the place of the Department of Normal Schools as one of the great divisions of the National Education Association. So far as the work of preparing teachers to teach in the elementary and secondary schools of the nation is concerned, there is no department—not the great Department of Superintendence, nor the great Department of Classroom Teachers, nor the Departments of Elementary and Secondary School Principals, nor any other department of the National Education Association that has as much to do with the preparation of teachers in the elementary and secondary schools of America as has that association, the American Association of Teachers Colleges, one of whose charter members is the man whose service you are recognizing here today.

Again let me say that it is a pleasure and an honor for me, representing the greatest education organization in the world, to join with you as you honor yourselves in paying tribute to fifty years of notable service in this state, a service which means more to Iowa than all the golden products of her fertile fields. I congratulate this Association that it recognizes the service of this man, and we join with you in wishing that that long and useful life may continue to bless the children, the teachers, and the citizens of this great state.

Mental Health and Sleep

DANIEL WOLFORD LA RUE

LET US hope this subject of sleep will be a drowsy one, really soporific. For the world has committed the crime of Macbeth—it has murdered sleep. Perhaps one reason why religion so often puts us to sleep is because we realize dimly that if we slept more we would sin less.

Sleep-fasting causes most of the organs and systems of the body to work overtime—and they will collect time-and-a-half pay. A prominent scientist curtailed his sleep to increase his work, and found his efficiency improved. But the passing years convinced him that he had not only lost time, on the whole, but had also lost in alertness and efficiency. Better to be absent from the table than the bed. The rest cure has done more for nervous patients than all other cures together—and nervous breakdown is the disease in which teachers excel. Yet even rest does not restore the nuclei of brain and body cells as sleep does. There is no complete rest but slumber.

"How much sleep do I need?" All you can take. I believe it is impossible for a healthy person to sleep too much. In general, sleep till you are rested. If you habitually "sleep long hours with your windows open" and still feel tired, look to your hygiene; for even eye strain may cause wakefulness. If your self-management is good, it is not likely that you are overworking. So if habits of body and mind are standard and the tired feeling still persists, take an examination. Perhaps you are eating too much protein, or suffering from faulty elimination, or your thyroid is not producing enough iodine. Perhaps you have a focus of infection, a germ-producing spot, somewhere in your system, giving rise to mental languor or extreme irritability. The physician reads signs of this in the increase of white corpuscles in the blood. Also, prolonged loss of sleep reduces the red corpuscles.

Even with harmonic hygiene, there is great individual variation in the amount of time each must spend daily in the realm of the unconscious, and considerable personal fluctuation to meet the demands of the day, circumstance, or season. The first day of school is most fatiguing for the teacher. Theoretically,

school ought to begin about Thursday, so that a slumberous weekend could prevent the initial fatigue from becoming chronic.

There is a haunting tradition that great men take little sleep. Even the

Knitting Up the Ravell'd Sleeve of Care

TO ACQUIRE the art of sleep, establish some "conditioned reflexes" in this way:

1. At those hours "friendliest to sleep," when you could scarcely wrestle against it if you would, precede slumber with conditions and performances which can be repeated as stimuli to sleep at those hours when it is less friendly.

Some of the stimuli that can be conditioned in this way are posture, "sleep talk," slow, deep, sleep-like breathing, and eye exercises, rolling the eyes slowly up and down, sidewise, obliquely, and in circles—ten counts on each movement.

2. Use these sleep producers when wakefulness threatens, and beware of misusing them.

Continue to recondition these stimuli to sleep (or inhibitors of wakefulness) by repeating them on sleepy nights when they are not needed.

And remember that if you expect to sleep deeply, you will, in the end.

Bible seems to condemn the bed-lover, and God sleeps not at all. In this respect however, we are not made in the divine image. Many great men are great sleepers, and all men show at least one qualification for greatness when they exhibit the ability to sleep well. If I were to pick a towering genius, I would select him from among the long-distance sleepers. There ought to be contests and prizes for the encouragement of such artists.

On the other hand, some are resorting to the physician for sleep remedies which they do not need, since they are naturally short-sleepers who have not discovered the fact.

Having inquired of nature how long she must borrow your brain each day in order to recharge it, *schedule* your sleep. Tell Satan, when he tempts you, that you have a running engagement for 10 p. m. with a better spirit than he—

Morpheus, sweet kisser of the eyelids. And as you value long life and the smiles of your pupils, keep that engagement. Nature does not want a promissory note for so much sleep, due at the end of six months. She must have you, body and soul, so many hours every day. Be like the nonagenarian, Chauncey Depew, who left banquets to go to bed according to his daily schedule, in order that he might not cheat the next day's work with an unslept mind.

"How can I go to sleep?" We have not far to go. The answer, smart in its sound but true as to import, is, "Just stop staying awake." First, convince yourself that you wholeheartedly *want* sleep, that the bright thoughts which beckon at bedtime are pale as compared with the scintillating ideas which will burst forth in clusters tomorrow from your sleep-fed mind. Just as truly as "an army travels on its stomach," the soul must be transported on sleep or sink. Prolonged wakefulness may actually destroy brain cells, or even body cells.

If you wish to go to sleep when you retire, obey three rules:

1. Lower your blood pressure, especially in your brain. The sleeping brain is pale. Draw off from the cerebrum that spiritual liquor, the blood, by some soothing occupation for thirty minutes before the sleep hour. A light lunch, as of crackers and milk, will draw blood to the stomach, but should not be bulky enough to distend the diaphragm upward. A neutral bath (water 92 to 95 degrees) is still better.

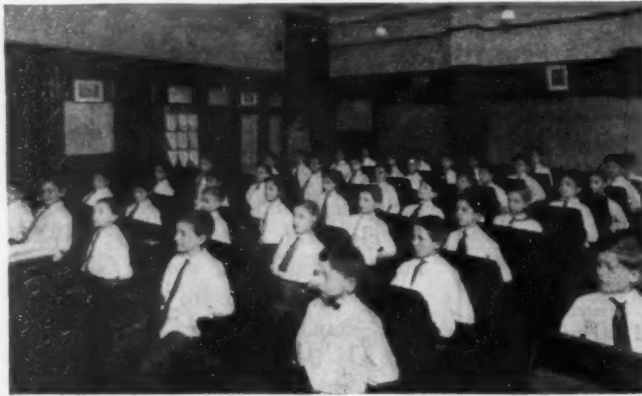
2. Avoid *excessive* fatigue poisons. Walter Camp says dogs do not get "dog tired." Only humans are that foolish. If you have over-excited your brain with such excess, breathe and drink deeply (of air and water, of course) to neutralize the poison. Then lie down and rest till you are properly tired, instead of improperly, and your sleep will pass all dreaming.

3. Turn off your emotion motors. It is not so much thinking that keeps us awake, as feeling—fear of work undone, anger at what the principal said, or some other of the fourteen. Since he only is alive who has a purpose, die into sleep by having no purpose. Break your orderly associations by indulging in the most insane nonsense—regular "word salads," and encourage random visual pictures therewith. Or try this (which works with me): Breathe at a slow, sleeping rate, and repeat something well memorized, such as the Twenty-third Psalm, but *only one word at each exhalation*. Continue, thinking lazily how each word looks.

Next you know, it will be morning—and you will feel fit for anything.

New Schools for Old

THIS PICTORIAL article was prepared for The Journal by Gertrude Hartman, editor of "Progressive Education," and well-known advocate of schools in which children have more activity, larger freedom, and greater responsibility.



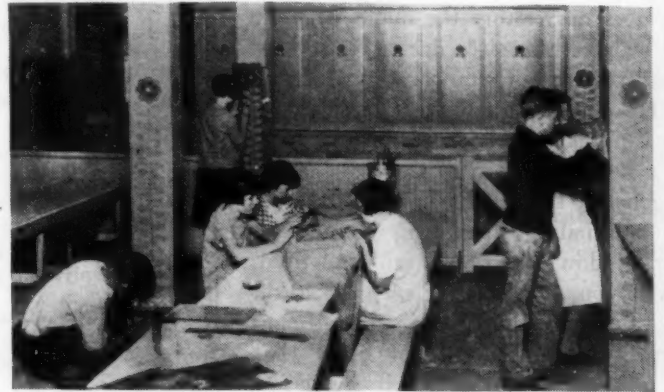
The classroom made for passive listening is giving way to the classroom made for active doing. This picture is of a classroom of Public School 61, New York City, taken before the new type of work came in.



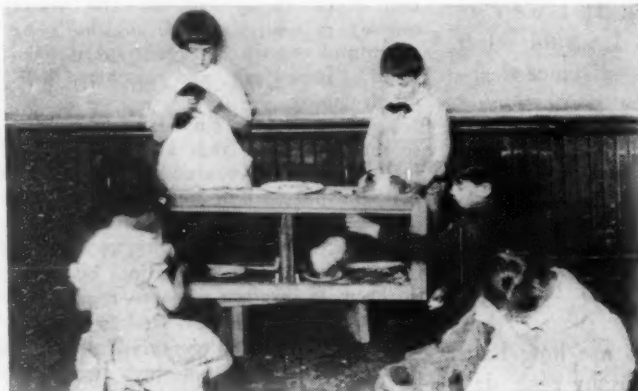
The same classroom after the new program of activities was introduced. Here the fixed desks have been discarded and a number of activities are being carried on at the same time. The children are absorbed in work.



Sometimes the objection is raised that the new type of work cannot be done without costly equipment. A resourceful teacher and group of children of a Duluth school made their easels from bits of scaffolding.



The pupils of the Los Angeles public schools take an active part in creating their school environment. These boys and girls are decorating the cafeteria of their school. They now feel a possessive pride in it.



Duluth public school children often bring their pets into the classroom where they take care of them and incidentally learn much about their nature and habits. These children are caring for Guinea pigs.



A box house is here seen in the process of construction, and furniture, rugs, and curtains are being made for it. These children of a Kalamazoo public school are learning lessons which they will always remember.

New Schools for Old

THE CHANGED conditions of the modern world demand a corresponding change in the school. The narrow curriculum of earlier days is giving way to a program of work and play wherein the tools of learning are mastered in their relation to everyday life.



These boys are learning botany by firsthand experience with plants in the school greenhouse. They are from Public School No. 45, New York City. City children enjoy the opportunity of working with flowers.



At the same school these girls have an opportunity for creative expression in the pottery room. They learn to appreciate the value of careful workmanship and are receiving training for a possible means of livelihood.



This is a meeting of an astronomy club—a voluntary grouping of these Los Angeles children with similar interests. How much greater is their love for the science because they organize and conduct the class themselves.



These children of Cleveland have brought their pets to school and are learning about them from the books in the library. They are cultivating habits of observation and are getting training in nature study.



The joy of marionette shows lays strong hold of the dramatic instinct. These children of the Winnetka public schools wrote a play and made puppets to act the parts. They have found practical use for their handicraft.



Even the upper grade rooms of the modernized school have a flexible environment suitable for active work. This sixth grade classroom of the training school of Milwaukee State Teachers College is an example.

The Journal of the National Education Association

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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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Teacher Participation

WITHIN a decade there has been an advance in American education of truly marvelous proportions. Perhaps nothing has contributed more to this advance than teacher participation—the ideal that the entire profession and not merely a smaller group within it shall determine educational policy and practise. The National Education Association within this decade has grown from ten thousand to nearly two hundred thousand. During this period the Department of Classroom Teachers has been magnified. A large number of teachers have been given places on committees and a classroom teacher has served as president of the Association. The great projects on which the Association is working have included many activities for the improvement of the status of teachers. Teachers now look to the National Education Association for leadership in campaigns for public support, professional salaries, secure tenure, and provision for retirement.

Teacher participation means that the number of people who are free to think on the problems of the profession is multiplied manyfold. It means that there is being thrown into the stream of professional effort the energies of men and women whose daily contact with children gives them firsthand opportunity to test their thinking by the concrete experiences

of the school. It means for the masses of teachers a new sense of the significance and larger bearing of their work. It means for the child a teacher with a quickened spirit and wider outlook. It means for the school principal a lighter load and an increased cooperation and loyalty on the part of the teaching staff. It means for the superintendent the satisfaction of presiding over an organization better equipped to solve the difficult problems of education in the community. It means for the citizen added assurance that the work of the schools will be well done.

In the revision of the curriculum teachers are having an increasing share. Wherever teachers are given an opportunity to work at this enterprise they are showing devotion, a firsthand knowledge of child needs, and the result is better schools and happier teaching situations.

The school is worth just the difference it makes in the lives of children. The amount of that difference depends upon the teacher more than upon any other factor. The teacher's keenness of mind, his fineness of heart, and nobility of spirit are the great factors in the teaching situation. Anyone who is fit to assume the sacred responsibility of guiding the growth of children is fit to have a part in professional organization and in community affairs generally.

The time has come to magnify the teacher as a citizen. As an individual and as a group he has a contribution to make to the community advance which is of the utmost importance. His leadership is trusted because of its unselfish character and its freedom from competitive and commercial relationships. It is important that this leadership be capitalized to the full. It is not enough merely that the superintendent shall be active in public affairs. The school principal has a contribution to make because every school is the center of a natural community. The teacher has a large contribution to make because teachers in close daily contact with pupils are brought face to face with community problems and needs.

Some of the greatest problems of education are still largely unsolved. The enlistment of the profession in the National Association has reached only about one in five. In tens of thousands of schools the curriculum still contains much that is illadapted to child and community needs. The task of interpreting the schools to the public so that they may understand the newer conditions and

ideals is merely begun. The problem of pupil failure growing out of the subject-matter conception of education is a pressing, insistent problem. In every school, county, city, and state a survey is needed to show the number of pupils who are failing to make their grades. The problem of pupils who drop out of school because of unsucccess before they are ready to take up the duties and opportunities of life is little appreciated in many communities. The idea of expelling and excluding pupils is still too prevalent. Only by teacher participation can we make universal the ideal that the schools owe a duty to every child whether he be weak or strong—deaf, dumb, crippled, or wayward. The child who is weak or stupid needs the aid of the school more than his fortunate brother or sister and if society is to protect itself from ignorance, incompetence, and crime it must give increasing attention to the less fortunate group of children in the schools.

These are only a few of the unsolved problems before the teaching profession. The Association has taken as its goal, "A fair start in life for every boy and girl." That great ideal can be realized only through the common efforts of all teachers of the nation.



MEET MR. J. Stevens Kadesch, president of the Department of Secondary School Principals. Mr. Kadesch is headmaster of the Senior High School of Medford, Massachusetts, where he has been since 1921. He has been active in professional organization for many years. Secondary school principals are facing with vision and energy the problems created by a high-school enrolment of more than four million.

The Journal's Annual Roll Call

An Inspiring Record of the Educational Advance

THIS IS THE JOURNAL'S seventh annual roll call of the states to show educational progress each year since 1922. The roll call becomes increasingly significant as comparisons become possible between the progress of today and that of earlier years. These reports from three persons in each state—the state superintendent of public instruction, the secretary of the state education association, and the National Education Association state director—reveal points at which gains have been made. They supply the materials for accounts of educational progress in the various states, for newspaper interpreters, yearbook makers, and others interested in the educational advance. The organized profession is pressing forward toward its goal of a fair start in life for every boy and girl. The advance is unmistakable. Among the points which are repeatedly emphasized in the reports from the various states are longer pre-service training for teachers, longer terms for rural schools, increased revenue, revision of curriculums, growth of education associations, and new buildings.

Alabama—An increase of more than three million dollars during the year 1928 in expenditures for public education which has made possible unusual progress in actual service to the schools through longer terms, materially increased compensation for teachers, and vastly improved facilities for the training of teachers in our colleges and normal schools.—R. E. Tidwell, state superintendent of education, Montgomery.

The translation of additional school revenue, appropriated in 1927, into enlarged educational opportunities—particularly as expressed in better supervision, and in a uniform school term of seven months.—Frank L. Grove, secretary, Alabama Education Association, Montgomery.

The remarkable growth in professional spirit among the teachers, and the growth of the feeling that the time has come that more nearly equal educational opportunities must be offered to all the children of the state.—J. D. Williams, N. E. A. state director, Birmingham.

Alaska—The inauguration of educational courses in the Alaska Agricultural College and School of Mines, and the improvement in a number of city schools plants through the construction of new school buildings.—Lester D. Henderson, commissioner of education, Juneau.

Arizona—The state board of education, at a recent meeting, adopted the following resolution: "Resolved that on and after July 1,

1930, teacher's certificates will be issued to only such applicants as have completed at least a three-year course in some accredited institution, over and above a standard high-school course."—C. O. Case, state superintendent of public instruction, Phoenix.



ENTRANCE GATE to the Lincoln High School, Los Angeles, California. This photo and the ones on the following pages aim to show recent progress in the construction of school buildings including especially buildings that have been completed during the year 1928. Photos of notable new buildings are desired at THE JOURNAL office.

The placing of our normal schools at Tempe and Flagstaff upon a four-year plan instead of two.—W. T. Machan, secretary, Arizona Education Association, Phoenix.

The establishment of a three-year teacher training course for elementary teachers, as a minimum requirement for teaching in the state of Arizona, and the gradual dropping of trial certificates.—H. E. Hendrix, N. E. A. state director, Mesa.

Arkansas—The movement to standardize our elementary schools.—J. P. Womack, state superintendent of public instruction, Little Rock.

A publicity campaign put on jointly by the state department of education and the Arkansas Education Association in preparation for the meeting of the legislature early in January.—H. L. Lambert, executive secretary, Arkansas Education Association, Little Rock.

California—Training course for elementary teachers increased to four years culminating in A. B. degree to be effective in 1930 when three fourths of teachers college faculty must possess master's degree or higher.—William John Cooper, superintendent of public instruction, Sacramento.

A better appreciation of the right of California children to be educated according to their needs, interests, and abilities. A more definite appreciation of an educational square deal.—A. R. Clifton, N. E. A. state director, Monrovia.

The California state teacher colleges this year began their first enrolment of students for the four-year course of training for certification.—Roy W. Cloud, executive secretary, California Teachers Association, San Francisco.

Colorado—The teaching standard raised one hundred percent by checking on the certification and qualifications of ten thousand teachers in the state. Organized and certificated professional reading done by teachers and pupils.—Katherine L. Craig, state superintendent of public instruction, Denver.

The Colorado Education Association in cooperation with the parent teacher associations of the state submitted an amendment to the Constitution which provided for the reorganization of the state department of education, providing for a commissioner of education who would be appointed by a state board which the people would elect; this plan to take the place of the direct election of the state superintendent of schools every two years.

The amendment did not carry. However, the vote was about 80,000 in favor and 146,000 against. Undoubtedly the two associations will feel sufficiently encouraged by this large favorable vote to submit the amendment again next election.—W. B. Mooney, executive secretary, Colorado Education Association, Denver.

Connecticut—The organization and operation of some eighteen psychological clinics under the direction of the Division of Special Education and Standards. To these have come pupils who are behavior problems and those who are candidates for special classes.—A. B. Meredith, commissioner of education, Hartford.

Delaware—The putting into effect of a building program for which the state had appropriated \$2,000,000 to assist school districts to meet their needs in this regard.—H. V. Holloway, state superintendent of public instruction, Dover.

Distriet of Columbia—The passage of a new child labor law supplementing the new school attendance law passed in 1925.—Frank W. Ballou, superintendent of schools, Washington.

Florida—The vote in the general election November 6 on an amendment proposed by the legislature of 1927 removing the upper limit of millage for school purposes in special tax school districts; publication this fall of the findings of the staff that made the educational survey of the state during the year 1927-28.—W. S. Cawthon, state superintendent of public instruction, Tallahassee.



Baltimore City College, opened April 10, 1928

Georgia—Our success in securing the meeting of the National Education Association in Atlanta, Georgia, June 28 to July 4, 1929, for its first session in any southern state during the past twenty-eight years. While we are making and planning educational progress in many directions no one thing will bring about such results as will be experienced from this meeting.—M. L. Duggan, state superintendent of schools, Atlanta.

The increased efficiency of the rural schools of the state by the longer term or better salaries, sometimes both, given to our schools by the one million dollar equalization fund. Also the evidence received on all sides by talks made with business men that they are realizing more and more clearly every day that "education pays."—Kyle T. Alfried, secretary, Georgia Education Association, Macon.

Hawaii—The inauguration, through the establishment of a Division of Research, of a territory-wide program of reclassification and regrading of pupils based on a careful study of intelligence and achievement tests and the recommendation of teachers. It is expected that this program will materially reduce retardation in all grades. Along with this program of reclassification and regrading, there is being developed a careful revision of the entire curriculum better to fit the needs of the new pupil groups.—Will C. Crawford, superintendent of public instruction, Honolulu.

Idaho—The placing of a new, up-to-date course of study in language activities in the elementary schools of the state. This includes picture study and a character education program.—Mabelle M. Allen, state superintendent of public instruction, Boise.

The work done on the county unit plan for administering education and on the statewide equalization tax are both important. Second to these studies, perhaps, is the initial work done on the revision of the Idaho course of study for elementary schools. This work has

not progressed far and will need to be revised, but a very good beginning has been made. The normal schools also have revised their curriculum and the consensus of opinion is that they have done excellent work.—John I. Hillman, executive secretary, Idaho Education Association, Boise.

Improvement in the attitude of teachers toward professional organizations and consequently keener interest in problems of public education.—Charles F. Dienst, N. E. A. state director, Boise.

Illinois—The enlistment of several influential statewide organizations in the attack upon our educational problems. Some of these organizations are the State Congress of Parents and Teachers, the Federation of Women's Clubs, the League of Women Voters,

the State Federation of Labor, the Women's Trade Union League, Illinois School Board Association, etc.—Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

The year 1928 has brought to the public generally and especially to the rural population an increased demand for more thoroughly trained teachers in the elementary schools.—A. L. Whittenberg, N. E. A. state director, Springfield.

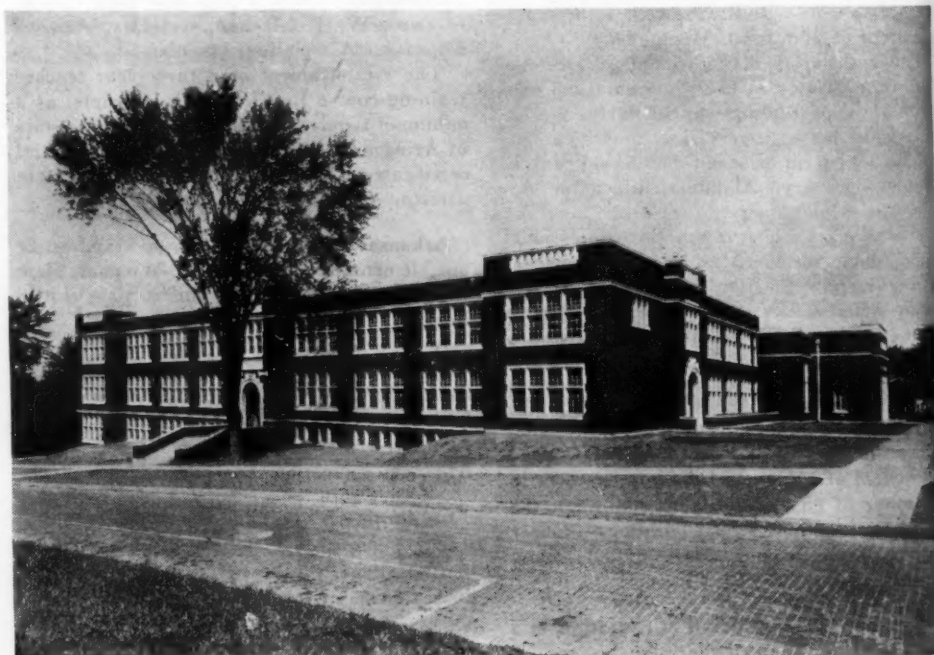
Indiana—The plan initiated by State Superintendent of Public Instruction, Roy P. Wisheart, and carried out by the State Department of Education in formulating a high-school course of study with teacher participation, and the continuing of this same plan for making a course of study for the primary and intermediate grade schools of the state.—Charles O. Williams, secretary, Indiana State Teachers' Association, Indianapolis.

Iowa—The preparation of a new elementary course of study for rural and graded schools.—Agnes Samuelson, state superintendent of public instruction, Des Moines.

The writing of a new course of study in terms of modern objectives and procedures through the cooperation of the school people of Iowa, with Agnes Samuelson, state superintendent of public instruction. The dedication of the new Medical Building at the University of Iowa. The opening of this medical unit marks a new era in education for the profession of medicine in Iowa.—Charles F. Pye, secretary, Iowa State Teachers Association, Des Moines.

The state course of study for elementary grades worked out by many teachers under the direct supervision of the state superintendent showed a remarkable professional spirit plus teamwork.—Mary A. Lord, N. E. A. state director, Sioux City.

Kansas—The forthcoming report of the Kansas School Code Commission, which is to offer a complete recodification of the present



Junior-Senior High School, Lexington, Missouri

school laws to the Kansas legislature in January, 1929.—Geo. A. Allen, Jr., state superintendent of public instruction, Topeka.

The growth, organization, financial success, and educational leadership of the State Association is now the big thing on the horizon.—M. E. Pearson, N. E. A. state director, Kansas City.

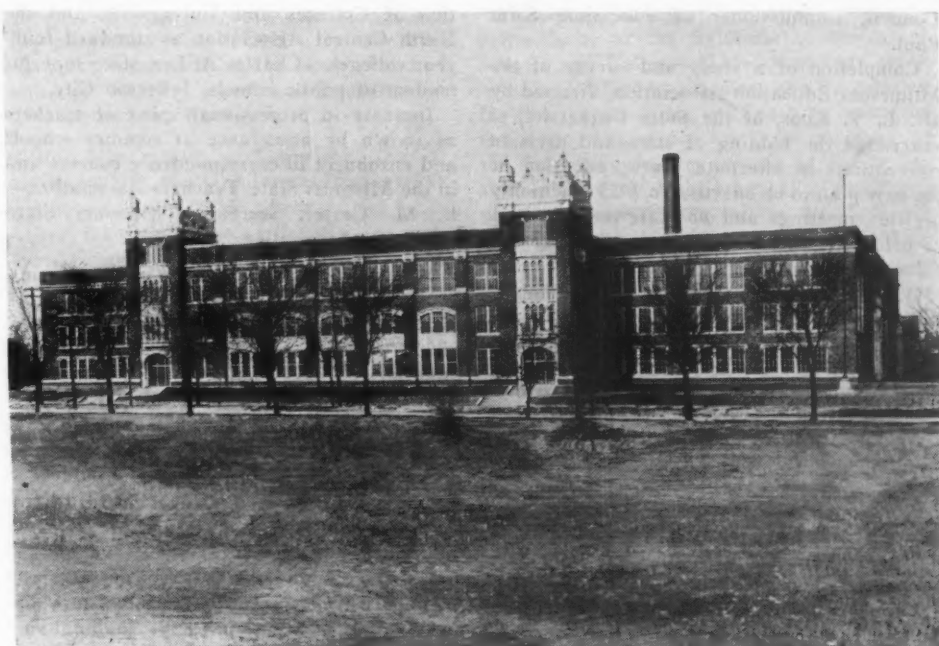
Kentucky—Defeat of the effort to abolish the present county administration law, effective in Kentucky since 1920. The bill sought to revert to the old method of electing county superintendents by popular vote which was superseded in 1920 by the adoption of a statute placing the selection of the county superintendents in the hands of the county boards, elected by the people. Educators believe that a decisive victory in favor of the present county administration law has been won.—R. E. Williams, secretary, Kentucky Education Association, Lexington.

Louisiana—The killing of the bill in the legislature to require parish superintendents to be selected in popular election, and the defeat of another bill eliminating the overlapping feature of the parish school board.—T. H. Harris, state superintendent of public education, Baton Rouge.

The defeat of a movement to make county superintendents elective by popular vote.—P. H. Griffith, executive secretary, Louisiana Teachers Association, Baton Rouge.

Maine—During the past year, after a universal test of the freshmen in high schools, we began a drive in all schools for the better teaching of reading and the love of literature. This has been going on with marked success and is improving all types of reading as well as all subjects. Our six thousand teachers entered into the spirit of this movement in a very satisfactory way. We are continuing the drive for one more year.

It is also worthy to note that we are selecting a number of demonstration rural schools in which the state is cooperating with the local community in equipping the school prop-



Theodore Roosevelt Junior High School, Rockford, Illinois

erly and in making it beautiful. This applies to the interior as well as the exterior of the building and grounds. Our plan is to get the people of the community interested, to appoint committees to look after the various phases of the work and keep up the grounds during the summer vacation, the grounds to be fenced and painted to harmonize with the building, a white building with green blinds where possible. Nobody ever shows off a rural school, but we hope to have something of which our people will be proud.—Augustus O. Thomas, state commissioner of education, Augusta.

Statewide drive for improvement in reading, carried on in the public schools of the state under the direction of the state department of education.—William B. Jack, N. E. A. state director, Portland.

Maryland—Maryland teachers' retirement system, established by legislation in 1927, operated successfully for first year in 1927-28. It meets all requirements set up for a sound retirement system.—Albert S. Cook, state superintendent of schools, Baltimore.

Massachusetts—The preliminary steps have been taken toward the erection of a new plant for the Massachusetts School of Art, the only art school in the United States supported wholly by state funds. The building will be a beautiful structure with ample provision for carrying on work in teacher-training and in the fine and industrial arts.—A. B. Lord, supervisor of research and statistics, Boston.

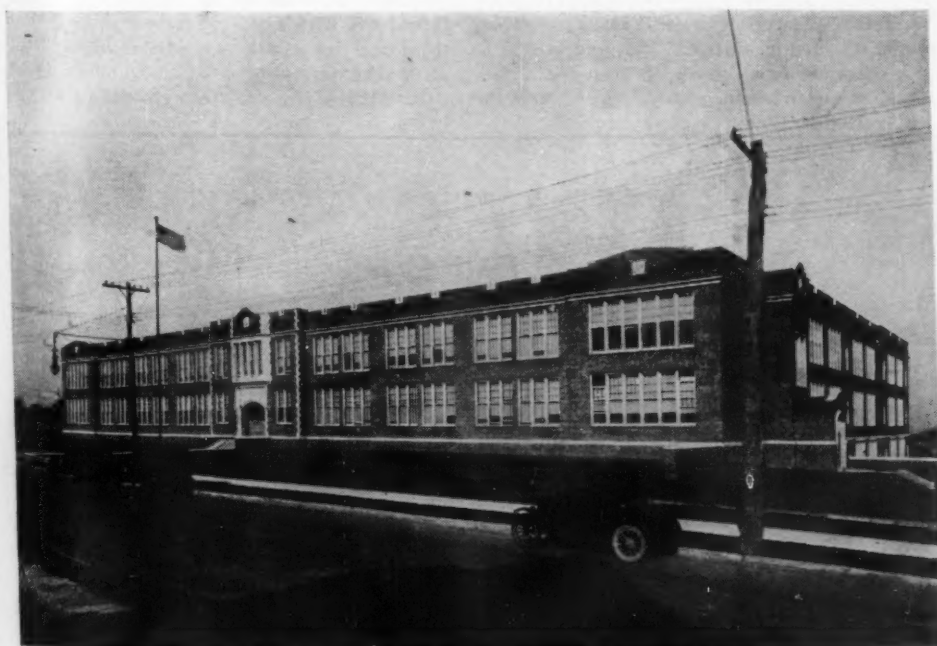
The vote taken by the House of Delegates of the Massachusetts Teachers Federation that a subscription to *Common Ground*, the official organ of the Federation, should be considered as a part of the dues, so that the magazine now goes to all the members.—Stanley R. Oldham, secretary, Massachusetts Teachers Federation, Boston.

New building construction. Over fifteen million dollars have been spent this year to raise the standard of our public school buildings.—Annie C. Woodward, N. E. A. state director, Boston.

Michigan—The State Board of Education in Michigan voted that beginning June 20, 1928, the life certificate would be granted only to those students completing three years of work above an approved high school in one of the four state teachers colleges of Michigan.—Webster H. Pearce, state superintendent of public instruction, Lansing.

The completion of the Michigan Education Association building at a cost of over \$70,000 which is to house the Association and its various activities in the future.—E. T. Cameron, executive secretary, Michigan Education Association, Lansing.

Minnesota—The revised Elementary School Curriculum, rewritten and enlarged, to replace the edition of 1923.—James M. Mc-



Wilson Junior High School, Erie, Pennsylvania

Connell, commissioner of education, Saint Paul.

Completion of a study and survey of the Minnesota Education Association, directed by Dr. L. V. Koos, of the State University, to rearrange the holding of state and division conventions in alternate years; adoption of the new plan to be effective in 1929 when only division meetings and no state meeting will be held.—C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

With the help of Dr. John K. Norton of the National Education Association, the teachers of Minneapolis succeeded in securing a salary increase commensurate with salaries of other cities of the same size. This helps to raise the professional standard throughout the northwest.—Effie MacGregor, N. E. A. state director, Minneapolis.

Mississippi—The legislature at its last regular session which began in January of last year and closed the first of April did more for public schools than any other legislature that has met within the last several years. The increase of the state equalization fund from one million and a quarter dollars to two million and a quarter dollars to be disbursed by the State Board of Education in such way as to equalize educational opportunities, was the one thing done by the legislature most pleasing to us.—W. F. Bond, state superintendent of public instruction, Jackson.

Enactment of a law providing for a minimum school term of eight months in every county and district, and increased state appropriation and county levies to carry out the provisions of the act.—Walter N. Taylor, executive secretary, Mississippi Education Association, Jackson.

The state law passed by the Mississippi legislature making it possible for every child in Mississippi to attend school at least eight months a year is the most forward step this state has ever taken in education. Practically every county in the state has already met the state requirements and all the rural schools, practically, will be run for at least eight months this year.—H. V. Cooper, N. E. A. state director, Kosciusko.

Missouri—The accrediting of our five state teachers colleges by the American Associa-

tion of Colleges and Universities and the North Central Association as standard four-year colleges.—Charles A. Lee, state superintendent of public schools, Jefferson City.

Increase in professional spirit of teachers as shown by attendance at summer schools and enrolment in correspondence courses and in the Missouri State Teachers Association.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.

Montana—Montana's distribution during 1928 of more than \$350,000 to needy school districts in the state has resulted in the provision of nine months' terms of school for hundreds of boys and girls who had never known nine months' terms before. This equalization fund will be distributed annually.—May Trumper, state superintendent of public instruction, Helena.

Two encouraging developments in Montana are: Establishing a research department in Montana Education Association and a movement to unite the teachers of the state in support of a sound retirement law through a campaign of education.—R. J. Cunningham, executive secretary, Montana Education Association, Helena.

Nebraska—The launching of a new statewide character education program, and the rural parent-teacher demonstration in the rural districts of Nebraska.—Charles W. Taylor, state superintendent of public instruction, Lincoln.

The development of a plan for equalizing educational opportunity in Nebraska. This plan when put into operation will open the way for material expansion and encouragement of Nebraska's educational program.—Everett M. Hosman, secretary, Nebraska State Teachers' Association, Lincoln.

Nevada—A very satisfactory improvement in all public school work for the year. Vocational courses receiving greater attention. 1929 is a legislative year and improvements may be looked for in matters of certification, junior high-school course of study, and better cooperation between the state and county in a program of administration and supervision.—Walter W. Anderson, state superintendent of public instruction, Carson City.

A complete new course of study is in the course of construction, and we expect through

the 1929 legislative session to enact some legislation that will bring about a program of closer cooperation between the state and the county in matters of administration and supervision.—Jennie A. Curieux, N. E. A. state director, Tonopah.

New Hampshire—Complete establishment of four-year programs at each of the two state normal schools and graduation of first classes with the degree Bachelor of Education.—Ernest W. Butterfield, commissioner of education, Concord.

New Jersey—General incorporation programs of health education in new curriculums throughout the state and the appointment of a new state director of health education.—A. J. Glennie, N. E. A. state director, Newark.

Comprehensive state survey of public education authorized by legislature. State commission appointed to examine and establish relations between Rutgers College and the State University of New Jersey. Appointment of an assistant commissioner in charge of teacher training. Reconstruction of school curriculums.—Charles B. Dyke, secretary, New Jersey State Teachers Association, Trenton.

New Mexico—Both major political parties pledged in their platforms active support of the State Teachers Association program which calls for reorganization of the state department of education. This plan, if adopted, will give the state board of education the power to appoint the state superintendent of public instruction, and also provides for a scientific management of the state school lands and the state school funds.—John Milne, secretary, New Mexico Educational Association, Albuquerque.

The action of the New Mexico Educational Association in its concerted action to reorganize the state department of education, also the county board of education, making them modern in scope and administration.—Mrs. H. F. Brock, N. E. A. state director, Gallup.

New York—Marked cooperation of State Teachers Association and Council of Superintendents with the state normal schools and the state department of education in study of teacher training needs. Committees of superintendents and high-school principals



Columbia High School, South Orange, New Jersey



Brady School, Aurora, Illinois

working on qualifications of elementary and secondary school principals and on curriculum problems.—George M. Wiley, assistant commissioner for secondary education, Albany.

The central rural school act by which more than fifty rural sections of New York have organized central school districts and thereby are enabled to provide good elementary and good secondary school facilities for rural boys and girls. This law is the first real opportunity that rural people have had to improve their school facilities without burdening themselves with taxation. The fact that more than fifty districts have been established in a little more than three years is the best evidence that rural people themselves appreciate the opportunity offered to them by it.—Frank P. Graves, state commissioner of education, Albany.

Arousal of statewide interest in better training of teachers manifested in seven issues of *New York State Education* with more than 300 pages written on the subject by teachers themselves, an accomplishment, we believe, never before revealed in educational journalism.—Harlan H. Horner, executive secretary, New York State Teachers Association, Albany.

The study and development of a statewide program of junior high-school instruction under the guidance of the state director of junior high schools, and the report of the committee on objectives for elementary schools.—W. H. Holmes, N. E. A. state director, Mount Vernon.

North Carolina—Provision to transport 25,000 additional children to rural schools, and to extend the school term from six to eight months for 30,000 additional children.—A. T. Allen, state superintendent of public instruction, Raleigh.

Growth in sentiment for increasing the state school fund to a point where a minimum school term of eight months can be realized without a very substantial increase in the taxes by the different counties. The development of this sentiment is the partial result of the educational commission which has been at work for more than a year.—Jule B. Warren, secretary, North Carolina Education Association, Raleigh.

North Dakota—Completion of course of study for elementary schools written by a committee of North Dakota people guided by the

Stratmeyer-Burner report with suggested daily program giving attention to time element and grade conditions in rural schools.—Bertha R. Palmer, state superintendent of public instruction, Bismarck.

Ohio—Elimination of one-year teacher training courses, and withdrawal from teacher training field of colleges which do not make teacher training a major function as evidenced by an adequate educational faculty.—J. L. Clifton, director of education, Columbus.

Oklahoma—The adoption of the program for establishing accredited elementary schools which endeavors to measure the achievement of the school before it is accredited. The reorganization of the small high schools of the state by adopting a particular type of curriculums suited to the various schools. All teacher training institutions of the state are reorganizing the curriculums for training all types of teachers. This study is being directed by E. S. Evenden of Teachers College, Columbia University.—John Vaughan, state superintendent of public instruction, Oklahoma City.

Making it possible that every school in Oklahoma may have at least an eight months term under proper management, through the state aid measure adopted by the last legislature.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—Establishment of the Eastern Oregon Normal School at La Grande in a section of the state that heretofore has not been served by a normal school.—C. A. Howard, state superintendent of public instruction, Salem.

Committee of high-school teachers on pupil eliminations made a survey to learn causes for dropping from school of all pupils who dropped from elementary or high schools in Portland during 1926-27 and 1927-28.—Nettie Mae Ranklin, N. E. A. state director, Portland.

Establishment of a state normal school at La Grande. This is the third school for the training of teachers for the elementary grades, state supported. The buildings are under construction and will be ready for occupancy at the beginning of the summer session, 1929.—E. F. Carleton, secretary, Oregon State Teachers' Association, Portland.

Pennsylvania—Initiation of the Pennsylvania Study of the Relations of Secondary Schools and Colleges. This seven-year study is being directed by the Carnegie Foundation for the Advancement of Teaching upon the invitation and under the joint auspices of the Pennsylvania Department of Public Instruction and the Association of College Presidents of Pennsylvania.—John A. H. Keith, superintendent of public instruction, Harrisburg.

The giving of relief in the form of a monthly check from the treasury of our Association to twenty-eight indigent teachers who retired before 1919, when our retirement system became operative. Approval of the following amendment to our Code of Ethics regarding *Political Macing*: Participation by members of the teaching profession in any coercive scheme for the collection of funds for political purposes is unethical.—J. Herbert Kelly, executive secretary, Pennsylvania State Education Association, and N. E. A. state director, Harrisburg.

Porto Rico—The rehabilitation of our school system which has been seriously affected by the terrible hurricane of September 13, 1928. Half of our school buildings were totally or partially destroyed, and, consequently, the general efficiency of the work will suffer during the present school year. We are trying our best to hold the effects of the cyclone at the minimum.—Juan B. Huyke, commissioner of education, and Francisco Vizcarrondo, N. E. A. state director, San Juan.

Rhode Island—Rhode Island College of Education opens new Henry Barnard schoolhouse for practise training; Rhode Island State College dedicates three new buildings; four new high-school buildings completed, opened, and filled.—Walter E. Ranger, commissioner of education, Providence.

The completion and opening of the new Henry Barnard School building at Rhode Island College of Education, and the completion and opening of three new buildings at Rhode Island State College. The new Henry Barnard School not only increases the physical resources of Rhode Island College of Education, but it marks an almost epochal advance in the work of training teachers for



Wilson Junior High School, Appleton, Wisconsin



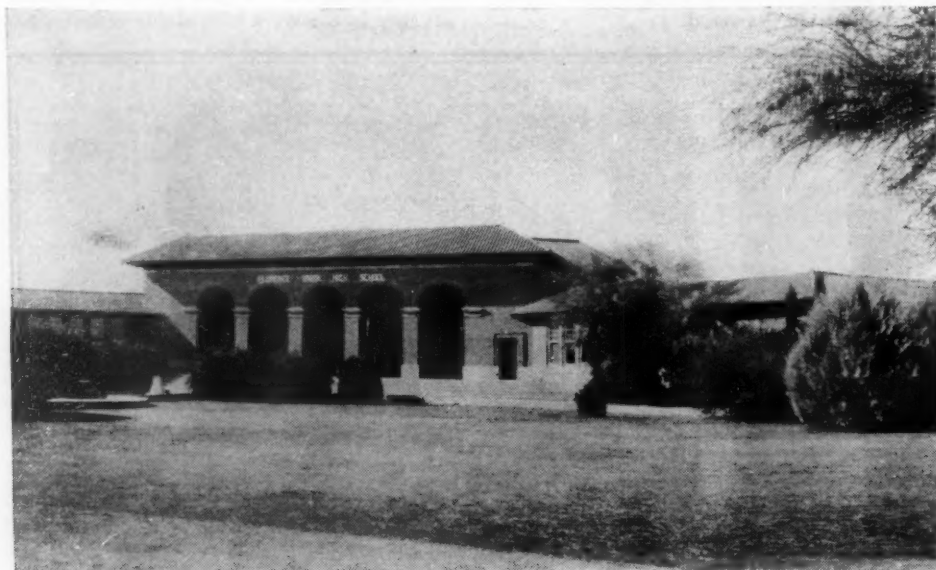
Robert A. Long High School, Longview, Washington



Greaney Elementary Consolidated School, St. Louis County, Minnesota



Washington School, Green River, Wyoming



Florence Union High School, Florence, Arizona

our public schools, making available as it does abundant opportunity for observation and practise teaching, as well as for experimentation along new lines in education.—Clarence W. Bosworth, secretary, Rhode Island Institute of Instruction, Auburn.

South Carolina—The extension of the yearly average school term to 172 days with all accredited high schools averaging nine months' terms or more.—J. H. Hope, state superintendent of education, Columbia.

South Dakota—There has been a steady increase in the enrolment, both in grades and high school, in our state in the past two years. It is a notable fact that over fifty percent of our high-school enrolment are boys and girls who reside in the rural districts, who are taking advantage of the high-school facilities offered them by the towns and cities. It is also a notable fact that a large increase in high-school graduates attending higher institutions of learning has been shown by the educational statistics of South Dakota.—C. G. St. John, state superintendent of public instruction, Pierre.

Tennessee—The additional two or more buildings at each of the three teacher colleges, the Polytechnic Institute and the Agricultural and Industrial College for Negroes. Changing the four normal schools to teacher colleges by the establishment of a normal school of junior college grade at Clarksville whose function is training the country teachers. The million dollar appropriation of the state to be matched by half the sum apportioned to each county for the purpose of replacing and repairing inadequate country schoolhouses.—P. L. Harned, commissioner of education, Nashville.

Texas—For fifty years the Texas state constitution has designated the governor, the secretary of state, and the comptroller as a state board of education exofficio. Public education has become such an important function of the state government that an amendment to the constitution was adopted in November authorizing the legislature to create a real state board of education. The legislature will have the authority to determine the number of members, the length of term, and prescribe the qualifications and duties. It is a great opportunity and responsibility given to the legislature. The friends of public education are expecting such legislation as will influence great progress during the next few years. Another amendment adopted authorizes the term of office of school trustees to be extended not to exceed six years. Inasmuch as the constitutional limitation heretofore has been two years, this will contribute very much to permanency of organization and efficiency of service.—S. M. N. Marrs, state superintendent of public instruction, Austin.

Adoption of two amendments to the constitution of Texas: One giving the legislature power to fix by law the terms of all officers of the public school system including terms of members of all boards not to exceed six years; the other authorizing the legislature to provide by law a state board of education whose members shall be appointed or elected in such manner and by such authority and shall serve for such terms as the legislature shall prescribe not to exceed six years. The

said board shall perform such duties as may be prescribed by law.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

The adoption on November 6 by the people of Texas of two amendments to the state constitution. One of the amendments authorizes the legislature to create a state board of education to replace the present ex officio board composed of the governor, comptroller, and secretary of state. The second one authorizes the legislature to provide for terms of office of school district trustees and county superintendents not to exceed six years. The present constitutional limit is two years. The adoption of one of the amendments will give Texas a state board of education composed of outstanding citizens appointed or elected because of their superior qualifications for the administration of school affairs. The other amendment will provide continuity of educational programs in both county and independent school district systems.—L. W. Rogers, N. E. A. state director, Austin.

Utah—The steady onward progress in practically every division of the Utah state school system.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

Vermont—The pronounced progress made in the standardization of rural and village schools. At present over four hundred schools have been standardized in respect to building, equipment, skilled teaching, and efficient administration.—Clarence H. Dempsey, commissioner of education, Montpelier.

Virginia—The improvement in rural schools in the following respects: Qualification of teachers, length of term, total number of pupils having the benefit of a nine months term, improvement in sanitary conditions of rural buildings.—Harris Hart, state superintendent of public instruction, Richmond.

Virgin Islands—Increasing the professional growth of teachers in service through personal supervision and guidance, together with special classes for particular groups.—Arthur E. Lindborg, director of education, and N. E. A. state director, St. Thomas.

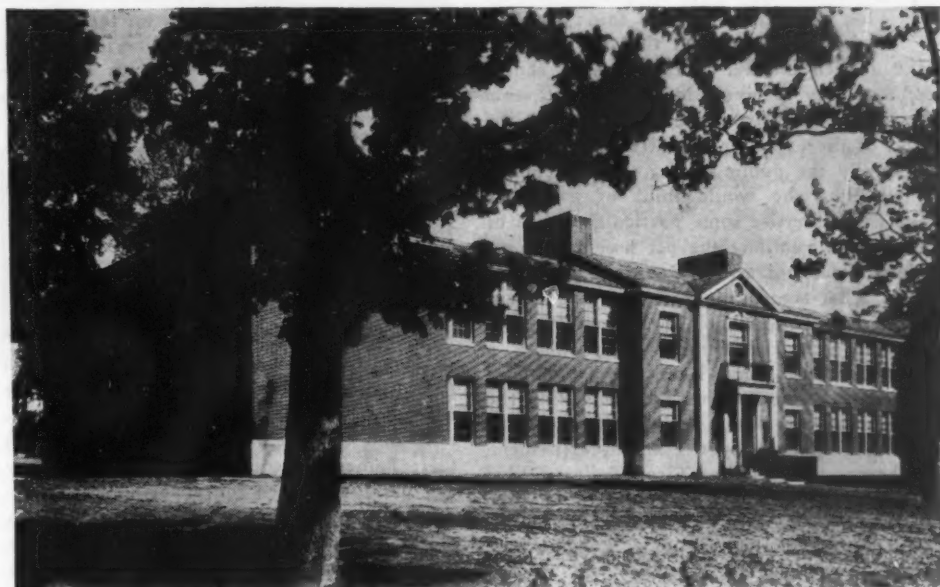
Washington—Consolidation of schools exceeding all expectations with sixty-one consolidations by vote of the people, fourteen of which were with districts across county boundary lines. Completion of high-school graduates' study dealing with all phases of high-school accounting including extracurriculum activities. Establishment of selected library list for elementary schools. Statewide objective test program in elementary schools. Twenty-nine counties qualified for standard plates for rural schools. Transportation study by counties, revision of institution accreditation, completion of permanent teachers record.—Josephine Corliss Preston, superintendent of public instruction, Olympia.

Plans initiated for important advance in educational legislation of unified educational forces. Washington Education Association dues increased to two dollars and fifty cents for the employment of a field secretary.—Arthur L. Marsh, secretary, Washington Education Association, and N. E. A. state director, Seattle.

West Virginia—The completion of a statewide survey in four volumes. Volume I, Or-



Oak Park School, Aurora, Illinois



Hillsdale School, Hillsdale, New Jersey



Roosevelt School, Ridgefield Park, New Jersey

ganization, Administration, and Finance; Volume II, Educational Achievements; Volume III, Survey of Buildings; Volume IV, Survey of Higher Education. The revision of the elementary course of study. The making of a comprehensive program of teacher-training for the state, including curriculums for the preparation of all types of teachers.—George M. Ford, state superintendent of free schools, Charleston.

A statewide survey of all phases of public education in West Virginia in four volumes. The completion of the new elementary course of study for West Virginia schools. The teacher training-program.—J. H. Hickman, secretary, West Virginia State Education Association, Charleston.

Completion of a state survey of the public school system of the state, including the ele-

mentary and high schools and the state institutions of higher learning. The results have been prepared and published in four volumes. The survey of the elementary and high schools was directed by L. V. Cavins, of the State Department, and the study of the higher institutions was conducted by Charles H. Judd, of the University of Chicago, and a staff of assistants.—Joseph Rosier, N. E. A. state director, Fairmont.

Wisconsin—The putting into operation of the new common school equalization law, and the new provisions for the education of crippled children.—John Callahan, state superintendent of public schools, Madison.

Increased growth in membership in both the national and state associations, increasing

the standards of the state teachers colleges, and a much better public attitude toward education.—Edgar G. Doudna, N. E. A. state director, Madison.

Adoption by the legislature in 1927 and operation in 1928 of the school equalization tax law which makes for more equitable distribution of state aid in Wisconsin.—B. E. McCormick, secretary, Wisconsin Teachers Association, Madison.

Wyoming—The forward looking report which has come from the committee of the State Teachers Association on a teacher retirement system with some encouragement that the state legislature may receive it favorably.—A. A. Slade, N. E. A. state director, Laramie.

Exploitation and Propaganda

THE PUBLIC schools are the public's schools. This has frequently been said; and it is true. For that reason the public should take a keen interest in the schools; should see that they receive adequate support, that they are efficiently conducted, and that the hand of the exploiter is restrained.

Equally the public courts are the public's courts. But who would think of using the courts to advertise some particular brand of soup, or to ventilate the pet notion of some voluntary organization? But these are similar to what some groups or individuals expect of the public schools. For example:

I am a manufacturer who produces a highly beneficial tonic. I prepare a pamphlet including the laws of health, and telling the children how to keep well. Very good. But on several pages appears an advertisement of Thompson's Tonic for Tired Toilers. Why not allow this helpful pamphlet to be distributed amongst the pupils? Because many of my co-owners of the public schools may have equally good tonics to advertise. Their right is equal to mine. And, as we cannot advertise all, we shall advertise none.

Or, Leif Ericson is thought to have been the first white man to set foot on American soil. We ought to erect a monument in his memory. A fine idea. Now, as this is a patriotic project of nation-wide interest, of course nobody will object to having the school children contribute. Our Norwegian citizens organize, hire a promoter, who requests the superintendent of schools to collect pennies from the children. He produces a letter signed by the President of the United States, or the Secretary of State, commending the idea of erecting a national monument to Leif Ericson, and hints that any superintendent of schools who does not comply will be branded by his organization as un-American. As a further form of persuasion he says that they intend to put this inscription on the monument (see box in center of this page); that each school that contributes will receive an engraved certificate to frame and hang on the wall. "You don't want your schools to be the only ones, etc.," he finally warns. And the superintendent's record for Americanism is lowered ten percent.

Or, again a committee of gentlemen call on the superintendent. They represent the American Society for the Emancipation of Men. They are very earnest. They are plausible. Each is very influential in the city. They desire per-

ERECTED TO THE MEMORY OF
LIEF ERICSON
BY
THE SCHOOL CHILDREN OF THE
UNITED STATES

mission to send speakers to all the schools to explain to the children the danger that threatens our nation from over-feminization, and to appeal to them to advocate in their homes the equal rights of men. They are indignant when the superintendent suggests that the schools are intended to teach the children matters of general value to the community and not to spread the propaganda of any particular society.

On another day some representatives of the Horseshoers' Association call at the office. They are planning to celebrate the anniversary of the making of the first horseshoe in the city. There is to be a monster parade with ten thousand people in line and twenty bands. They would like five thousand children to parade, and a thousand to form a human horseshoe on the City Hall Plaza, all dressed in special costumes, to sing patriotic songs as the parade passes (two hours). All the teachers will be expected to do is to make the costumes, and train the children in formations and singing, and look after the children on the day of the parade. Of course, all the schools are to be dismissed for the afternoon so that all the other children may witness the parade. This is to be an annual affair, "Horse-Shoe Day." "But," pleads the superintendent, "we already have twenty-five special days, and ten special weeks to celebrate. When are we going to get in a 'spelling day,' an 'arithmetic day,' and a 'reading day,' and a 'let-em-alone week'?" They leave in disgust; and the superintendent's record for Americanism is lowered again.

Of course these cases of exploitation and propaganda are fictitious, but they bear such close resemblance to cases with which every superintendent in a large community has had to deal that they are types that will easily be recognized.

Let us as citizens reason a few moments along these lines: Don't we own the schools? Yes, we do; but you or I do not in the individual sense in which we own our homes. We are only individual members of the entire community of the city and state in our ownership of the public schools. You may paint your house any color you choose, put up signs advertising any commodity, if you like, or invite any group, political, religious, or social, to hold meetings in your home; you may invite your friends in to have a card party, and pass around the hat for the benefit of the orphans' home; but when you attempt to do these things in your schools you will find thousands of co-owners who will object to your use of their schools for advertising your goods, or holding meetings for expressing your political, social, or religious theories, or collecting funds for your pet enterprise. The public schools are the public's schools, in the sense that they belong to all the people. The children are not a voluntary audience that can leave if they don't like the performance. They are compelled to attend school by the attendance law, and for the purpose of receiving instruction in a program of study prescribed by state regulations; and nobody has the right to curtail, alter, or extend the program except The Board of Public Education to which that authority is legally delegated. The child has four sacred rights—his right to an education, to play and recreation, to religious training, and to a decent home life. Anything that interferes with these not only injures the child but endangers the life of the nation.—From the annual report (for the year ending June 1928) of Superintendent E. C. Broome of the Philadelphia Public Schools. Dr. Broome is chairman of the Committee of Ten to investigate the use in schools of materials provided by outside agencies.

Horace Mann at Association Headquarters

THE MEMORY of Horace Mann, pioneer advocate of free public schools has been given new recognition in the life of the National Education Association. On December 3 there was placed in the central hall of the headquarters building in Washington a replica of the bronze statue of Horace Mann by Emma Stebbins, the original of which stands on the State House grounds in Boston. The statue, which is the exact size of the original, was given the Association by P. P. Caproni and Brothers, Incorporated, Boston, through Walter R. Siders, chairman of the Association's Board of Trustees and Field Representative of the World Federation of Education Associations.

It was particularly fitting that the statue be dedicated at the time of the two-day conference of Secretaries of State Education Associations which met at headquarters December 3 and 4. On Monday morning, December 3, the secretaries took a fifteen-minute recess and assembled in the central hall of the building at 1201 Sixteenth Street Northwest. Members of the Association's staff, numbering about 120, were also invited to participate.

The presentation address was made by Dr. Siders on behalf of the donors and the gift was accepted for the Association by President Uel W. Lamkin. A brief tribute to the part played by Horace Mann in the pioneer days of teacher organization in America was given by the editor of THE JOURNAL.

The ideals which Horace Mann advocated in the pioneer days are emphasized anew in the platforms of the state and national associations. In a sense Mr. Mann is the father of the National Education Association. A National Convention of the Friends of Common Schools and of Universal Education met in Philadelphia in 1849. Henry Barnard made the program of topics and Horace Mann presided and delivered eloquent addresses at the beginning and at the end of the conference. He emphasized the advantages of cooperation and the need for a comprehensive national association. These addresses may be found in the Fiftieth Anniversary Volume of the Association's Proceedings published in 1906. A second convention of the Friends of Common Schools met in

Philadelphia in 1850 and organized the American Association for the Advancement of Education, which continued to meet for several years. This earlier association laid the foundation for the organization of the National Education Association at Philadelphia in 1857.



—Harris & Ewing.

AN OBJECT of interest to all who visit Association headquarters is the bronze statue of Horace Mann, father of the American public schools. It is a full-sized replica of the statue on the State House grounds at Boston. The original sculpture was by Emma Stebbins.

Horace Mann became a member of the Association and remained so until his death on August 2, 1859. At its meeting following his death the Association adopted appropriate resolutions to his memory.

Horace Mann was born at Franklin, Massachusetts, May 4, 1796. He was admitted to the bar in Massachusetts in 1823 and spent fourteen years as a lawyer and legislator. His work in the state legislature bore fruit in the enactment of several important laws: (1) against the use of alcoholic beverages; (2) against traffic in lottery tickets; (3) for the establishment of state hospitals for the insane; (4) and the creation of a state board of education.

After the creation of the State Board of Education, he became its first secretary and undertook the task of reorganizing the school system of Massachusetts.

His appointment to that office changed the entire course of his life. Soon after he entered the new work he wrote:

My law books are for sale. My office is to let. The bar is no longer my forum. I have abandoned jurisprudence, and betaken myself to the larger sphere of mind and morals.

One of his first efforts was to consolidate the petty district schools into larger units. Although small units remained until 1869, the effort prevailed to consolidate the districts in the populous sections of the state. Mann's reports spread the agitation for larger units into neighboring states.

He gave attention also to the examination of teachers and their instruction; the improvement of school buildings; the raising of school funds by taxation; the creation of correct public opinion on school questions; encouraged school libraries; and discarded the slavish textbook method of teaching.

His influence aided in establishing the first normal school in America at Lexington in 1839, which was later moved to Framingham. Encouraged by the example of Massachusetts, under the leadership of Horace Mann, Henry Barnard succeeded in getting through the Connecticut legislature the act organizing the state board of commissioners and became its first secretary. In 1849 Connecticut again followed the steps of Massachusetts by establishing a normal school. In 1843 Mr. Barnard went to Rhode Island, where he assisted in drawing up a school law under which he became the first commissioner.

Horace Mann issued twelve reports while he labored in Massachusetts, the most famous of which were the fifth, portraying the advantages of an education, and the seventh, recording his observations of European schools, which led to the famous controversy with the thirty-one Boston schoolmasters.

In 1848 he was elected to the Congress of the United States, at the same time resigning the secretaryship of the State Board of Education.

Horace Mann's contribution to American education corresponds to the contribution of Washington and Lincoln in the field of statecraft. His portrait should be in every schoolroom and his birthday should be honored by appropriate emphasis in all the schools on May 4.

EVERYDAY RESOLUTIONS ON HEALTH AND SAFETY

One of the Seven Cardinal Objectives of Education

Set a Goal—Have a personal standard of health and endeavor constantly to maintain it. Have high ideals of physical, mental, and emotional fitness.

Form Health Habits—Good health habits of eating, elimination, sleeping, breathing, bathing, and posture will make your life happier and richer. Take care of your eyes, teeth, hair, and feet.

Correct Your Defects—Seek to find and remedy causes of all ailments. Have a regular health and a dental examination by reliable experts. Get the best advice you can.

Daily Exercise—Exercise daily in the open air. Fresh air sharpens the mind. Master two games, an indoor and an outdoor. Have a hobby along some creative line as gardening, architecture, or mechanics. Plan your vacation carefully.

Rest—Get sufficient sleep with windows open, but avoid oversleeping. Learn to relax. Stand and sit erect.

Mental Hygiene—Avoid fear, worry, anger, irritation, overexcitement, and other emotional excesses. Cultivate laughter, optimism, and constructive thinking.

Stop, Look, Listen!—Help prevent accidents to yourself and others at home and on the street. Value life highly. Regard every crosswalk as a challenge. Obey traffic regulations. Get the safety habit.

[Use this page from the Journal of the National Education Association as a poster for your classroom]

The Cleveland Convention

February 24-28, 1929

WHEN PRESIDENT Boynton's gavel calls to order the opening session of the Department of Superintendence at Cleveland on Monday morning, February 25, it is probable that half the superintendents of schools in the United States will be seated in the great public auditorium. These superintendents are responsible for the conduct of the schools in which approximately twenty million children are seeking education. What is said and done at the winter meetings of the Department of Superintendence, when reinforced by the far-reaching studies in its Yearbook, materially affects the trend of public education in America.

Headquarters—Convention headquarters, registration, and postoffice will be located on the main floor of the exhibit hall which is directly connected by an arcade with the public auditorium. It is within easy walking distance of the leading hotels.

Convention committees—Robinson G. Jones, superintendent of schools, as general chairman, is actively in charge of local convention plans. Assistant Superintendent Charles H. Lake is chairman of the committee on publicity; Assistant Superintendent Albert C. Eldredge is chairman of the committee on hotels; Assistant Superintendent Harry A. Bathrick is chairman of the committee on educational exhibits; Assistant Superintendent Horace M. Buckley is chairman of the committee on information; Harold L. Sammons, secretary to the superintendent, is chairman of the committee on transportation; Supervisor of English, Clarence Stratton, is chairman of the committee on Sunday speakers; Supervisor of Music, Russell V. Morgan, is chairman of the committee on music; and Albert J. Kennedy, manager of the Convention Board, is chairman of the committee on halls and meeting places.

Special railroad rates—Roundtrip tickets on the identification certificate plan will be sold at one and one half fare for members of the National Education Association and dependent members of their families. Tickets will be good by way of the same route going and returning.

Roundtrip tickets will be sold to Cleveland, Ohio, February 19 to 25 in territory of the Central Passenger Association. When validated at regular ticket offices in Cleveland, tickets will be good for return to reach original starting point

On to Cleveland

How can the public schools better serve democracy, increasingly produce a higher type of citizenry?

IN THIS convention thesis is summed up the goal of tax-supported education. There will be seven general sessions discussing some "day theme" drawn from this convention thesis; and there will be some thirty-odd discussion groups further analyzing the "day themes."

Monday's theme is A Better Financing of Public Education; Tuesday's theme is The Articulation of the Units of American Education; Wednesday's theme is The Better Training of Teachers, Better Selection of Material Entering Training Institutions, A Change in Objectives while in Training, A Thorough Sifting while Going through, In Service, Obligations of the School Employing a Teacher; and Thursday's theme sums up in a strong program on Character Education.

Every superintendent in every state who will attend the Cleveland convention is asked to write up a pre-convention announcement for his local press, and when he returns to give to his local press the high spots of the convention. Every superintendent in the country should consider himself as a press agent to put this job across big.

FRANK D. BOYNTON,
President, Department of
Superintendence.

not later than midnight of March 6. Dates of sale in the western portion of the United States begin earlier and return limits are later on account of increased distance. Details may be had from your local ticket agent.

The carriers have also authorized sale of roundtrip tickets with return limit of thirty days from date of sale at one and three fifths fare. Selling dates and other conditions are the same as apply to sale on the fare and one half basis.

Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. If in arrears, inclose check for membership dues.

If identification certificate is not obtained and roundtrip ticket purchased in advance, no adjustment of fare can be made after arrival in Cleveland.

ALLIED ORGANIZATIONS

National Council of Education will hold two sessions Monday, February 25, and Tuesday, February 26, in the afternoon. The program will center around the general thought of *synthetic research*. The responsibility resting upon the National Council for this type of investigation will be stressed and the possibility in future programs along this line will be emphasized. It is not the intention to give up entirely studies in the field of analytic research but it is the intention to shift the emphasis over into the field of *integration and interpretation*. There are good prospects of addresses being made by Dr. Henry Fairfield Osborn, Dr. Leonard P. Ayres, and Dr. Ross Lee Finney, as well as by the head of the Research Division of the National Education Association, Dr. John K. Norton.

The Department of Deans of Women will open its conference Wednesday noon, February 20, with a business session and close Saturday with a visit to Lake Erie College. Problems of Present Day Individualism is the theme of the first evening meeting on Wednesday. Eleanor Rowland Wembridge, psychologist and social worker, is to discuss one phase of the problem, and two speakers from colleges are to discuss other phases. These speeches are expected to be the basis for considerable discussion in the section and group meetings on the succeeding days. Women in College Administration is the subject for President Little of the University of Michigan and for President Robinson of the College of the City of New York at the concluding general meeting Friday evening, February 22. The dinner meeting is planned for Thursday evening, February 21, at the Hotel Statler.

Department of Elementary School Principals will hold two sessions, Tuesday afternoon, February 26, and Wednesday afternoon, February 27, and a banquet, Tuesday evening, February 26. The theme of the meeting is to be *How Can the Elementary School Principal Better Serve Our Public Schools?* On Monday the following speeches will be made: The Teaching of Democratic Leadership, James F. Hosie, Teachers College, Columbia University, New York City; How Can the Elementary School Principal Better

Serve Our Public School, from the Superintendent's Point of View, Bessie Bacon Goodrich, assistant superintendent, Des Moines, Iowa; The First Problem of the Elementary School Principal, from the Southern College Point of View, Robert B. Binnon, Peabody College for Teachers, Nashville, Tennessee.

At the Wednesday session, W. H. Burton of the University of Chicago will speak on The Type, the Kind, and the Amount of Supervision which Elementary Principals Should Know and Should be Able to Give; Amelia Meissner, curator of the Educational Museum, St. Louis, Missouri, will talk on How an Educational Museum will Help the Principal and his School; Sarah Horton, principal of Tremont School, Cleveland, Ohio, will have as her subject Administrative Problems of Elementary Principals.

Department of Rural Education will hold two sessions, Monday afternoon, February 25, and Tuesday noon, February 26. The session on Monday will be devoted to a discussion of experiments in the improving of instruction in the rural school. Such questions as individual instruction, group instruction versus grade instruction, instructional activities in rural schools, county-wide supervision, and the followup work of teacher-training institutions are to be discussed.

The tenth anniversary of the department will be observed with a luncheon at noon, Tuesday. Four wellknown educators are to speak on the future of rural education. They will deal with the various phases of the rural school of tomorrow such as legislation, instruction, administration, supervision, etc. It is hoped to make this one of the features of the convention and that the friends of the department throughout the Association will join in the observance.

Plans are being made for a joint meeting of the state supervisors and inspectors of rural schools and the county superintendents and supervisors to be held at 9 a. m. Tuesday. A meeting of the county superintendents and supervisors is to be held at 2 p. m. Wednesday. There will be a joint meeting of the village and consolidated school principals with the Secondary School Principals Department.

Department of Secondary School Principals will hold nine sessions, three general, two of the junior high-school, senior high-school, and junior-college groups respectively. The central theme of the program will be Supervision in Secondary Schools. The topics in general are concentrated in the field of supervision but there is variety to make the program attractive to those who are interested in problems other than those arising in the field of supervision. Following is a partial list of topics to be discussed: The Responsibility of Supervision; Some Proposals Relating to the Reorganization of Supervision in the Secondary Field; Examples of Scientific Procedure in Supervision; The Organization of Supervision in the Field; Function of the Principal in the Organization of Supervision; What May the Senior High School Demand of the Junior High School? Building of the Daily Program by the Junior High School; Recognition of Individual Differences in Junior High Schools; The Function of the Junior College; How the Junior College is Organ-

ized in One State; The Future Development of the Junior College; Selection as a Function of American Secondary Education; A New Conception of Commercial Education; Revision of the High-School Curriculum; The Principal's Program for Training Pupils in Habits of Study; The Effective Utilization of the High-School Plant; Education as

Cleveland Hotels

NO HEADQUARTERS hotel has been designated.

Single rooms in downtown hotels are no longer available.

All sleeping room reservations are handled through the Hotel Committee of the Cleveland Chamber of Commerce, of which Albert C. Eldredge is chairman. Inquiries regarding sleeping room accommodations should be addressed to Mr. Eldredge, Room 1604 Terminal Tower Building, Cleveland, Ohio. Please state exact time of your arrival and give name and address of each person to be accommodated by the reservation. If for any reason a reservation is not needed, notify hotel immediately.

a Unit in the Social Studies Course; A Health Program for the High Schools.

Some of the speakers will be: A. S. Barr, Thomas R. Briggs, W. W. Charters, George S. Counts, J. B. Edmonson, N. L. Engelhardt, James M. Glass, Charles H. Judd, Leonard V. Koos, George Melcher, Clyde R. Miller, Jesse H. Newlon, Frederick G. Nichols, W. C. Reavis, W. Carson Ryan, F. E. Spaulding, J. M. Wood.

The Department of Vocational Education plans three sectional meetings and one general session in which the program will be representative of varying interests. Speakers are being selected over as wide an area as possible and the general purpose is to bring into relief for evaluation the aims and practices of the department and to encourage understanding and promotion. In addition to its own meetings, the department is aiding chairmen in other departments to locate men and women who can bring to their groups new and correct views concerning vocational problems and relationships.

The American Educational Research Association will open its program Saturday, February 23, with two afternoon meetings, held simultaneously. At one, under the direction of Superintendent George Melcher, problems relating to Administrative Research will be discussed, at the other, under the chairmanship of Professor W. J. Osburn of Ohio State University, the subject will be New Trends in Instructional Research. The annual business meeting will be held Saturday afternoon. The annual dinner Monday evening will consist of the usual banquet and a symposium by ten of the members, each presenting a paper in a different field of activity.

One of the Tuesday morning meetings, under the direction of Dr. John K. Norton, will discuss problems related to Personnel Administration and the second, under the

chairmanship of Professor George C. Kytte, will consider the Appraisal of Supervision.

The annual joint meeting with the National Society of College Teachers of Education, Tuesday afternoon, led by President F. C. Ensign, will present a variety of papers related to problems of special interest to these three groups. In the evening the American Educational Research Association will hold a joint meeting with the Department of Superintendence. The subject for discussion at this meeting will be: The Value and Importance of Research As a Basis for Public School Administration, and its various aspects will be presented by a city school superintendent, a city director of research, a research worker in a state department, and a university research director.

On Wednesday afternoon the topic for the open meeting will be Philosophy and Research, a symposium by two philosophers and two scientists.

Council of State Superintendents and Commissioners of Education will hold two sessions, Monday, February 25, and Tuesday, February 26. The president of the Council is A. T. Allen, state superintendent of public instruction of North Carolina; the secretary, Agnes Samuelson, state superintendent of public instruction of Iowa, is in charge of the program.

Municipal Normal School and Teachers College Section will hold a three-day conference on the afternoons of Monday, Tuesday, and Wednesday, February 25, 26, 27, 1929. The major topic will be The Guidance, Selection, and Elimination of Students in Municipal Teachers Colleges. On Monday the topic for discussion is to be Educational Guidance in High Schools with a View to the Selective Admission of Entrants to Municipal Teachers Colleges. On Tuesday the topic will be Policies Governing and Practices prevailing in the Selective Admission to Municipal Teachers Colleges. On Wednesday the topic will be Policies Governing and Practices Relating to the Elimination of Students Who After Admission to Municipal Teachers Colleges Give Evidence of Unfitness for a Career in Teaching. Reports will be made at these meetings on the results of a wide survey of "Current Practice."

The National Association of High School Inspectors and Supervisors holds three sessions, Monday afternoon, Tuesday morning, and Tuesday afternoon. At its first meeting Monday afternoon, The Articulation of the Units of Education will be discussed. Dr. Henry C. Morrison, Chicago University, will give a definition of Secondary Education with Its Implications. Dr. J. E. Edmonson of the University of Michigan will follow with a discussion of The Extent to Which Standardization is Aiding Articulation of Units in the Public School System. Much attention will be given to the small high school. Various phases of this subject will be discussed by Supervisor Roy L. Moore, Professor F. E. Spaulding, Director W. H. Bristow, Director W. H. Gaumnitz, Professor Thomas L. Jones, and Supervisor H. H. Hill.

Announcements concerning other allied organizations are continued in Notes and Announcements.

Vitalized Group Study and Faculty Meetings

A MAN who is known nationally among educators said, "When I was made superintendent for the first time, I approached my teachers' meetings with fear and trembling. I knew that many of my teachers knew more about their work than I did. Many of them were older. But after a time, I began to see this: Why shouldn't Miss C— know more about her work than I do? And when in faculty meetings, I began to ask teachers what they would do in certain cases and get their experiences, the meetings were easier to conduct and more helpful."

The responsibility for encouraging teachers' meetings is with the superintendent but many meetings can be conducted by principals, department heads, or teachers who have unusual experience in a special field. Teacher participation in a study of school problems gives vitality to teaching.

What one state is doing—During the past year North Carolina teachers made research studies on more than a hundred professional problems. The names of the studies and a brief description of the project studied have been collected by the division of information and statistics of the North Carolina state department of education. The names of these studies and the schools making them are published month by month in *The North Carolina Teacher*. Its readers can get more complete information about the solution of these problems by writing to their state department of education or directly to the school making the study.

What to study—Ability grouping of pupils, interpreting the schools to the public, assembly programs, student government, educational films, speech correction, a survey of pupils' homes, opportunity rooms, character education, cooperation with homes, ethics for teachers, length of school day, how to lead more teachers to read professional literature, demonstration lessons.

How conducted—The entire faculty is concerned with how your school compares with "The School of Tomorrow" as described in the two-page editorial of this issue. Special committees might begin work on those points where improvement could be accomplished this year.

Your school library—A complete file of THE JOURNAL and other educational magazines in your school library is a

source of invaluable material for professional study. References to magazine articles might be posted on the bulletin board.

For elementary schools—The following articles are useful to elementary teachers:

Are You Growing?

THE National Education Association has established as a minimum standard for teaching a course of study extending four years beyond the high school. That high level has not been everywhere attained, but nothing in American education is moving swifter than the whole teaching body toward this professional goal. The time is close at hand when our children shall have not only an educated teacher, but a trained teacher, as skilled as their family doctor and of the same professional spirit.—Dallas Lore Sharp in *Recent Gains in American Education*.

Progress of safety education—E. George Payne, December 1928, p275

The tired child—Max Seham, December 1928, p271

An elementary school citizenship club—Ray N. Davis, December 1928, p302

The student teacher and the whole child—May Hill, January 1929, p7

Mental health and sleep—Daniel W. La Rue, January 1929, p13

New schools for old—Gertrude Hartman, January 1929, p14

Teachers' remedies for classroom difficulties—George H. Betts, January 1929, p3

For junior and senior high schools—Teachers at these levels will find suggestions in the following articles:

Thomas A. Edison school for boys—Clayton R. Wise, December 1928, p277

A movement to vitalize commencements, December 1928, p280

Square baby: a tale of Minneapolis—Bertha Ferguson, December 1928, p287

Everyday Resolutions on Health and Safety, January 1929, p26

Teacher participation—editorial, January 1929, p16

For colleges—What opportunities does the junior college give? What are some of the advantages and drawbacks of college teaching as a career? What progress is being made in teacher training? Such

questions as these are answered in the following JOURNAL articles:

A new type of junior college—Marion Coats, January 1929, p5

College teaching as a career—Robert D. Leigh, January 1929, p9

The student teacher and the whole child—May Hill, January 1929, p7

"Externs" in teacher training—Lois Drake, November 1928, p241

What The Journal checkup shows—Reports from readers on the November JOURNAL gave first rank to *An experiment in character education* by Agness Boysen; second to "Sanctified squander" in *Cleveland* by R. G. Jones; and third place to *The Peace Pact*. In view of these reports you may wish to compare your own preferences with these rankings.

A few high points in state education journals—Among interesting articles in November issues of state education journals are:

Our deaf and blind, by C. J. Settles in *Idaho Journal of Education*

A project in poetry-book making, by Jessie D. Smith in *Alabama School Journal*

The vital essential in elementary schools, by Katherine Dozier in *Georgia Education Journal*

The better way in Lake County, by S. R. Logan in *The Illinois Teacher*

Direction of study, by C. K. Holsinger in *Virginia Journal of Education*

Plan of supervision as one county does it, in *School and Community* (Missouri)

The Journal's Annual Roll Call—This eight-page feature shows educational progress in the nation, state by state. Since this roll call has appeared in THE JOURNAL for the past six years, a study of the progress of your state in that time could be made from JOURNAL files of these years.

The February JOURNAL—Several short articles in this issue will show progress in special fields of education for the year 1928. Each article will be prepared by someone specially qualified to present the subject.

How you can help—Write a letter to the editor of THE JOURNAL telling about your faculty meetings, how conducted, what you are studying, and on what problems you would like help. Through THE JOURNAL your ideas can reach 180,000 readers and through them the children of the nation.

Investments in Rural Educational Leadership

Prepared by the Research Division of the National Education Association

State	Total number counties or other similar units	Number of county agricultural and home demonstration agents	Number of county superintendents of schools	Average salary of county agents 1927	Average salary of county superintendents 1928	Percent column 6 is of column 5	Rank in column 5	Rank in column 6
1	2	3	4	5	6	7	8	9
United States.....	3,395	2,975	3,390	\$2,684	\$2,270	84.57		
Alabama.....	67	95	67	3,244 ¹	2,938	90.56	2 ¹	13
Arizona.....	14	17	14	2,736	2,227	81.39	21	26
Arkansas.....	75	97	75	2,616	2,539	97.05	26	19
California.....	58	66	58	3,356	2,917	86.91	1	14
Colorado.....	63	25	63	2,406	1,703	70.78	40	45
Connecticut.....	31	14	31	2,740	2,977	108.64	20	12
Delaware.....	1	2	1	2,900	4,250	146.55	10	1.5
Florida.....	67	71	67	2,791	2,575	92.26	18 ²	17
Georgia.....	162	146	162	2,490 ³	1,734	69.63	37	43
Idaho.....	44	26	44	2,410	1,591	66.01	39	48
Illinois.....	102	112	102	3,171	2,530	79.78	4	20
Indiana.....	92	84	92	2,655	2,250	84.74	24	23.5
Iowa.....	99	111	99	2,568	1,950	75.93	29	32
Kansas.....	105	84	105	2,373	1,601	67.46	43	47
Kentucky.....	120	92	120	2,218	2,025	91.29	46	30
Louisiana.....	64	77	64	2,922 ¹	3,273	112.01	9 ¹	8
Maine.....	132	27	132	2,096	2,569	122.56	47	18
Maryland.....	23	42	23	2,539	3,821	150.49	32	3
Massachusetts.....	73	22	73	2,841	3,115	109.64	13	10
Michigan.....	83	60	83	3,058	1,819	59.48	6	37
Minnesota.....	87	72	87	2,533	1,958	77.29	33	31
Mississippi.....	82	104	82	3,017 ¹	1,938	64.23	8 ¹	33
Missouri.....	114	62	114	2,598	2,049	78.86	28	29
Montana.....	56	37	56	2,640	1,764	66.81	25	41
Nebraska.....	93	39	88 ³	2,523	1,802	71.42	35	38
Nevada.....	5	9	5	2,858	2,250	78.72	12	23.5
New Hampshire.....	67	20	67	2,363	3,575	151.29	44	5
New Jersey.....	21	38	21	3,141	4,250	135.30	5	1.5
New Mexico.....	31	25	31	2,573	2,271	88.26	30	22
New York.....	208	94	208	2,692	3,342	124.14	23	7
North Carolina.....	100	123	100	2,527	3,155	124.85	34	9
North Dakota.....	53	29	53	2,520	1,890	75.00	36	35
Ohio.....	88	94	88	2,818	3,400	120.65	15	6
Oklahoma.....	77	115	77	2,751 ¹	1,821	66.19	19 ¹	36
Oregon.....	36	29	36	2,830	1,780	62.89	14	39
Pennsylvania.....	66	64	66	3,230	3,690	114.24	3	4
Rhode Island.....	6	3	6	2,600	2,500	96.15	27	21
South Carolina.....	46	77	46	2,252	1,750	77.70	45	42
South Dakota.....	68	40	68	2,556	1,628	63.69	31	46
Tennessee.....	95	83	95	3,023 ¹	2,245	74.26	7 ¹	25
Texas.....	150	248	150	2,391	2,200	92.01	42	27
Utah.....	33	20	33	2,445	2,719	111.20	38	15
Vermont.....	41	20	41	1,979	3,103	156.79	48	11
Virginia.....	108	98	108	2,405 ¹	2,667	110.89	41 ¹	16
Washington.....	39	28	39	2,798	1,903	68.01	16	34
West Virginia.....	55	59	55	2,892 ¹	1,770	61.20	11 ¹	40
Wisconsin.....	72	53	72	2,794	2,136	76.44	17	28
Wyoming.....	23	22	23	2,734	1,726	63.13	22	44

¹ Salary includes travel allowance.

² Salary of 56 of these agents includes travel allowance.

³ Five Nebraska superintendents are allowed \$7 per day. They are not included in this figure.

LEADERSHIP and progress have always gone hand in hand. The quality of leadership which a cause attracts determines to a large degree the success of that cause.

The accompanying table gives one measure of the leadership which rural communities may expect to attract and hold. Figures are given as to the average salary paid county agricultural agents and home demonstration agents in each of the states. These leaders are responsible for the vital extension work carried on for the betterment of agriculture and for the improvement of rural homes.

Are the salaries paid in your state high enough to attract and hold in sufficient numbers those upon whom leadership in this important work depends?

In the table will also be found the average salaries paid county superintendents of schools. Are these salaries adequate in your state? In most states they are below the extremely modest salaries received by the county agents.

Review these figures in the light of these facts: The average income of all gainfully employed persons in the United States is approximately \$2000. Elementary school classroom teachers in cities over 100,000 population now receive salaries averaging above \$2000, while high-school teachers receive \$2583 as an average. The salaries paid those in city school administrative positions, comparable in responsibility to the work of the county agents and the county superintendents of schools, are considerably higher. With such competition can rural communities expect to attract and hold enough trained leaders to guarantee proper progress on the farm, in the home, and in the school?

The figures as to the number and salaries of county agriculture and home demonstration agents were obtained from the office of Cooperative Extension Work, Department of Agriculture. The average salaries paid these agents in a few states include an allowance for traveling expenses. (See notes 1 and 2.) In these states the averages given in column 5 and the ranks given in column 8 are higher than they would be if this item were excluded.

The figures as to number and salaries of county superintendents of schools were calculated from data obtained through the courtesy of the Rural School Division of the U. S. Bureau of Education. The figures given in column 6 are medians rather than averages.

Builders of Our Profession

THE SIGNIFICANCE of membership in professional associations—Recently a director of health education was to be appointed in one of our largest cities. A young doctor of seeming promise was under consideration for the appointment. A member of the board of education asked the opinion of one of the leading physicians in the city regarding the qualifications of the candidate under consideration. The esteemed physician reached for his Directory of the American Medical Association and then replied with extreme dignity, "I have not had the pleasure of meeting the young man and I do not find his name in the membership list of our professional organization!" The medical profession has been raised to its present high estate through the united action of its foresighted members. Membership in the American Medical Association does not prove that a physician is an expert but it suggests it. Membership in teachers associations does not prove competency but it suggests professional spirit, one requisite of real competency.

New Life Enlistments

Young men and women are especially attracted by the opportunity for life enlistment in their chosen profession. When an invitation is extended to one of these younger members it is usually a sign of exceptional promise. The beginner in the profession has life ahead of him, his advancement depends on his training, his skill, his professional loyalty, and his vision. Older workers in the profession are constantly searching for promising new material and they are properly impressed by activity in professional organization. The young teacher who becomes a life member has taken a long step toward higher professional standing and greater working efficiency. He has made himself one of a select company and has laid the foundation for an increasing library of the best that has been thought and said about education.

THE FOLLOWING life members have been reported since the list was published in the December Journal.

ALABAMA—Ruth Dunn.
ARIZONA—Donald R. Sheldon.
ARKANSAS—Spencer D. Albright.
CALIFORNIA—Jessie V. Farr, Arthur S. Gist, Ferdinand J. Lapeyri, Gertrude W. Peddie, James T. Preston, E. W. Ties.
COLORADO—R. W. Tallman.
DELAWARE—Bessie C. Devine.
FLORIDA—Edwin L. Henderson, Gertrude McArthur, B. O. Smith.
GEORGIA—John C. Dixon.
HAWAII—Miles E. Cary, E. R. Fockler, Fred R. Frizelle, W. Harold Loper.
ILLINOIS—Paul M. Cook, Butler Laughlin, Leon N. Neulen, Don C. Rogers.
INDIANA—Harvey G. McComb, A. D. Montgomery.
IOWA—Elizabeth H. Graves.
KANSAS—L. F. Fish.
KENTUCKY—Ernest Victor Hollis, Lee Kirkpatrick, John Howard Payne, William S. Taylor.
LOUISIANA—Larry Babin, J. M. Boyet, Amy H. Hinrichs.
MAINE—George Cunningham, Edward E. Rodrick.
MISSOURI—Clara Falke, Genevieve M. Turk, Inez M. Wolfe.
NEBRASKA—William H. Morton.
NEW JERSEY—Powell G. Fithian.
NEW MEXICO—Ruth R. Barnes.
NEW YORK—F. C. Borgeson, William McAndrew, Louise R. Specht.

NORTH CAROLINA—A. E. Akers, K. R. Curtis.
OHIO—Elizabeth Camp, R. B. Finch, H. R. Gorrrell, Mrs. Ann K. Hessler, Alice M. Kelley, Joseph M. Lewis, Floyd R. McLaughlin, Florence A. McNeal, William L. Moore, Charles B. Rayburn, H. B. Turner, Louis E. Welton.
OKLAHOMA—Mrs. J. S. Berkshire.
OREGON—Frank C. Fitzpatrick.
PENNSYLVANIA—A. Louise Aldinger, F. M. Bar-

County Units Adopt Standards

LOCAL county associations in many sections of the country are adopting objective standards of achievement. A county association fulfills the following requirements for these three classes:

CLASS A

100 percent membership in county association
100 percent membership in state association
100 percent membership in national association
2 representatives at annual state meeting for county association workers
6 meetings of the county association during the school year
75 percent of teachers in average attendance at the six meetings
A program arranged long enough before the meetings so that it can be worked out and put over

CLASS B

100 percent membership in county association
100 percent membership in state association
75 percent membership in national association
1 representative at annual state meeting for county association workers
5 meetings of the county association during the school year
60 percent of teachers in average attendance at the five meetings
A program arranged long enough before the meetings so that it can be worked out and put over

CLASS C

75 percent membership in county association
75 percent membership in state association
50 percent membership in national association
1 representative at annual state meeting for county association workers
4 meetings of the county association during the school year
50 percent of teachers in average attendance at the four meetings
A program arranged long enough before the meetings so that it can be worked out and put over

rick, Howard W. Fields, Jesse W. Hargis, F. D. Kebock, W. R. Kennedy, I. R. Kraybill, John P. Lozo, Barnet E. Shear, Arthur F. Westlake, Edward H. Worthington.
PORTO RICO—Mrs. Ruth C. Delgado.
VIRGINIA—Edmonia V. Hardy, John Alex Rorer, Lamar R. Stanley.

Completed Enrolments

THE UNIVERSITY Hill School, Boulder, Colorado, has maintained a 100 percent membership in city, county, state, and national associations for seven years.

Leaders with vision are essential for progress in education as in other fields but men of vision who cannot win followers accomplish little. The inertia of existing customs—things as they are—is too great to be moved by the assaults of single individuals. James

E. Russell says, "An individual teacher no matter how just his cause or how patriotic his intent has little chance of being heard if his desires run counter to the whims of the local board. Group action seems to be the only way to progress in a democratic state."

Progress is being made today toward the development of a real profession of teaching because the forward-looking teachers of the nation are uniting their forces through local, state, and national associations, thus making possible group action—"the only way to progress in a democratic state."

THE FOLLOWING SCHOOLS have completed their one hundred percent enrolment in the National Education Association since the list was published in the December Journal.

Eleven years

COLORADO—Denver, Perry.

Ten years

MISSOURI—Sedalia, Horace Mann, Mark Twain.

Nine years

MASSACHUSETTS—Brookline, J. Elliot Cabot, Pierce; Gloucester, Rogers.
MISSOURI—Sedalia, Arlington, Broadway, Jefferson, Smith-Cotton High, Washington, Whittier.
NEW JERSEY—Bridgeton, Vine Street.
NEW YORK—Mount Vernon, William Penn.
VIRGINIA—Norfolk, Henry Clay.
WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson.

Eight years

ARIZONA—Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.
CALIFORNIA—Berkeley, Cragmont, Hawthorne; Santa Barbara, Franklin, Garfield, Lincoln, McKinley, Roosevelt, Wilson; South Pasadena, Marengo Avenue.
COLORADO—Denver, Lincoln.
CONNECTICUT—Burnside, Grammar.
INDIANA—Hammond, Columbia, Riverside.
MAINE—Portland, Peaks Island.
MASSACHUSETTS—Brookline, Edward Devotion, Runkle; Springfield, Homer Street.
NEBRASKA—Omaha, Bancroft, Central Park, Edward Rosewater.
NEW YORK—Mount Vernon, De Witt Clinton, Hamilton, Robert Fulton.
OHIO—Cincinnati, Vine; Euclid, Shore High; Lorain, Brownell, Harrison, Lowell; Massillon, Harvey; Norwood, Allison Street.
VIRGINIA—Lynchburg, Floyd.

Seven years

ARIZONA—Globe, Globe Public Schools, Central, East Globe, High, Hill Street, Nofstger Hill; Phoenix, Phoenix Public Schools, Adams, Booker T. Washington, Capitol, Creighton, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Henshaw, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, Lower Henshaw, McKinley, Monroe, Washington; Tucson, High, Mansfield, Mission View, Pascua, Roskrige, University Heights.
CALIFORNIA—Berkeley, McKinley, Oxford; Glendale, Colorado, Magnolia; Santa Barbara, Junior High; South Pasadena, Oneonta.
COLORADO—Boulder, University Hill; Fleming, Fleming Public Schools.
CONNECTICUT—East Hartford, Meadow, Second North, Union.
ILLINOIS—Sandwich, Sandwich Public Schools, High, North Side, South Side.
KANSAS—Salina, Salina Public Schools, Bartlett, Dunbar, Franklin, Hawthorne, Lincoln High, Longfellow, Lowell, Oakdale, Phillips, Roosevelt High, South Park, Washington High, Whittier.
MAINE—Old Town, Old Town and Orono Public Schools, Birch Street, Great Works, Helen Hunt, Herbert Gray, Old Town High, Old Town Junior High, Orono Grammar, Orono High, Stillwater, T. and W. Island, Webster.
MICHIGAN—Mount Clemens, Mount Clemens Public Schools, Alexander Macomb, A. T. Donaldson, Clemens, Dickinson, Grant, High, Lincoln, Woodrow Wilson.

MISSOURI—*Sedalia*, Sedalia Public Schools, Arlington, Broadway, Horace Mann, Jefferson, Mark Twain, Martha Letts, Smith-Cotton High, Washington, Whittier.
 NEW JERSEY—*Long Branch*, North Long Branch; *Plainfield*, Lincoln.
 NEW YORK—*Mount Vernon*, Columbus, Jefferson, Lincoln.
 OHIO—*Cincinnati*, Pleasant Ridge; *Cleveland Heights*, Taylor; *Lorain*, Hawthorne Junior High, High, Lincoln, Whittier Junior High.
 VIRGINIA—*Lynchburg*, Frank Roane.

Six years

CALIFORNIA—*Berkeley*, Lincoln, Washington; *South Pasadena*, El Centro.
 CONNECTICUT—*Darien*, Holmes; *East Hartford*, High.
 GEORGIA—*Americus*, Furlow Grammar, Prospect Heights.
 ILLINOIS—*Blue Island*, Lincoln, Whittier; *Champaign*, Colonel Wolf; *Decatur*, Roosevelt Junior High; *Pontiac*, Pontiac Public Schools, Central, Ladd, Lincoln, Special Teachers Department, Washington.
 MAINE—*Portland*, Morrill.
 MASSACHUSETTS—*Brookline*, Sewall; *Gloucester*, Maplewood.
 MICHIGAN—*Detroit*, Guyton; *Grand Rapids*, Finney, Madison; *Hazel Park*, Hazel Park Public Schools, Campbell Park, High, Hoover, Martin Road, United Oaks, Wanda.
 NEBRASKA—*Omaha*, Franklin, Jungmann, Saratoga.
 NEW JERSEY—*Plainfield*, Stillman, Washington.
 OHIO—*Bedford*, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate; *Cleveland*, Scranton; *East Cleveland*, Caledonia; *Lorain*, Irving Junior High, Longfellow Junior High; *Mansfield*, Bowman; *Youngstown*, Harding; *Zanesville*, Zanesville Public Schools, Columbia, Garfield, Grant, Grover Cleveland Junior High, Hancock Junior High, Jackson, Lash Senior High, Lincoln, Madison, McIntire, Monroe, Moxahala, Munson, Norval Park, Pioneer, Sheridan, Stemler, Theodore Roosevelt Junior High, West View.
 PENNSYLVANIA—*Erie*, Garfield; *Mauch Chunk District*, First Ward Grand and High School; *Pittsburgh*, Friendship.
 SOUTH DAKOTA—*Sioux Falls*, Bancroft, Benjamin Franklin, Emerson, Mark Twain.
 VIRGINIA—*Lynchburg*, Biggers; *Norfolk*, James Monroe; *Winchester*, Winchester Public Schools, Elementary, High.
 WASHINGTON—*Seattle*, Horace Mann; *Tacoma*, Franklin.
 WEST VIRGINIA—*Clarksburg*, Morgan, Pierpont.
 WISCONSIN—*Madison*, Franklin.
 WYOMING—*Diamondville*, District Number Two Public Schools; *Worland*, Worland Public Schools, Grade, Washakie County High.

Five years

ARIZONA—*Tempe*, Grammar.
 CALIFORNIA—*Berkeley*, Columbus, Emerson, Franklin; *San Jose*, Grant; *Santa Ana*, Grand Avenue.
 COLORADO—*Brush*, Brush Public Schools, Central Grade, Hagan, Kneal Grade, Liberty, Union High; *Denver*, Barnum, Bromwell, Ebert, Fairview, Garden Place, Garfield, Hyde Park, Lawrence Street, Montclair, Stevens, Washington Park, West High, Whittier, Wyman; *Erie*, Erie Consolidated Schools; *Pueblo*, District Number One, Bradford, Hinsdale, Irving, Parkview, Riverside, Somerlid, Thatcher; *Teller County*, School District Number One, Cripple Creek High, Golden Grade, Victor Garfield, Victor High; *Trinidad*, East Street, Park Street.
 CONNECTICUT—*Darien*, Darien Public Schools, Baker, Fifth Street, High, Holmes, Royle.
 DELAWARE—*Townsend*, Grammar; *Wilmington*, Public Number 9, George Gray.
 IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside.
 ILLINOIS—*Blue Island*, Blue Island Public Schools, Community High, Greenwood, Lincoln, Saunders, Whittier; *Champaign*, Avenue, Doctor Howard, Gregory, Lincoln, South Side; *Dundee*, Community High; *Elmhurst*, Lincoln; *Monmouth*, Central; *Rockford*, Kent.
 INDIANA—*South Bend*, Foster, Muessel, Oliver, Washington; *Terre Haute*, Albert Lange.
 IOWA—*Sumner*, Sumner Public Schools; *Waterloo*, East Side, Alcott, Hawthorne, John Fiske.
 KANSAS—*Hutchinson*, Avenue A, Roosevelt.
 KENTUCKY—*Louisville*, Emerson.
 MAINE—*Portland*, Isabella Garvin, Jackson, Libby, Longfellow, North, Presumpscott Street, Riverton, West, Willard.
 MASSACHUSETTS—*Beverly*, Washington; *Brockton*, Shaw; *Medford*, Osgood; *Montague*, Montague Center; *North Attleboro*, Bank Street; *Springfield*, William Street Elementary; *Swampscott*, Clarke, Palmer.
 MICHIGAN—*Detroit*, Franklin, Hancock, Hosmer, Logan, Lynch, Myra Jones, Western High; *Grand Rapids*, Coit, Coldbrook, Dickinson, Lexington,

Plainfield; *Hamtramck*, Hamtramck Public Schools, Carpenter, Dickinson, Holbrook, Junior High, Kosciuszko, Playfair, Senior High, Whitney; *Muskegon*, Nelson; *Onaway*, Onaway Public Schools.
 MINNESOTA—*Minneapolis*, Calhoun, Harriet Beecher Stowe, Harrison.
 NEBRASKA—*Omaha*, Beals, Belvedere, Florence, Howard Kennedy, Park.
 NEW JERSEY—*Bernardsville*, Bernards High; *Long Branch*, Gregory; *New Brunswick*, Livingston; *Plainfield*, Irving.



ANTOINETTE BRAYTON, who has just completed her fifty-third year of teaching, mostly in the schools of North Providence, Rhode Island. Miss Brayton is now a teacher in the primary department of the Centerdale School, North Providence. Until last year, she had had only one day's absence on account of illness and one case of tardiness on account of a heavy snowstorm. She continues to be one of the most active members of the teaching staff.

OHIO—*Columbus*, Fairwood; *Logan County*, Logan County Public Schools, DeGraff Village, Jefferson Township Public, Monroe Rural, Stokes Rural, Washington; *London*, London Public Schools, Grade, High; *Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Hawthorne Junior High, High, Irving Junior High, Lincoln, Longfellow Junior High, Lowell, Oakwood, Whittier Junior High; *Mansfield*, Western Avenue; *New Lexington*, High; *Springfield*, Bushnell, Central Junior High, Jefferson; *Warren*, McKinley.
 PENNSYLVANIA—*Chester*, Morton, Starr; *Darby*, Darby Public Schools, High, Ridge Avenue, Walnut Street; *Mahanoy City*, Mahanoy City Public Schools, High, Junior High, Mahanoy Street, Pine Street, Spruce Street, Spruce Street Annex, Twelfth Street; *Mauch Chunk*, Asa Packer.
 TEXAS—*Houston*, Alamo.
 UTAH—*Salt Lake City*, Washington.
 VIRGINIA—*Lynchburg*, John W. Wyatt, Ruffner; *Norfolk*, John Goode; *Richmond*, Armstrong Elementary Normal.
 WASHINGTON—*Tacoma*, Fern Hill, Grant; *Walla Walla*, Sharpstein.
 WEST VIRGINIA—*Charleston*, Kanawha, Lincoln, Union.

Four years

ARIZONA—*Florence*, Florence Union High.
 ARKANSAS—*Little Rock*, Pieter.
 CALIFORNIA—*Anderson*, Anderson Union High; *Berkeley*, Part-Time Continuation High, Thousand Oaks, Whittier, Willard Junior High; *Davis*, Davis Joint Grammar, Davis Joint Union High; *Glendale*, Benjamin Franklin, Cerritos, Horace Mann, John C. Fremont, John Marshall, John Muir, Thomas Edison, Verdugo Woodlands; *Linden*, Linden Union High; *Pasadena*, John Muir Technical High; *San Francisco*, Franklin; *San Jose*, Woodrow Wilson Junior High.

COLORADO—*Boulder*, Washington; *Pueblo*, District Number One, Pueblo District Number One Public Schools, Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill, Parkview, Riverside, Somerlid, Thatcher; *Trinidad*, Centennial, Rice; *Wray*, Yuma County High.
 CONNECTICUT—*Bridgeport*, Lincoln, McKinley; *Stratford*, Eli Whitney.
 DISTRICT OF COLUMBIA—*Washington*, Langdon.
 GEORGIA—*Atlanta*, Grant Park, Whiteford.
 IDAHO—*Gooding*, Grade; *Idaho Falls*, Idaho Falls Public Schools, Central and Junior High, Eagle Rock, Eastside, Emerson, High, Riverside.
 ILLINOIS—*Champaign*, Lawhead, Willard; *Cicero*, Sherlock, Woodbine; *East St. Louis*, Junior High; *Evansville*, Orrington; *Hampshire*, Hampshire Public Schools; *Peoria*, Whittier; *Rockford*, Montague; *Watseka*, Watseka Public Schools, Community High, North Side Grade, South Side Grade.
 INDIANA—*Fort Wayne*, Harrison Hill; *Martinsville*, High; *South Bend*, Kaley.
 IOWA—*Council Bluffs*, James B. Rue.
 KANSAS—*Bird City*, Bird City Public Schools, Grade, High, Junior High.
 KENTUCKY—*Louisville*, George D. Prentice, George W. Morris, Hiram Roberts, John Marshall; *Owensboro*, Owensboro Public Schools, Abraham Lincoln, Emerson, Franklin, George Washington, Longfellow, Robert E. Lee, Senior High, Woodrow Wilson.
 MAINE—*Bar Harbor*, High; *Portland*, Allen, Summit Street.
 MASSACHUSETTS—*Everett*, Devens; *Malden*, Judson; *Melrose Highlands*, Franklin, Roosevelt, Whittier, Newton, Eliot, Stearns; *Sharon*, High Street; *West Springfield*, Park Avenue.
 MICHIGAN—*Detroit*, Carstens, Columbian, Scripps; *Grand Rapids*, Straight Street; *Muskegon*, Hackley.
 MINNESOTA—*Cloquet*, Central; *Minneapolis*, Whittier.
 MISSOURI—*Kansas City*, Benjamin Harrison; *St. Louis*, Turner.
 NEBRASKA—*Omaha*, Adams, Pacific.
 NEVADA—*Reno*, Junior High.
 NEW JERSEY—*Atlantic City*, Junior High; *Bernardsville*, Grammar; *Bridgeton*, South Avenue; *Camden*, Beideman, C. K. Evered, Washington; *Dover*, Academy Street; *Long Branch*, Long Branch Public Schools, Broadway Primary Number One, Garfield, Grammar, Gregory, Junior High, Liberty Street, North Long Branch, Senior High, West End; *Lyndhurst*, Columbus, High, River Road, Roosevelt; *Monroe Township*, Maple Grove; *Montclair*, Grove Street, Spaulding; *Morris Township*, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street; *New Brunswick*, Washington; *Plainfield*, Bryant, Jefferson, Whittier; *Sea Isle City*, Sea Isle City Public Schools; *Woodbury*, Woodbury Heights.
 NEW YORK—*Mount Vernon*, Longfellow, Nichols Junior High; *Schenectady*, Howe.
 NORTH DAKOTA—*Minot*, Senior High.
 OHIO—*Ashtabula*, Harbor Special Public Schools, High, Jackson, Washington; *Belleve*, Ellis, Junior High, McKim, Pike; *Martins Ferry*, South; *McDonald*, McDonald Public Schools, Grade, High; *Middletown*, Middletown Public Schools, Booker T. Washington, Central, Garfield, Jefferson, Lincoln, North, Roosevelt, Sherman, South, Young; *Oakwood*, Shafar Boulevard; *Saint Paris*, Johnson-St. Paris Public Schools; *Springfield*, Springfield Public Schools, Automotive, Blair Hall, Broadway Primary, Bushnell, Central Junior High, Continuation, Elmwood, Emerson, Frey Grade, Frey Junior High, Fulton, Garfield, Gray, Highlands, Jefferson, Kenwood Heights, Lagonda, Lincoln, McKinley, Northern, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Warden Park, Washington, Western, Wittenberg College; *Youngstown*, Elm Street.
 PENNSYLVANIA—*Bradford County*, Bradford County Public Schools, Athens Boro, Camptown, Canton Boro, East Smithfield, East Troy, LeRayville Pike Joint, Litchfield Consolidated, Luthers Mills, Monroeton, New Albany Joint Consolidated, Orwell, Overton Independent, Powell, Rome, South Waverly, Towanda Boro, Troy Boro, Troy Center, Ulster Independent, Warren Center, Wyandoming Boro, Wysox Center; *Chester*, Byre, Graham, Howell, Larkin Primary, Thurlow, Wetherill; *New Kensington*, New Kensington Public Schools, First Ward, High, Junior High, Second Ward, Third Ward; *Slippery Rock*, State Teachers College of Slippery Rock; *Warren*, Jefferson.
 SOUTH DAKOTA—*Sioux Falls*, General Beadle.
 TEXAS—*Houston*, Eastwood, Woodrow Wilson.
 UTAH—*Alpine District*, Alpine, American Fork Grade, American Fork High, Cedar Fort, Fairfield, Lake View, Lehi Grammar, Lehi High, Lehi Primary, Lincoln, Lincoln High, Lindon, Mountain, Page, Pleasant Grove Grade, Pleasant Grove High, Sego Lilly, Sharon, Spencer, Vineyard.

VERMONT—Brattleboro, Green Street.

WASHINGTON—Tacoma, Bryant, Longfellow; Walla Walla, Baker.

WEST VIRGINIA—Big Creek District, Bearwallow, Berwind High, Billipps, Caretta, Coalwood, Crane Ridge, English, Faraday, George Camp, Hall Siding, Hartwell, Litz-Smith, Newhall, War High, Yukon Junior High; Charleston, Thomas Jefferson Junior High, Woodrow Wilson Junior High; McDowell County, Browns Creek District, Browns Creek District Public Schools, Asco, Big Four, Big Sandy, Browns Creek, Browns Creek District High, Burke Hollow, Carswell, Davy, Eckman, Erin, Hemphill-Capels, Keystone, Kimball, King, Landgraft, Maitland, Marytown, Mohegan, Premier, Roderfield, Twin Branch, Vivian, Welch Grade, Welch Junior High.

WISCONSIN—Eau Claire, Eau Claire Public Schools, Development, Eighth Ward, Fourth Ward, High, Ninth Ward, School for the Deaf, Second Ward, Seventh Ward, Sixth Ward, Tenth Ward, Third Ward, Vocational; Madison, Draper, Harvey, Hawthorne, Marquette; Milwaukee, Lapham.

Three years

ARIZONA—Safford, Safford Public Schools, High, North Ward, South Ward; Tucson, Tucson Public Schools, Davidson, Davis, Drachman, Dunbar, Elizabeth Borton, High, Mansfield, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskrige, Safford, Sam Hughes, University Heights.

ARKANSAS—Little Rock, Rightsell.

CALIFORNIA—Alturas, Modoc Union High; Berkeley, Garfield Junior High; Modesto, Washington; North Hollywood, Lankershim; Pasadena, Daniel Webster; San Francisco, Francisco Junior High, Sanchez; Santa Barbara, Montecito Union.

COLORADO—Cheyenne Wells, Cheyenne County High; Denver, Asbury, Byers Junior High, Cole Junior High, Edison, Manual Training High, South High; Eckley, Eckley Public Schools, Grade, High; Julesburg, Sedgewick County High; Kit Carson, Branch County High; Trinidad, Santa Fe; Vernon, High.

CONNECTICUT—Stamford, Springdale; Stratford, Honeyspot; Torrington, Southeast.

FLORIDA—Dade County, Dade County Public Schools, Ada Merritt Junior High, Agricultural High, Alapattah, Andrew Jackson Junior High, Arch Creek, Arch Creek Junior High, Art Department, Buena Vista, Central, Citrus Grove, Coconut Grove, Comstock, Coral Gables, Country Club Estates, Earlington Heights, Florida City, Fulford, Hialeah, Hialeah Junior High, Highland Park, Homestead, Homestead Junior-Senior High, Ida M. Fisher Junior-Senior High, Kinlock Park, Larkins, Lemon City, Little River, Little River Junior High, Miami Beach, Miami High, Miramar, Morning-side, Music Department, Northside, Ojus, Opa Locka, Orange Glade, Orchard Villa, Perrine, Ponce De Leon High, Redland, Redland High, Riverside, Robert E. Lee Junior High, Santa Clara, Shadowlawn, Shenandoah, Shenandoah Junior High, Shore Crest, Silver Bluff, Southside, West Little River, White Belt; Tampa, Seminole Heights.

HAWAII—Koloa, Kauai, Koloa; Makawao, Maui, Makawao; Kekaha, Kauai, Mana.

ILLINOIS—Burlington, Burlington Township High; Champaign, Central, Columbia, Marquette; Decatur, Roach; DePue, Depue Public Schools; Downers Grove, Lincoln Grade; East St. Louis, Jefferson, Signal Hill; Elmhurst, Eugene Field; La Grange, Ogden Avenue; Lockport, Taft; Monmouth, Garfield, Harding, Willits; Rockford, Colonel Ellis, P. R. Walker, Turner; Wheaton, Wheaton Public Schools, Community High, Holmes, Junior High, Longfellow, Lowell, Whittier.

INDIANA—Elwood, Senior High; Fort Wayne, Hoagland; Rushville, Belle Gregg.

KANSAS—Atchison, Roosevelt.

KENTUCKY—Louisville, J. B. Atkinson, Oakdale.

MAINE—Portland, Leland.

MASSACHUSETTS—Beverly, Pleasant View; Lynn, Euclid Avenue; Sharon, School Street; Stoneham, Junior High.

MICHIGAN—Bay City, Whittier; Coldwater, Coldwater Public Schools, Franklin, Lincoln, Lincoln Junior High, Longfellow, Roosevelt High, Washington; Dearborn, Southwestern; Detroit, Keating, Philip, Thomas; Niles, Niles Public Schools, Grade, Junior High, Senior High.

MINNESOTA—Cloquet, Garfield, High, L. F. Leach; Minneapolis, Miles Standish, Schiller, Willard.

MONTANA—Great Falls, Lincoln.

MISSOURI—St. Louis, Roe.

NEBRASKA—Omaha, Brown Park, Lincoln.

NEW JERSEY—Bridgeton, High, Junior High; Camden, Mulford; Carney's Point, John J. Pershing; Lyndhurst, Franklin; Northfield, Northfield Public Schools, Mill Road, Mt. Vernon; West Deptford Township, West Deptford Public Schools, Colonial Manor, Mantua Grove, Red Bank, Thorofare, Thorofare Number 4, Verga.

NEW MEXICO—Roswell, Missouri Avenue.

NEW YORK—Mount Vernon, Washington Junior High; Rochester, Lincoln Park, Number 44; Rye, Rye Public Schools; Schenectady, Brandywine Avenue, Hamilton.

OHIO—Akron, Findley, Glover, Leggett, Lincoln, Perkins; Avon Lake, Public; Bowling Green, Church Street, Ridge Street, South; Cincinnati, Bond Hill, Winton Place; Columbus, Crestview, Northwood, West Broad Street; Grand Rapids, Grand Rapids Public Schools; Hancock County, Arlington Public Schools, Washington Township Centralized; Lakewood, Garfield, High; Miamisburg, Miamisburg Public Schools; Preble County, Lanier Township Centralized; Toledo, Franklin; Warren, Laird Avenue, Warren G. Harding Senior High; Youngstown, East High, Harrison, Hillman.

OREGON—Salem, Highland.

PENNSYLVANIA—Chester, Gartside, Hoskins, Huber, Powell; Oil City, Grant Street, Hoffman Avenue; Phoenixville, Gay Street, Pottstown, Pottstown Public Schools, High, Junior High, New Grade.

SOUTH DAKOTA—Elk Point, Elk Point Public Schools, Grade, High.

(Continued on page A-18)



Harris and Ewing

ON DECEMBER 3 and 4 the secretaries or representatives of thirty-nine state associations gathered at National Education Association Headquarters for a two-day joint conference with the officers and staff of the National Education Association. This picture was taken in front of National Headquarters and shows the beautiful entrance. In the foreground may be seen a part of the section of a giant Sequoia tree which was placed in front of the building as a permanent exhibit by the Department of the Interior and which with the building itself is one of the points of interest in Washington.

Health in Vitalized Commencements

THE PLAN—A plan for vitalizing the commencement season was outlined in the December JOURNAL. It suggested that one of the cardinal principles of education and life be emphasized each year. Thus in 1929 health and safety would be emphasized; 1930, worthy home membership; 1931, mastery of the tools, technics, and spirit of learning; 1932, faithful citizenship; 1933, vocational and economic effectiveness; 1934, wise use of leisure; 1935, ethical character.

The elementary school promotion—Make health and safety posters applicable to local conditions. Use health plays and pageants. Write stories correlated with English showing how the city and state promote health and safety through clean water, playgrounds, street cleaning, pure food laws, traffic regulations, fire apparatus. Use the best stories along with posters as a promotion week exhibit. Study the lives of men like Jenner, Pasteur, Reed, and Gorgas and use the best biographies or posters about them as part of the exhibit. Join the cleanup campaign and help publicity by writing compositions for an interschool contest on flies and mosquitoes or other pertinent subjects. Use health and safety motion pictures. Dramatize traffic rules and fire prevention. Have each graduate take a pledge to learn to swim. Give a swimming exhibition during promotion week. Learn the fundamentals of resuscitation and first aid for exhibition. Constantly practise correct posture. Organize a health league.

Junior high-school advancement—Have the class determine the health and safety needs of the school and locality. Keep health diaries. Organize the class as junior traffic squads and playground supervisors. Study public and private buildings from the standpoint of health and safety. Make a survey of school attendance records showing how ill health and accidents affect attendance and lead to delinquency. Base the advancement program on the reports of such a survey. Urge parents to have a health publication in every home. Conduct a health contest on the point system to include personal health habits, proper hours, exercise, athletic contests. Announce the winner as a feature of the advancement program. Let each member learn to swim and secure knowledge of resuscitation, first aid, traffic regulations, fire prevention, and give

exhibitions during advancement week. Conduct a cartoon contest on health and safety as carried on in one city where the cartoon by a junior-high boy was adopted by the city and used on its traffic markers. Use books on health and safety as commencement presents. Have the work of

of the commencement program. Conduct an essay contest on health and safety and print the winning compositions along with the commencement program. Present to the school gifts of playground and gymnasium equipment. Supervise athletic tournaments among the lower grades. Organize health leagues.

College graduation—Reports may be made on the health of the college community showing number of days lost on account of ill health as compared with other groups. Orations and essays may be built around the lives of pioneers who have made significant contributions to medicine or public health. There may be descriptions of recent great discoveries such as insulin.

Professional school graduation—Students preparing for each profession may well consider the relation of that professional group to the problem of health. Let law students show how health may be advanced through better legislation, teachers through better teaching, ministers through spiritual service and the elevation of ideals, engineers through sanitation and safer construction, and thus for all professional groups.

Where to get material—List of plays and pageantry, National Tuberculosis Association, 370 7th Ave., New York City, or from state departments of health.

List of health and safety films, National Health Council, 370 7th Ave., New York City.

Posture information and pins, American Posture League, 1 Madison Ave., New York City.

Building inspection cards, U. S. Public Health Service, Government Printing Office, Washington, D. C.

Health education—A program for public school and teacher training institutions, National Education Association.

A health education procedure, by Wooten. National Tuberculosis Association, 370 7th Ave., New York City.

Safety teaching in the modern school, a brief outline of materials and method, Education Division, National Safety Council, 108 E. Ohio St., Chicago, Ill.

Health leagues in schools, Virginia Department of Health. Bulletin XVI. No. 2. Feb., '24.

Standardized athletic tests, badges, plays and pageants, games and dances, pamphlets, Playground and Recreation Association of America and Community Service, Inc., 315 Fourth Ave., New York City.

Journal of the National Education Association for April 1925, p117; June 1925, p173; June 1925, p193; June 1927, p165; December 1927, p286; April 1928, p125; January 1928, p9; December 1928, p280.

The Child's Bill of Rights

HERBERT HOOVER

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

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

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

That has not the complete birth-right of a sound mind in a sound body

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

city and county health boards explained by the class. Organize health leagues.

Senior high-school commencement—Interpret to the patrons at commencement the specific contributions of the school to the health of the community through athletics and gymnastics, examination of eyes, teeth, and tonsils, and instruction in hygiene. Schools with added facilities may include the work of the school nurse and physician, the maintenance of height and weight records, hot lunches, and other activities. Develop pageants (1) on health as a fundamental factor in life; (2) on safety education for community welfare; (3) on health in relation to the other six objectives of education. Conduct surveys (1) on health of students in relation to school failures; (2) on accidents in relation to absence from school; (3) on present-day school procedures in relation to mental health; (4) on the proportion of preventable and nonpreventable accidents and diseases with suggestions for improvement; (5) on the buildings and grounds in relation to health and safety. Present the results of one or more of these surveys as a part

Report of the Commissioner of Education

THE UNITED STATES Commissioner of Education, in his report to the Secretary of the Interior for the fiscal year ended June 30, 1928, gives a brief outline of important movements in the field of public education during the year under consideration and presents the following statistics, based on data collected by the Bureau of Education for 1926: In the year 1926 there were 20,984,002 pupils enrolled in public, and 2,143,100 in private elementary schools including kindergartens; 3,786,071 in public, and 346,054 in private secondary schools; 252,907 in public, and 17,209 in private teacher-training institutions; 280,437 in public, and 486,704 in private colleges and universities excluding preparatory students. This made a total of 28,296,484 pupils in such schools in the United States. The total number of teachers employed in all types of schools is 977,291. The total of maintaining and operating these schools is reported as \$2,744,979,689; and the total value of school property is \$8,125,085,472, which amount includes endowments valued at \$1,061,589,042.

The total cost of public elementary and high schools in 1903 was \$251,457,625; by 1913 this amount had doubled, being \$521,546,375; by 1920 it had doubled again, \$1,036,151,209; and in 1926 again doubled to \$2,026,308,190. This doubling process promises not to continue in definitely since the increase in expenditures has been slowing down during the past two or three years. The cost per pupil in average daily attendance was \$95.17 in 1924, \$98.45 in 1925, and \$102.05 in 1926. Expenditures per capita of population for these years are \$16.25, \$17.15, and \$17.50.

Although the latest available statistics show a larger increase in the number of pupils enrolled in small high schools than ever before, these increases are as yet not keeping pace with the increases in enrollments in the urban high schools. Either because of inaccessibility or because of the failure of the objectives, material, or methods of instruction now obtaining in these high schools to meet satisfactorily the needs of rural life, these schools are reaching a relatively small proportion of

the rural children. Only 25.7 percent of the children fifteen to eighteen years of age dwelling in rural communities are enrolled in rural high schools; whereas 71.1 percent of the children of the same age group in urban communities are found in urban high schools. Thus nearly three

Latest Report of the Commissioner of Education

THE STATEMENT contained on this page was released for the press in December. It contains important facts about the nation's educational activities for the school year 1925-26. These facts may well be used in connection with parent-teacher programs and American Education Week plans. Pupils may be encouraged to make arithmetic problems from them and to compare the cost of schools which they attend with these averages for the nation.

The Bureau of Education is one of the most important agencies of the United States Government. It was created at the request of the National Education Association and the Association is now actively supporting its efforts to obtain funds for the extension of its activities looking forward to the time when there shall be a Department of Education with a Secretary in the President's Cabinet.

times as large a proportion of city children go to high school as rural children. Rural dwellers cannot hope to compete advantageously with urban dwellers so long as their educational equipment is so generally inferior.

The junior high school as the immediate unit of centralization, and the senior high school and junior college as a second or third unit are showing growth. The junior high-school reorganization as such has not, however, made the rapid progress in rural communities that the advantages offered by it seemed to promise. Thus far only 12 percent of the rural high schools have reorganized upon this basis, whereas 47.2 percent of the urban high-school systems have organized on the junior high-school plan.

The consolidation movement in rural schools progressed normally during the year. It is estimated that there were more than 3,000,000 children enrolled in approximately 17,000 consolidated schools in the United States during the school year 1927-28. These statistics do not include many rural high schools which transport pupils, and are, therefore, essentially of the consolidated type.

The growth of secondary education, which has been one of the outstanding developments in recent years, continues at almost undiminished rate. At the present time more than one half of the population of high-school age is in actual high-school attendance. The figures for urban as distinct from rural enrollments reveal greater opportunities of high-school attendance offered to city than to rural youth. It is better than an even chance that the city boy of fourteen to seventeen is in high school; by contrast the probabilities were seven to one against his father having opportunities for a high-school education in 1900.

High-school enrollments have more than doubled since 1920. The extension of secondary education to include in its junior high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth. The larger city school systems are expeditiously placing more and more of their pupils in junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school organization. In cities of over 10,000 population between 75,000 and 100,000 pupils are being transferred from elementary schools into junior high schools every year.

One of the significant movements in education during the past few years has been the rapid growth of the platoon or work-study-play plan of school organization in the cities of the country. In 1922, only thirty-three cities had platoon schools, while in 1928 there are 146 cities in thirty-eight states which have one or more of their schools organized upon the plan, or an increase at the rate of eighteen cities a year. Recent reports show that there are over 800 platoon schools in these cities.

TO TRY to give a child's mind a set from which it cannot escape is immoral.—Antioch Notes.

Conferences of Classroom Teachers

ENTHUSIASM for the autumnal beauties of the southland and appreciation of the cordial hospitality extended to her in the south and southwest are frequently mentioned by Edith B. Joynes, president of the Department of Classroom Teachers, in writing of her recent field trip. Her itinerary included many of the important cities in twelve states.

Beginning her trip in North Carolina, Winston-Salem was the first city visited. Here a dinner was given in her honor, attended by over four hundred educational leaders followed by a special meeting in the auditorium. At this meeting it was stressed that affiliation of local organizations with the National Education Association will cause them to grow more rapidly. Teacher participation, if encouraged, will multiply the number of people who are working on the problems of the profession. A discussion of single salary plans, retirement laws, group insurance, and cumulative sick leave followed.

Greensboro and Asheville were next visited. In all these places it was emphasized that a classroom department of the North Carolina State Teachers' Association should be organized. Leaving North Carolina, the president stopped at Knoxville, where the schools are equipped with the latest school furnishings as a result of the building campaign just completed.

At Birmingham, Alabama, the schools were putting on a courtesy contest. The teachers of this city realize that a child must have ideals, and endeavor to train for character through health, work, sportsmanship, beauty, thrift, and finally through courtesy.

At the West Tennessee Teachers Association, held in Memphis, teacher participation was again the keynote. This Association has grown in a year from twelve hundred to thirty-two hundred. A feature of the entertainment provided was the giving of complimentary theater tickets to all members of the Association in attendance.

Of her western trip, Mrs. Joynes says:

My next visit was at Oklahoma City, the first place I taught school, so naturally I received a cordial welcome. I found the teachers hard at work on a retirement law. They were keenly interested in this department and promised a one hundred percent N. E. A. membership. From Oklahoma City I went to Amarillo, Texas, where they have not had a teachers' local association. After a meeting with the teachers a great desire to form one

was manifested and plans were made to organize the following week. I have since heard that Eula Hunter of Fort Worth, a member of the executive board of the department, completed the organization on November 10. I feel that Amarillo will soon have a thriving association.

From Texas, I journeyed on to picturesque Albuquerque, where the state association was

THE DEPARTMENT of Classroom Teachers, organized in the summer of 1914 and reorganized in 1922, has been instrumental in the teacher's awakening to his professional responsibilities and privileges. The president does much in her trips to bring about a fuller understanding of the work of the department.

Not only does this visiting of the schools reveal to the president prevailing classroom conditions and the professional problems of teachers but it gives the teachers of the country a closer contact with the department and its place in the National Education Association. Mrs. Joynes' fall trip included twelve states and the District of Columbia. It is expected that as a result of the president's field work, the attendance of classroom teachers at the Atlanta convention will be greatly increased.

in session. During the week I explained the work of the department in ten group meetings and appeared on the general program.

The next conference Mrs. Joynes held was at Raton, New Mexico. One of the most enjoyable experiences of her entire trip was an interesting drive to Taos to see the Pueblo Indians.

From New Mexico, Mrs. Joynes, accompanied by the president of the Colorado Department of Classroom Teachers, Minnie B. Addleman, attended the Colorado Education Association convention, which was held in three sections—Grand Junction, Pueblo, and Denver. At each section meeting a classroom breakfast was held and at each one Mrs. Joynes explained the work of the department. She also spoke on the general program at each place. In addition each afternoon a classroom conference was held.

Of this part of her trip Mrs. Joynes says in part:

The classroom teachers are wellorganized in this state. They have initiative and are training fine leaders. The president of each section and the president of the entire group will attend the Cleveland meeting. Real teacher participation is manifested in this group. They show keen interest in their profession and are willing to work along all lines to make them-

selves more efficient. From Colorado I took the train to western Oklahoma to a meeting thirty-five miles from a railroad, where schools were dismissed in order that two hundred rural teachers might have the opportunity to learn about the department.

The State Association at Little Rock, Arkansas, was the next point in the field trip. Here one of the finest high schools in the United States was visited. Your president was invited to talk before the County Board Section and elementary and primary groups. Everyone is alive to the fact that if education is to progress the classroom teacher who is the center must keep pace with the times. From Little Rock I went to Kansas City to the Missouri State Teachers Association. Here on the general program ample opportunity was given to explain the aims and activities of the department. A luncheon was given by the teachers and a conference was held. This is a wellorganized group. In the large auditorium filled to overflowing, I felt that I was attending a national meeting.

On arriving in Atlanta, I found the teachers making extensive plans for the summer meeting. The annual dinner of the department is to be given at the Atlanta-Biltmore Hotel, on the beautiful terrace, with a colored chorus singing old-time melodies while the banqueting goes on. Let your slogan be "On to Atlanta." You cannot afford to miss this southern meeting.

At Augusta, a most enthusiastic group awaited me. The teachers are planning to organize a classroom department of the Georgia Education Association next spring. At Columbus, South Carolina, I talked to the entire educational group and a reception followed.

The last conference held was at Charleston, South Carolina, where, although it was Saturday, about two hundred teachers assembled for a luncheon and allowed me to speak on the activities of the department. I was then taken for drive around historic Charleston and out to the famous Magnolia Gardens. On my return to Washington, I spent three days at N. E. A. headquarters and was given the opportunity of talking to the staff, who listened with great interest to my experience in the field and gave their fullest cooperation at individual conferences later.

From Washington I attended the meeting of my own state association at Richmond. The most important thing accomplished at a conference held there was the discussion of plans for putting the Department of Classroom Teachers of the Virginia Association on a working basis. The main objective of this group for this year will be a state retirement bill. Talks were given before six groups. In the superintendents' section I spoke on cumulative sick leave, and as a result the resolutions committee of the state association recommended that a plan of cumulative sick leave be adopted in every city and county of the state. A joint luncheon of the commercial teachers of the state with the Richmond Chamber of Commerce, which has become an annual affair, was a great success. The classroom teacher needs the viewpoint of the business man and contacts of this kind will do much to accomplish this end.

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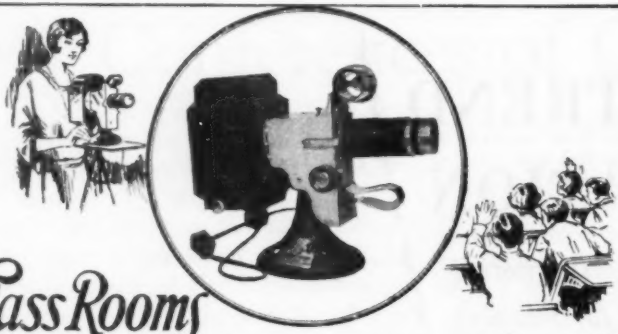
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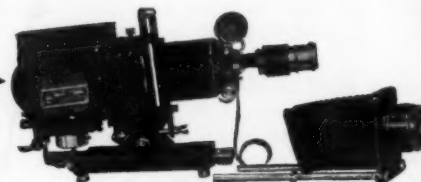
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 VIRGINIA—Norfolk, Villa Heights; Portsmouth, Brighton, Truxton; Richmond, Oak Grove.
 WASHINGTON—Bellingham, Silver Beach; Centralia, Centralia Public Schools, Edison, High, Jefferson, Lincoln, Logan, Oak View, Roosevelt, Washington; Tacoma, Lincoln; Walla Walla, Green Park, Jefferson, Washington.
 WEST VIRGINIA—Charleston, Bigley, Elk, Fernbank, Glenwood, Mercer, Tiskelwah, Watts; Elkins, High, Third Ward; Switchback, Elkhorn District Public Schools.
 WISCONSIN—Hawkins, High; Kenosha, Gillett, Gillett Open Air; La Crosse, Hamilton; Madison, Washington; Manitowoc, Cleveland, Garfield, Jefferson, Madison Junior High, McKinley, Roosevelt, Washington Junior High; South Milwaukee, Fourth Ward; Two Rivers, Two Rivers Public Schools, H. P. Hamilton, Roosevelt, Washington Grade, Washington High.
 WYOMING—Sheridan, High.

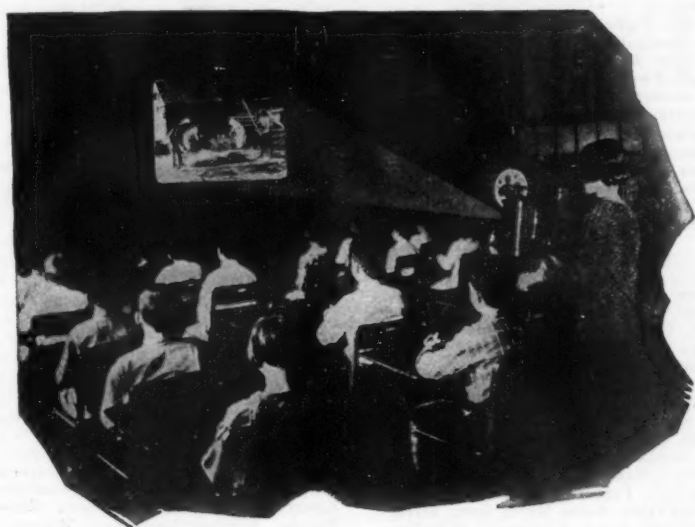
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ALASKA—Fairbanks, Fairbanks Public Schools.
 ARIZONA—Clemenceau, Clemenceau Public Schools; Litchfield Park, Litchfield Park Public Schools; Prescott, Prescott Public Schools, High, Jefferson, Lincoln, Washington.
 CALIFORNIA—Alameda, Everett, Franklin, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; Anaheim, Anaheim Public Schools, Broadway, Citron, La Palma; Glendale, Doran, Eugene Field, Thomas Jefferson; Los Angeles, Manchester Avenue; Monrovia, Santa Fe; San Francisco, Andrew Jackson; Santa Barbara, Harding; Turlock, Hawthorne, Lowell.
 COLORADO—Arvada, High; Canon City, Wilson Junior High; Denver, Evans, Garden Place Junior High, Grant Junior High, Lake Junior High, Reynolds, Stedman; Gilcrest, Gilcrest Consolidated; Montrose, Central; Platteville, Platteville Consolidated Schools; Yuma, Consolidated Grade

District Number 1, Union High School District Number 1, Waverly High.
 CONNECTICUT—Norwalk, Lincoln, Washington; South Windsor, Wapping.
 DELAWARE—Marshallton, Number 77; Middletown, Middletown Public Schools.
 FLORIDA—Crystal River, Senior High; Fort Lauderdale, Northside; Orlando, West Central; Palmetto, Palmetto Public Schools; Tampa, Thomas Edison.
 GEORGIA—Atlanta, Georgia Avenue, Moreland.
 HAWAII—Kalaheo, Kalaheo, Kalaheo.
 IDAHO—Boise, Whitney; Pocatello, Whittier.
 ILLINOIS—Burlington, Burlington Grade; Champaign, Lottie Switzer, Opportunity, Special Teachers; Evanston, Larimer; Monmouth, Junior High; Princeton, Douglas; River Forest, Washington; Rockford, Brown, Franklin, J. Herman Hallstrom, John Nelson, Wight; Springfield, McClelland.
 INDIANA—Indianapolis, Calvin Kendall; South Bend, Perley; Union City, Union City Public Schools.
 IOWA—Cedar Rapids, Arthur; Centerville, Garfield; Council Bluffs, Eighth Street.
 KANSAS—Shawnee County, Highland Park Public Schools.
 KENTUCKY—Louisville, Monsarrat Departmental, Montgomery Street.
 MAINE—Portland, Cummings, Long Island, Special Teachers Department.
 MASSACHUSETTS—Andover, Bradley; Belmont, Homer; Brookline, Parsons; Everett, Hancock, Horace Mann, Parlin; Melrose, Lincoln, Mary A. Livermore, Ripley, Winthrop; Norfolk, Junior High; Stoneham, South; West Bridgewater, Sunset Avenue; Winchendon, Ephraim Murdock.
 MICHIGAN—Dearborn, High, Whitmore-Bolles; Detroit, Duffield, Edgar Guest, Fitzgerald, Goodale, Harms, Ravenswood, W. G. Harding; Grand Rapids, Harrison Park Elementary; Pontiac, Crofoot, Elmer R. Webster, John P. Wilson, Sarah McCarroll; River Rouge, Dunn, Furgason; Royal Oak, Northwood, Whittier; Saginaw, Cray-Lincoln, Longfellow.
 MINNESOTA—St. Cloud, State Teachers College.
 MONTANA—Great Falls, Lowell.
 NEBRASKA—Omaha, Druid Hill, Long, Mason, Monroe.
 NEW JERSEY—Absecon, Absecon Public Schools; Camden, H. B. Wilson; Lyndhurst, Jefferson, Lincoln, Washington; Monroe Township, Cecil; Montclair, Watchung; Morristown, Boonton Township Public Schools; Mountain Lakes, Mountain Lakes Public Schools; North Plainfield, Harrison;

Paterson, Number 14; Pennington, Primary; Plainfield, Evergreen; Summit, Franklin; Titusville, Public; Vineland, Seventh Street, South Vineland.
 NEW MEXICO—Albuquerque, Eugene Field.
 NEW YORK—Kenmore, High, Junior High; Mount Vernon, De Witt Clinton Junior High, William Wilson Junior High.
 OHIO—Allensville, Richland Township High; Alliance, Alliance Public Schools, Franklin, Mahoning Avenue, North Lincoln, North Park, Park and Broadway, Riverside, Seneca, Senior High, South Freedom, South Lincoln, South Liberty, State Street; Ashtabula, West Junior High, West Street Grade; Bellevue, Bellevue Public Schools, Ellis, High, Junior High, McKim, Pike; Cincinnati, Chase, College Hill, Kennedy, Mary Dill; Cleveland, Collinwood High, Miles, Mt. Pleasant, Tod; Columbus, Champion Avenue, Fieser; Fremont, Atkinson, Croghan, Hayes, Otis, Stamm; Lockland, Lockland Public Schools; Martins Ferry, Mackey, North; Oakwood, Harmon Avenue, Oakwood High; Piqua, Bennett Junior High, Spring Street, Staunton, Wilder Junior High; Public County, Dixon Township Centralized Schools; Rawson, Public; Warren, East Junior High, Emerson, Garfield, Horace Mann; Wyoming, Wyoming Public Schools; Youngstown, South Avenue, Wood Street.
 OKLAHOMA—McAlester, Fifth Ward, First Ward, Fourth Ward, Second Ward, Sixth Ward, Third Ward; Oklahoma City, Shields Heights.
 PENNSYLVANIA—Clairton, Clairton Public Schools, Fifth Street, Fifth Street Junior High, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Street, Walnut Street Junior High; Dormont, Hilldale Avenue, Kelton Avenue; Erie, Davison, Lincoln, Wilson Grade, Wilson High; New Philadelphia, New Philadelphia Public Schools, Central, East, Front Avenue, Junior High, Schoenbrunn, Senior High, South, Tuscarawas Avenue, West; Oil City, Opportunity; Pittsburgh, Morningside; Rochester, Rochester Public Schools, Adams Street, Jefferson Street, Junior High, Senior High; Shinglehouse, Shinglehouse Public Schools; Tyrone, Tyrone Public Schools, Adams, High, Logan, Washington; Union City, Union City Public Schools.
 SOUTH CAROLINA—Ellerree, Midway.
 TEXAS—Fort Worth, Washington Heights.
 UTAH—Davis County, Davis County Public Schools, Centerville, Clearfield, Clinton, Davis High, Farm

(Continued on page A-20)



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Address.....

City.....

(Continued from page A-18)

ington, Kaysville, Layton, South Bountiful, South Junior High, South Weber, Stoker, Syracuse, West Bountiful, West Point.
VERMONT—*Rutland*, Park Street; *Stowe*, Senior High.
VIRGINIA—*Newport News*, High; *Norfolk*, Larchmont.
WASHINGTON—*Walla Walla*, Paine.
WEST VIRGINIA—*Charleston*, Magazine; *Clarksburg*, Washington Irving High; *Elkins*, Elkins Public Schools, Central, First Ward, High, Junior High, Third Ward; *Mount Hope*, Mount Hope Public Schools, Elementary, Junior High, Senior High.
WISCONSIN—*Manitowoc*, Lincoln High; *Milwaukee*, Thomas Jefferson; *Shorewood*, Shorewood Public Schools, Atwater, High, Lake Bluff.
WYOMING—*Greybull*, Greybull Public Schools, Grade, Junior High; *Laramie*, High; *Rock Springs*, Junior High; *Sheridan*, Hill.

Current year

ALABAMA—*Cullman County*, Good Hope, Harmony, Kelley, Vinemont, Wetti.
ALASKA—*Cordova*, Cordova Public Schools; *Petersburg*, Petersburg Public Schools; *Skagway*, Skagway Public Schools.
ARIZONA—*Bisbee*, Horace Mann Junior High; *Liberty*, Liberty School District Number 25; *Maricopa County*, Balaz School District Number 31; *Tolleson*, Union High.
CALIFORNIA—*Los Angeles*, Ninety-ninth Street, Russell; *San Francisco*, San Miguel; *Santa Ana*, Edison; *Santa Barbara*, Frederick Forrest Peabody, La Cumbre Junior High; *Santa Maria*, Santa Maria Union High; *Walnut Creek*, Grammar; *Whittier*, Pico.
COLORADO—*Armel*, High; *Colorado Springs*, Cheyenne Mountain; *Denver*, Cheltenham, East High, Franklin, Sherman, Smiley Junior High; *Hayden*, Union High; *Hotchkiss*, Hotchkiss Public Schools, Grade, High; *Idalia*, High; *Thatcher*, Public; *Trinidad*, Columbian.
CONNECTICUT—*Glenbrook*, Julia A. Stark; *South Windsor*, South Windsor Public Schools, Pleasant Valley, Rye Street, Union, Wapping.
DELAWARE—*Edge Moor*, Edge Moor Number 93; *Wilmington*, Number 3, Number 11, Thomas F. Bayard.
DISTRICT OF COLUMBIA—*Good Hope*, Stanton; *Washington*, Smallwood-Bowen.
FLORIDA—*Holly Hill*, Junior High; *Manatee*, Graded; *Pensacola*, P. K. Yonge.
GEORGIA—*Atlanta*, Commercial High; *Columbus*, North Highlands, Seventh Street.
HAWAII—*Huelo*, Mani, Huelo.
IDAHO—*Pocatello*, Bonneville; *Sandpoint*, Jefferson.
ILLINOIS—*Aurora*, Greenman; *Chicago*, Beidler, Gregory, Irving Park, O'Toole; *Chrisman*, Chrisman Township High; *Downers Grove*, Downers Grove Public Schools, Community High, Lincoln Grade, Washington Grade; *East St. Louis*, Edgemont; *Gurnee*, Warren Township High; *Mahomet*, Community High; *Mascoutah*, Grade; *Rockford*, Highland; *Springfield*, Feitshans, Harvard Park, Ridgely; *Streator*, Sherman; *Thomson*, York Community High; *Villa Park*, Villa Park Public Schools.
INDIANA—*Alexandria*, Junior High; *Anderson*, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, Junior High, Junior High Annex, Longfellow, Mount Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Twentieth Street, Washington; *Fort Wayne*, Bloomington, Oxford; *Indianapolis*, John McCormick, Number 32, Number 45, Number 58, Number 80; *South Bend*, Benjamin Harrison, Madison, Oakside Street; *Terre Haute*, Sandison.
IOWA—*Centerville*, Central; *Council Bluffs*, Harrison, McMillen, Oak, Roosevelt, Second Avenue.
KANSAS—*Atchison*, Ingalls Junior-Senior High; *Augusta*, Lincoln; *Clayton*, High; *Kipp*, Kipp Rural High; *Manhattan*, Blumont, Woodrow Wilson; *Topeka*, Quincy.
KENTUCKY—*Lexington*, College of Education, University of Kentucky; *Louisville*, Robert Fulton.
LOUISIANA—*New Orleans*, McDonogh Number 10.
MAINE—*Boothbay Harbor*, Boothbay Center; *Dexter*, Spring Street; *Freeport*, Freeport Village Schools; *Portland*, Cliff Island, Pearl Street Kindergarten, Washington State Normal School; *Presque Isle*, Gouldville, High; *Yarmouth*, Yarmouth Public Schools.
MARYLAND—*Cumberland*, Johnson Heights, Union Street.
MASSACHUSETTS—*Bridgewater*, Training School of the State Normal School; *East Braintree*, Jonas Perkins; *East Lynn*, Lynn Woods; *Everett*, Glendale, Nichols; *Harwich*, High; *Revere*, Governor Bradstreet; *Springfield*, Charles Street; *Uxbridge*, Center Grammar; *Wellesley Hills*, L. Allen Kingsbury; *West Springfield*, Bridge Street; *Williamstown*, Broadbrook, Cole Avenue, Walter G. Mitchell; *Winchendon*, Marvin.
MICHIGAN—*Dearborn*, Lindbergh, Oxford; *Detroit*, Edgewood, Leland, Maybee, Noble, O. W. Holmes,

Robert Burns, Wayne; *Flint*, Cook, Parkland; *Grand Rapids*, Alexander; *Ironwood*, Central; *Saginaw*, Emerson, Hoyt; *Wakefield*, Verona.
MINNESOTA—*Minneapolis*, Keewaydin; *St. Louis Park*, Oak Hill.
MISSOURI—*Maplewood*, Valley, West Richmond.
NEBRASKA—*Omaha*, Cass, Corrigan, Henry W. Yates, Highland, Kellom, Lake, Miller Park, Robbins, Rosehill, South Lincoln, Walnut Hill, Washington, Webster, Windsor.
NEVADA—*Elko*, Grammar; *Kimberly*, Grammar.
NEW JERSEY—*Bergenfield*, Franklin; *Bradley Beach*, Grammar; *Camden*, Yorkship; *Delmont*, Public; *Elizabeth*, Unionville; *Hawthorne*, Washington; *Heislerville*, Public; *Monroe Township*, Monroe Township Public Schools, Cecil, Hall Street, Maple Grove, Oak Knoll; *Montclair*, George Inness Junior High; *Morris Plains*, Morris Plains Public Schools; *Palmyra*, Palmyra Public Schools, Number 1, Number 2, Number 3, High; *Passaic*, Franklin; *Pitman*, Pitman Public Schools, High, Sumner Avenue, W. C. K. Walls; *Rutherford*, Washington; *Trenton*, Carroll Robbins, Joseph Wood.
NEW MEXICO—*Carlsbad*, High; *Roswell*, Junior High.
NEW YORK—*Hartsdale*, Number 7; *Huntington*, Lincoln; *Ithaca*, Ithaca Public Schools, Belle Sherman, Central, East Hill, Fall Creek, High, Junior High, South Hill, St. John, West Hill, Wyckoff; *Mechanicville*, Number 2, Number 4; *Mount Vernon*, Washington; *Rochester*, Number 37.
OHIO—*Akron*, Teachers College, University of Akron; *Ashley*, Ashley Village Centralized; *Bain*, Liberty Union High; *Bucyrus*, Crawford, Kibbourne, Norton; *Cambridge*, Marquand; *Cincinnati*, Western Hills High; *Cleveland*, Bolton, Brooklyn Heights, Fairmount Junior High Training, Fowler Junior High, Garfield, Halle, Law, Louisa M. Alcott, Meyer, Patrick Henry Junior High, Puritas, R. B. Hayes, West Technical High, Willard, Woodland; *East Cleveland*, Rozelle; *Galion*, Galion Public Schools; *Lakewood*, Madison; *Leesburg*, High; *Martins Ferry*, Martin Ferry Public Schools, Central, Elm, High, Mackey, North, South, Zane; *Mount Healthy*, Public; *Piqua*, Piqua Public Schools, Bennett Junior High, Central High, Favorite Hill, North Street, South Street, Special Teachers Department, Spring Street, Staunton Street, Wilder Junior High; *South Euclid*, Charles F. Brush High; *Steubenville*, Jefferson; *Toledo*, Whittier; *Toronto*, Toronto Public Schools, Central, Fosterville, Franklin, High, Roosevelt; *West Carrollton*, West Carrollton Public Schools; *Youngstown*, Haselton.
OKLAHOMA—*McAlester*, Senior High.
OREGON—*Jordan Valley*, Union High Number 1.
PENNSYLVANIA—*Easton*, Easton Public Schools, Au Packer, Centennial, Cottingham, Easton Junior-Senior High, Franklin, Lehigh, March Junior High, McCartney, Porter, S. E. Shull Junior High, Stevens, Taylor, Trail Green, Vanderveer, Washington, Webster, Wolf Junior High; *Erie*, Central High; *Homestead*, Second Ward; *Mauch Chunk*, Mauch Chunk Boro High; *Middletown*, Grammar, Wood Street; *Northampton*, Senior High; *Pittsburgh*, Fort Pitt; *Reading*, Elm and Moss Street, Park, Perkin Avenue, Ricktown; *Renfrew*, Penn Township High; *South Brownsville*, Central; *South Williamsport*, High, Southern Avenue; *Washington County*, Centerville Borough Public Schools.
PORTO RICO—*Yauco*, High.
RHODE ISLAND—*Cranston*, Beachmont Avenue.
TENNESSEE—*Knoxville*, Belle Morris, Claxton, Myers, Perkins; *Lenoir City*, Lenoir City Public Schools, East Side, Junior High, Nichols, Senior High.
TEXAS—*Houston*, Alexander Hamilton Junior High; *Texarkana*, Highland Park.
UTAH—*Brigham*, High; *Duchesne County*, Altomah, Basin, Fruitland, Mt. Emmons, Upalco; *Park City*, Jefferson; *Salt Lake City*, Franklin, Liberty.
VIRGINIA—*Norfolk*, Ballentine, Bay View, J. B. Hope, John Marshall, Lafayette, Ruffner Junior High, Samuel Boush, Stonewall Jackson.
WASHINGTON—*Tacoma*, Arlington, Dash Point, Hawthorne, Hillsdale, Horace Mann, Irving, Jefferson, Lowell, Madison, McKinley, North East Tacoma, Regents Park, Roosevelt, Sheridan, Stanley, Willard; *Vancouver*, High.
WEST VIRGINIA—*Big Creek District*, Big Creek District Public Schools, Bartley, Bearwallow, Birdwind High, Big Creek, Billipps, Board Camp, Bowman, Brewsterdale, Canebake, Caretta, Coalwood High, Crane Ridge, English, Faraday, George Camp, Hall Siding, Hartwell, Johns Branch, Little Smith, Middletown, Newhall, Newhall Number 1, Valls Creek, War Creek, War High, Warrior, Yukon Junior High; *Charleston*, Charleston Public Schools, Bigley, Elk, Fernbank, Glenwood, Kawa, Lincoln, Magazine, Mercer, Senior High; *Thomas Jefferson* Junior High, Tiskelwah, Union, Watts, Woodrow Wilson Junior High.
WISCONSIN—*La Crosse*, Jefferson, Webster; *Racine*, Janes, Special Teachers Department, Supervisors Department.
WYOMING—*Cheyenne*, High; *Laramie*, Whitin

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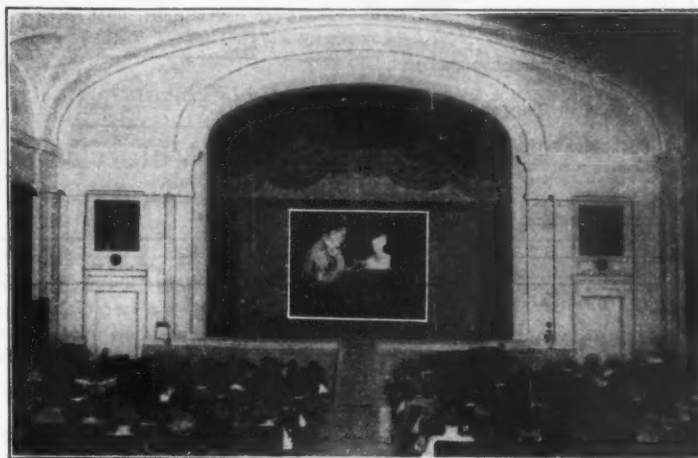
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Notes and Announcements

FOLLOWING are programs of other allied organizations of the Department of Superintendence which will be given at Cleveland:

National Society of College Teachers of Education will hold three meetings, Monday, February 25, Tuesday, February 26, and Wednesday, February 27. The Monday morning program, in the form of a symposium, centers about the problem of a fundamental course, or fundamental courses in teacher training. There will be presented briefly some of the successful experiments now going forward in the different parts of the country, Dean

C. B. Gentry, Professor Arthur J. Jones, Dr. Bessie Lee Gambrill, and Dr. C. G. F. Franzen contributing. Dean Henry W. Holmes of Harvard will close the discussion and summarize.

At noon, members of the society will lunch together. The luncheon speaker is President John Gabbert Bowman of the University of Pittsburgh. The central thought of the Monday afternoon program is the application of philosophic principles in graduate education, Charles H. Judd, Professor J. H. Coursault, Professor Walter R. Smith, and Dean L. A. Pechstein leading the discussion.

Tuesday forenoon will be devoted to informal conferences or round tables in Educational Psychology, Philosophy of Education, History of Education, and Educational Sociology, wellknown men in these fields serving as leaders. On Tuesday afternoon the American Educational Research Association

joins with this organization in a program in which a series of experimental projects will be presented, the leaders being Professor Edward H. Reisner, Dr. Herbert A. Toops, Dr. Fred C. Ayer, and Dr. Harl R. Douglass.

The outstanding feature of the entire session will be the presentation and consideration of the Yearbook, greatly enlarged and enriched over preceding Yearbooks. Under the leadership of Dean W. S. Gray a careful survey has been made of the research and experimental activities of the members of the society. The entire session Wednesday morning will be devoted to the consideration of this significant study.

The National Society for the Study of Education will hold two meetings on Saturday evening, February 23, and Tuesday evening, February 26. They will be devoted to the
(Continued on page A-23)

NATIONAL EDUCATION ASSOCIATION—ATLANTA, GA., JUNE 28-JULY 4, 1929

The list of hotels given below is for the convenience and information of those desiring hotel accommodations at Atlanta. The Atlanta Convention and Tourist Bureau is acting as a clearing house for all reservations, and, while they desire to have every one placed according to first choice, it is true that the larger downtown hotels are filled first, and it will greatly simplify matters if you will state second and third choice in writing for reservations. If you will write Fred Houser, Executive Secretary of the Atlanta Convention and Tourist Bureau, 218 Wynne-Claughton Building, Atlanta, Ga., stating the date of your arrival and the type of accommodations desired, your request will receive prompt attention.

NAME OF HOTEL	ADDRESS	Number of Rooms	Rates per Day for Room Accommodating One Person		Rates per Day for Room Accommodating Two Persons	
			With Bath	Without Bath	With Bath	Without Bath
Atlanta Biltmore	West Peachtree	560	\$4.00 to \$5.00		\$6.00 to \$8.00	
Henry Grady	Peachtree at Cain	500	2.50 to 5.00		4.50 to 10.00	
Ansley Hotel	N. Forsyth at James St.	400	2.50 and up		4.00 and up	
Piedmont Hotel	Peachtree and Luckie	400	2.50 to 4.00	\$2.00 to \$2.50	4.00 to 7.00	\$3.00 to \$4.00
Kimball House	Pryor St.	400	2.00 and up	1.50 and up	2.00 and up	3.00 and up
Cecil Hotel	Luckie at Cone St.	312	2.00 to 4.00		3.00 to 7.00	
Robert Fulton	Luckie at Cone St.	300	2.50 to 4.00		3.50 to 7.00	
Georgian Terrace	Luckie at Cone St.	256	3.00 to 5.00	3.00	5.00 to 7.00	3.50 to 5.00
Aragon Hotel	Peachtree at Ponce de Leon	200	2.00 to 3.00	1.50 to 2.00	3.50 to 6.00	2.00 to 3.00
Winecoff Hotel	Peachtree at Ellis	200	2.00 to 3.00		4.00 to 6.00	
Terminal Hotel	Spring at Mitchell	125		1.50 to 2.50		3.00 to 5.00
Cox-Charlton Hotel	683 Peachtree St.	150	2.50 and up		5.00 and up	
Princeton Hotel	211 Mitchell	130				2.00 and up
Marion Hotel	67 Pryor	120	2.00 to 2.50	1.50	3.00 to 5.00	2.50 to 3.50
Imperial Hotel	355 Peachtree St. N.E.	119	1.50 to 3.00		2.50 to 5.00	
Hotel Hampton	35 Houston St. N.E.	105	1.50 to 2.00		2.00 to 2.50	
Wilmot Hotel	46 Broad St. S.W.	100	2.00 to 2.50	1.50	3.50 to 5.00	2.50 to 3.00
Oliver Hotel	5 Houston St.	65		2.00	2.50 to 3.50	1.50 to 2.50
Mid-Town Inn	73 Pryor St.	63				3.00 to 3.50
Candler Hotel	Dacatur, Ga.	60	3.00		5.00 to 6.00	
Scoville Hotel	W. Mitchell	50	2.00 to 2.50	1.50 to 2.00	4.00 to 5.00	2.50 to 3.00
Martinique Hotel	Ivy and Ellis	44	1.50 to 2.00		3.00 to 4.00	

(Continued from page A-22)

presentation and discussion of the Yearbook on Preschool and Parent Education, parts I and II of which will be issued about February 1. Part I deals with the organization and development of preschool and parent education; Part II deals with research and methods in preschool and parent education.

National Council of Childhood Education will hold two meetings, on Tuesday, February 26 and on Wednesday, February 27. The National Council is the unification of three groups interested in the education of young children—The National Council of Primary Education, The National Council of Kindergarten Supervisors and Training Teachers, and The National Committee on Nursery Schools. The theme of the entire session will be The Articulation of School Life. The first meeting, on Monday afternoon, will have as its topic, The Relation of Creative Education to the Science of Education, the address to be followed by discussions by leading educators. The second meeting, on Wednesday, will have as its topic, Articulation of School Practices.

Christine Heinig, director, Child Research Center, Washington, D. C., will discuss The Nursery School, The Beginning Coordination of Home and School. Mabel E. Simpson, elementary supervisor, Rochester, New York, will talk on The Kindergarten Primary Unit—Coordination through Classroom Research. James S. Tippet, University School, Pittsburgh, Pennsylvania, will speak on The Elementary School Unit—the Coordination of Theory and Practice throughout the Elementary Schools. Home training, right provision for the kindergarten-primary child in the rural school, and administrative problems will be the subject of brief discussion by speakers of experience.

National Association of the Teachers of Crippled Children will have a program at Cleveland. Announcements of meetings will be posted in the hotels during the session.

The Educational Press Association of America will hold its annual meeting in the form of a luncheon on Tuesday, February 26. The program includes an address by Dean William F. Russell of Teachers College, Columbia University.

IN RECOGNITION of his services to the teachers of the state of New York, the House of Delegates of the New York State Teachers Association at its annual meeting in Buffalo, November 27, voted Frank D. Boynton, superintendent of schools of Ithaca and president of the Department of Superintendence of the National Education Association, a life membership in the National Education Association.

THE DEPARTMENT of Classroom Teachers will maintain headquarters at the Statler Hotel during the Cleveland meeting. On Monday evening, February 25, a dinner will be held at Hotel Winton.

(Continued on page A-24)



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(Continued from page A-23)

Mrs. Charlotte Flood of Cleveland is in charge of arrangements. The department will hold a conference Tuesday afternoon, February 26, at Hotel Statler, for which the president, Mrs. Edith R. Joynes, has announced the following program: The Classroom Teacher and the Research Division, John K. Norton, Washington, D. C.; The Classroom Teacher and the World Federation of Education Associations, Annie Woodward, Somerville, Massachusetts; The Need of a Classroom Teacher Department in every State Association, Faye Read, Pueblo, Colorado. There will also be reports from the officers of the department and from committee chairmen.

THE ANNUAL DINNER of the School of Education of New York University held in connection with the meeting of the Department of Superintendence, will be in the main ballroom of the Hotel Cleveland on Wednesday evening, February 27, at 6:15 o'clock. Tickets may be obtained at three dollars each from Dr. Ralph E. Pickett, School of Education, New York University, Washington Square East, New York City, or at the Hotel Cleveland during the Convention.

A NOTABLE DEPARTURE—President Lamkin has planned one of the most vital departures introduced in the proceedings of the National Education Association in recent years. His wide administrative experience led him to see how impossible it has been to have the Association function under the constitutional requirements and begin the meetings on Monday. It makes Sunday and the Fourth of July useless in any significant way, and makes the business session a complex of tragedy and comedy. President Lamkin and the officials at headquarters have arranged for the first general session to be held on Friday evening, June 28, and Saturday will be a very full and forceful day. Sunday will be in the heart of the session, and the professional zeal at whiteheat, and will be worshipful and not merely a getting-ready affair. This will enable all business to be conducted with decent decorum before the delegates are packing up to leave. The meeting will close with a thrilling patriotic session on the Fourth of July, instead of a fadeaway performance. The Atlanta meeting will be famous in many ways, and it is glorious to think of the meeting with a real American atmosphere.—*Journal of Education*, 1928.

LET EVERY SCHOOL—elementary, high, or college—that has not already done so debate this year the question: Resolved that there should be a United States Department of Education with a Secretary in the President's Cabinet. Material may be found in former numbers of *THE JOURNAL*. Material may also be had free from your Representative in Congress or from Division of Field Service, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

EDUCATION Bills Before Congress—Miss Charl Williams, field secretary of the National Education Association, released the following statement through the Associated Press to 1200 daily newspapers in connection with the opening of Congress:

Important education bills will be among those measures demanding attention when the short session of Congress opens next week.

Of widespread interest, no doubt, is the Curtis-Reed Bill which provides for establishment of a federal Department of Education with a Secretary in the President's Cabinet. This measure was sponsored in the Senate by Vicepresident-elect Curtis, and its principle of coordinating existing educational agencies of the federal government was approved by President Coolidge in his annual message to Congress last year when he recommended creation of a Department of Education and Relief.

The chief function of the proposed department would be that of acting as a national clearinghouse for educational problems, thus offering to the schools a service similar to that provided for other great national interests by the Departments of Agriculture, Commerce, and Labor.

Bills for a Department of Education have also been introduced by Representatives Tillman, of Arkansas, and Green, of Florida, while Senator Phipps is author of a measure to extend the work of the Bureau of Education.

Probably the first measure of educational interest to come to a vote in either house will be the George-Reed Bill which offers the states additional appropriations, eventually amounting to six million dollars, on a fifty-fifty basis for the extension of vocational education. The bill has already been passed by the Senate, and the House Committee on Education has reported the measure out and asked for a vote. A similar measure, the Capper-Ketcham Bill, authorizing increased appropriations of \$6,960,000 for extension work in agriculture and home economics, became a law in the first session of the Seventieth Congress.

The reduction of illiteracy is the purpose of a half dozen measures, while seven others deal with the regulation of educational institutions in the District of Columbia. Senator Watson and Representative Weller are the authors of bills for a national conserva-

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(Continued from page A-25)

tory of music. Senator Fess has introduced a measure to establish a national university—a dream of our first President.

Consideration of all these measures only emphasizes the need for a Secretary of Education to administer educational activities, now scattered among practically all the existing departments.

OLIVE M. JONES, past president of the National Education Association, who expects to retire as principal of the New York Probationary School, Public School 120, Manhattan, on February 1, to assume the educational directorship of Cavalry Episcopal Church, was elected president of the New York Academy of Public Education at the annual meeting held in the College of the City of New York on October 25.—*School and Society*.

A TIMELY program for high-school commencement—Current interest in the Kellogg treaties and the promotion of world peace makes the subject of peace the appropriate keynote of a high-school commencement program. A list of peace material suitable for graduation exercises has been prepared by the Education Committee of the Pennsylvania Branch of the Women's International League. The material will include music, Scripture reading, poems, and subjects for essays and speeches. The list can be obtained by application to the Women's International League, 1525 Locust Street, Philadelphia, Pennsylvania.

CHILD LABOR Day will be observed the last week in January 1929 in Sunday schools, churches, schools, and clubs. The National Child Labor Committee looks to these groups to serve as interpreters of its findings to an everincreasing circle of the nation's citizens. When public opinion demands the abolition of child labor, then and only then will the United States slough off this crime against her children. This year the legislatures of forty-three states meet and opportunity knocks loud and long, giving to the people in these states another chance to bring their child labor laws up to standard. The National Child Labor Committee, 215 Fourth Avenue, New York City, will send free of charge to any interested individual or group an analysis of the law of his state together with program, leaflets, posters, and other material to be used in the observance of Child Labor Day.

THE JOURNAL would like to have posters seven and one half by ten inches showing the evil effects of alcohol or the social and economic advantages of America's

policy of prohibition. Each poster should be sent to the JOURNAL office with a note showing age, grade, and address of the student who drew it.

THE PROGRESSIVE Education Association will hold a regional conference at Richmond, Virginia, January 17-19, 1929. A program of practical talks has been prepared on the principles of Progressive Education, and various leaders in the south will report on the work done there. January 19 will be devoted to an excursion to Jamestown, Yorktown, and Williamsburg, under the auspices of the College of William and Mary. The Ninth Annual Convention of the Progressive Education Association will be held at St. Louis, Missouri, February 21-23, 1929. The occasion is of international importance, and there will be many notable speakers from this country and abroad. Special railroad rates in conjunction with the convention of the Department of Superintendence at Cleveland, Ohio, February 23-28, 1929, will be offered.

THE NINTH Annual Ohio State Educational Conference will be held next spring in Columbus, April 4, 5, and 6. "Evaluating Education" will be the keynote of this three-day meeting conducted by the College of Education at the Ohio State University. Three new groups will be admitted to the Conference for the first time this year: adult education, higher education, and attendance supervisors, school nurses, and visiting teachers.

TUESDAY, January 29, 1929, is the date set for the Conference on Mental Hygiene in Public Health and Social Work to be held in Boston by the cooperation of the Boston Council of Social Agencies and the Boston Health League and the Massachusetts Society for Mental Hygiene.

NATIONAL THRIFT Week has been fixed for January 17-23, 1929. The National Thrift committee has a supply of Thrift Helps ready for the needs of the schools in America. Our readers are invited to send a post card request for the calendar poster of National Thrift Week which gives the daily topics and the Ten Point Financial Creed of this movement. A new circular which has just been issued describing three new packages of Thrift Helps for school work is now available and will also be sent upon request. The poster and folders will be sent free to teachers and officers of parent-teacher associations by addressing the National Thrift Committee, 347 Madison Avenue, New York City.