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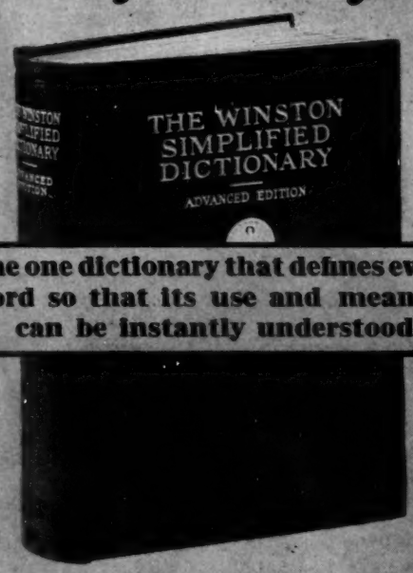

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FOR TEXTBOOKS

What About Posture?

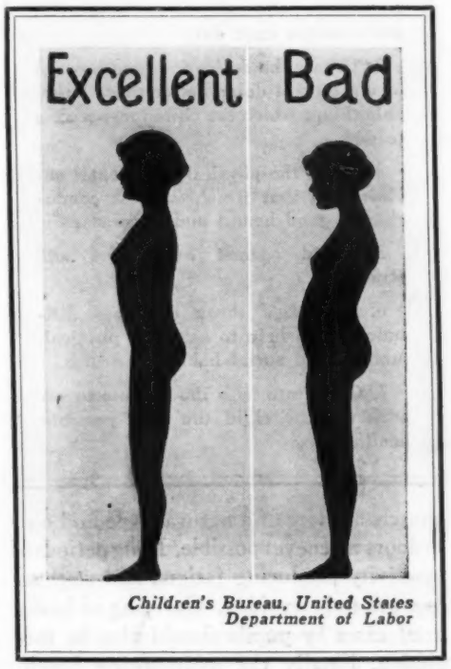
THOMAS D. WOOD AND LULA SWEIGARD
Teachers College, Columbia University, New York City

AMONG the many things which influence health and which, conversely, are influenced by health, posture is prominent. Numerous authorities who have made extensive studies of this subject believe that good posture is necessary for the proper functioning of all the vital organs; that without efficiency of vital organs, without a body normally adjusted and balanced in all its parts without strain, no individual can attain to the best use of physical and mental powers.

Many people whose activities have been of a type to give them in other respects welldeveloped bodies with strong muscles are nevertheless handicapped by poor posture.

Considering the body in the three standard positions of standing, walking, and sitting, a few conditions and criteria of good posture may be stated. The standing position, no matter how good, cannot be maintained quietly for a long time without discomfort and fatigue. One should stand with the weight toward the outer borders of the feet and almost equally distributed between the heels and balls of the feet; the weight being felt a little more upon the balls of the feet than upon the heels. The knees should be relaxed sufficiently to avoid tension. The abdominal muscles should be held firm. By avoiding excessive curve in the lower back, the pelvis is placed in a position so that it acts as a safe and comfortable base of support for the abdominal organs. The chest should be lifted, but not to an extent to cause increased curve in the lower back. The shoulders should be held relaxed without conscious effort and tension. The effort to hold the shoulders back or to pull the shoulder blades together, unless one controls correctly other body adjustments, invariably results in more harm than benefit. The head should be held easily erect and without tension in the neck. In other words, one should stand tall and sit tall without strain in shoulders, neck, or knees.

There is little to be said about walking in addition to what has been advised for standing, other than that one should walk with toes straight ahead and with full use



Children's Bureau, United States Department of Labor

of a flexible foot supported by a well-fitting, comfortable shoe. There would be much more efficient use of all the joints of the body if the feet were used properly.

As to sitting posture, the individual, whether child or adult, should sit well back in a chair with feet resting firmly on the floor. Any bend forward should come from the hip joints and not from the upper back and neck. The child should not be expected to maintain the sitting position, without change, for any long period of time. Resulting fatigue quickly induces bad habits of slumping.

What are the causes of poor posture? Who is responsible, directly or indirectly, for the prevalence of faulty posture, with its accompanying ineffective coordination of muscles and awkward use of the body which quickly fatigue the individual and waste valuable energy?

There are usually several contributing factors to poor posture just as there are frequently several contributing factors to poor health. Only rarely can one cause be found to account for the condition in either case. It is the same with the placing of responsibility. Parents, teachers, doctors, all those who have a part in the education of the child, both in and out of school, have a definite influence upon or some responsibility for his posture.

We have too long been emphasizing posture correction at the adolescent and early adult age. We wait until poor nutrition and bad environment have exerted their most harmful influences, until the individual has established detrimental habits in the adjustment and use of the body; then we hope by a little instruction and training to undo the accumulated undesirable results of many years.

There are several essentials to good posture, such as strong bones, firm and wellcoordinated muscles, and, finally, proper social adjustments, all of which must be given consideration from earliest childhood.

The expectant mother through careful consideration of her diet, exerts the first influence on the development of strong bones. After the child is born, nutrition continues to influence strongly proper growth. Other factors now begin to play important parts. To continue normal development, there must be plenty of sunshine and play outofdoors. A serious mistake made by many mothers at this time is that of urging the child to walk before it is ready to do so. It is far better to allow or encourage the baby to creep as long as possible for the sake of the development of the abdominal muscles, and until the legs and the rest of the body are stronger. When the baby does begin to walk, its only way of learning is by imitation of its elders. And now comes the good or bad influence of the example set for the child. If, instead of walking with toes straight ahead, the parent toes out, the baby is apt to toe out also; hence

one sees reflected in the developing child characteristic mannerisms in faulty posture habits of the parents.

The clothing of the child is likewise to be given consideration at this early age. It should permit the greatest bodily freedom. Stockings must always be longer than the feet. Shoes should be worn as little as possible, and when they are worn they should be low-cut, flexible, and with sufficient room for the spread of the toes.

In addition to food, play activities, sunshine, and clothing the furniture for the preschool child in the home should be given some attention. Too often the furniture of the grownup person is used for the child and consequently many children sit with feet and back unsupported and with undue pressure back of the knees, resulting in disturbed circulation and nervous irritation.

Up to five years of age the problem of the social adjustment of the child is one of far greater importance than we have been accustomed to consider it. At this time are laid the vital foundations which will largely determine future habits and attitudes, and future adjustments to society. It is recognized now that mental and emotional attitudes have a most important influence on poise and carriage of the body. We can readily see therefore that selfconfidence, courage, and a cheerful outlook on life are necessary, and that we must do everything possible to help the child secure and establish these in the first years.

Now the child is old enough to enter school—the product of early environment and training. But in nine cases out of ten, in most communities at least, he is not healthy; he is not free from remediable health defects.

Among the more frequent and serious posture defects are round shoulders, flat or hollow chest, drooping head, protruding abdomen, hollow back, tense knees, weak arches, and a generally ineffective use of the body. The child so handicapped physically cannot develop mentally and socially to the best advantage.

What is the teacher's responsibility relative to these handicaps? Intelligent consideration of this problem makes it obvious that he should turn his attention to those factors, personal and environmental, which he may help to control.

Of first importance is the correction of remediable physical defects which serve as handicaps to mental and physical health. At the same time the environment should be made as healthful as possible. The light in the schoolroom should come from the left and from the back of the room. Cross lighting and glaring blackboards should not be tolerated. Temperature should be maintained near sixty-eight degrees Fahrenheit with a slight constant movement of air. Developmental growth and efficiency of the vital organs should be promoted by big muscle activity of a natural type and outofdoors whenever possible. Long periods of inactivity producing fatigue and restlessness are to be avoided. Carrying of heavy brief cases by pupils should also be forbidden. Finally the midmorning lunch, particularly for the undernourished, and the warm noon lunch are essential.

What Every Teacher Should Do to Promote Good Posture

1. Be an example of good posture.

2. See that every child gains selfconfidence through some successful achievement each day.

3. Create the desire for good posture as a means of doing better those desirable things which the child most wishes to do.

4. Make the physical and mental environment that which is most conducive to good health and happiness.

5. Guard against overfatigue and strain.

6. Encourage those desirable attitudes which help to establish physical, mental, and social habits of health.

7. Cooperate with the parents to secure for the child the best possible health.

Another contribution to the good posture of the child is made by the teacher's intelligent understanding of proper school seating. It should be remembered first of all that even the most ideal school furniture is suitable for the child for only brief periods of time.

A few standards for school seats and desks are as follows: Seats should be of such a height that the knees will be at right angles, with the feet resting firmly on the floor. The depth of the seat should be about three fourths the length of the thigh. Undue pressure on the under part of the thigh and back of the knee is avoided if the seat is right in height and in depth from front to back. In addition to this, further comfort is secured if the seat slopes gently downward toward the back, thus preventing its occupant from sliding forward. The lower third of the back should be left unsupported by a back rest. The middle third of the back, not to rise above the scapulae (shoulder blades), should be supported by a chair or seat back, slightly convex, curved forward from above downward. If the entire back is supported, this support should conform to the natural curves of the back. The desk should be of a height that will support the arms without hunch or slump of the shoulders, and the desk top should be placed at such a distance from the seat that it will overlap the front edge of the seat one to two inches. Much better than adjustable or stationary seats or desks is movable furniture of varying sizes for the pupils of each grade.

In addition to the control of the environment, the teacher has a fine opportunity to help his pupils gain and maintain good posture through the mental and emotional satisfactions of a wellplanned and executed school program. He should help each pupil find joy in the successful accomplishment, or attempt at accomplishment, of some worthwhile task every day. The importance of selfconfidence to good posture cannot be too strongly emphasized.

From the foregoing discussion what conclusions can be drawn concerning the responsibility of the teacher for the good posture of the child? It is not that of giving short and meaningless gymnastic posture drills. No, he must exert his influence for good posture in quite a different way. First of all, he must be an example of that which he would see reflected in his pupils. He must have a cheerful mental attitude and the ability to encourage in his pupils activities in meaningful efforts, thus creating in them selfconfidence; and somehow, he must create a desire for good posture as a means rather than an end. But this must be done indirectly through example and correlation in various situations, certainly not by nagging. Important environmental conditions, as seating, ventilation, lighting, are largely within his control; and his ingenuity and thoughtful planning will produce the best results in different situations. Long periods of sitting must not be permitted, and all children who are well should get a great many hours of natural big-muscle activity or play in the open. This means guarding against overfatigue and tension. Through intelligent cooperation with parents, everything should be done to bring each child to the best possible health.

A Midwest Rural School

CHARLES W. HOWARD

PICTURE a strictly rural community, 200 miles west of where Lieutenant Zebulon Pike said civilization could ever extend, where the parents of about sixty percent of the children were living in a land of their own adoption, tenants and laborers for a large industrial sugar company; where teachers in one and two-room school buildings, with fifty or more pupils each, were attempting to Americanize this heterogeneous group. This is a little of the setting that prompted Professor C. E. Rarick, of the department of rural education of the Kansas State Teachers College at Hays, about ten years ago, with other educational leaders, to dream for this community a school that would offer better opportunities than had ever existed in this section of the country.

The village of Holcomb, with probably a dozen homes, two stores, a bank, and a lumberyard, was selected as a typical place where a modern type of education was especially needed. Located seven miles west of Garden City, Kansas, in the heart of the richest irrigation land in Kansas, on the Arkansas River, it had enough wealth to support a program that would be attractive and be in many respects a model for other communities to follow. It has done just that. It was the pioneer of consolidation in Kansas. Probably half of the more than 100 consolidated schools in western Kansas have been copied from Holcomb. The Holcomb plant, when established, was almost revolutionary. The Kansas State Teachers College had in mind a school that would be a model but this was kept in the background since the local need for better conditions was paramount.

The Garden City Sugar Company owned a large portion of this rich irrigation land and had tenants raising sugar beets. The majority of tenants were unnaturalized foreigners; Germans, Russians, and Mexicans predominated. One and two-room country schools, crowded beyond the possibilities of any teaching, were attempting to make out of these children American citizens, equipped and ready for the problems of life.

The program was organized and set in action. Seven of the surrounding school districts consolidated in a large union district composed of 125.5 square miles around the village of Holcomb as the community center. The school grounds on the historic Santa Fe Trail comprise a little over twenty acres. Bonds were voted and a large modern building immediately started. The best of the schoolhouses were moved in and used while the new building was under construction and afterwards remodeled into modern homes for the employees of the district. Twelve autos large enough to haul thirty pupils each were purchased for transportation of pupils to and from school daily. These buses are driven by teachers. The main building, semi-fireproof, is 103 by 134 feet in dimensions. It has a combined auditorium-gymnasium fifty-three by seventy feet with galleries. There are four toilet rooms, two of which contain showers. The south wing on the main floor contains three rooms and is especially designed for domestic science and art. Hot lunches are served here daily at cost by the department of homemaking.

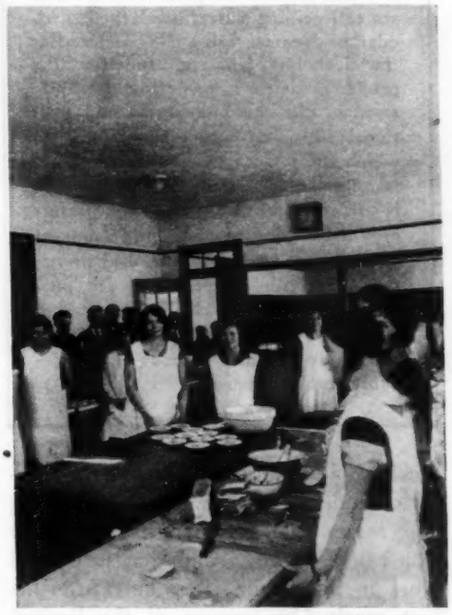


Photo by Conard

SERVING *lunch at noon in the homemaking laboratory. The girls take pride in putting their best into their work. It is a form of artistic expression.*

The north wing is used for vocational agriculture and shop. Both agriculture and homemaking are fulltime Smith-Hughes projects. There are three grade classrooms on the first floor. The second floor is arranged and used for science hall, study hall, library, junior and senior classrooms, music room, and two grade rooms. There is a separate grade building, which was the original community school at the time of consolidation, where the kindergarten and most of the first three grades are housed. This is a frame stucco construction and is connected with the steam and water system of the main building.

An important feature of the Holcomb Consolidated School is the school farm of twelve acres. On this farm are orchards of apples and cherries, alfalfa hay and demonstration plots where agriculture projects are carried on by students under supervision. One agriculture class handles the hay project and another class the truck garden project. The boys keep accurate accounts of all costs and sales. The profits made have been used to attend state contests. All agricultural students are enroled in an agricultural club. The objective of the club now is raising money to attend the Royal Stock Show at Kansas City this coming winter. The farm is equipped with an 800-gallon irrigation pump. This section of Kansas is underlaid with an inexhaustible water supply, which makes irrigation dependable.

The Wiley Athletic Park contains about seven acres. It was a gift to the district by interested citizens. The school fenced the field with a woven wire fence and erected two artistic gateways on which are lettered, "Wiley Athletic Park—1923" in orange and black, the school colors. Shade trees have been set out around the park and an irrigation pump installed to water them and other shrubbery around the building.

How the community is back of the school is shown by the annual community workdays sponsored by the community club. During these days shrubbery has been set, sidewalks laid, elevations graded, streets and driveways sanded, tennis courts leveled, and lawns seeded. The class in vocational agriculture does all the pruning of trees and shrubbery.

The physical side of each child is cared

for by means of playground equipment for smaller children, in the form of merry - go - rounds, slides, swings, etc. From fourth grade up a physical education period is required twice a week. Gymnasium floor work and organized games are played. All children are required to take shower baths. The county Red Cross nurse makes annual examination of all grade pupils and recommends corrections to be made. This program has proved beneficial in the detection of minor contagious diseases and in creating better health habits among the boys and girls.

The junior-high girls have a definite course of calisthenics, tumbling, and floor work. The boys do organized games and competitive sports. High-school girls usually play not more than three competitive games of basketball. Some intramural games and floor work occupy the rest of the program. The high-school boys' program consists largely of sports.

A fulltime music teacher is employed. Music is taught daily, beginning in kindergarten and throughout the entire system. The work below the junior high school is regular graded public school music with numerous little programs and operettas celebrating special days. The junior and senior high-school music has been conducted in the form of glee clubs and quartettes with one operetta for each organization each year and a number of chapel and special music programs. The high school enters one music contest each year. The instrumental music is just beginning to have attention as a school function. A combined school and community orchestra is proving worthwhile and will probably lead to instrumental music being taught in school.

An attempt is made to keep each child classified where he can do his best work. In grades second to fifth inclusive pupils are divided into three sections depending on the ability and perseverance of the child. Intelligence and achievement tests are given and used in conjunction with teachers' judgment to determine classification and promotion with the idea being kept foremost all the time that each child is a case in himself and that he should work in the group where he can do his best work. On account of the limited teaching force we find it necessary to eliminate the section after the fifth grade.

WHAT KNOWLEDGE is of most worth? The uniform reply is: Science. This is the verdict on all counts. For direct selfpreservation, or the maintenance of life and health, the all-important knowedge is — science. For that indirect selfpreservation which we call gaining a livelihood, the knowledge of greatest value is—science. For the discharge of parental functions, the proper guidance is to be found only in science. For the interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct, the indispensable key is—science. Alike for the most perfect production and present enjoyment of art in all its forms, the needful preparation is still—science. And for purposes of discipline—intellectual, moral, religious—the most efficient study is, once more—science.—*Essay on Education*, Herbert Spencer.

Some department work is done in grades four to six. The high school is the two-four plan. The junior high school is organized on the single curriculum type because of limited teaching force. The senior high-school curriculum offers three complete courses of study and a rich field of electives.

The setting here is strictly rural and while one fourth of the required studies of the boys and girls directly fits them for worthy participation in rural life through the vocational courses in homemaking and agriculture, yet the classical and academic sides are not forgotten and the curriculum is balanced with language, mathematics, commerce, science, music, and physical education. The high school is ranked Class A with the state department of education, which is the highest rank possible.

Holcomb Consolidated School is a center for the educational, social, and religious life of the community. The community Sunday School and church are held in the main building every Sunday. All social activities of the community are conducted in this building. Volley ball is played in it by men and women weekly. Every winter there is a community basketball team. The homemaking courses of the school are used for demonstration work for the community to a limited extent.

Holcomb is not through growing. We have not attained our fullest ambitions. We are looking forward to an ungraded room, very much needed here. Next fall our program calls for an expansion of the visual education program, by means of weekly educational picture shows free to the children. Our music department is in its infancy. We want to include instrumental music as a regular part of the music program, and make it free to all who will avail themselves of the opportunity. The challenge is here. We are attempting to answer it.

Photo by Conard

AT THE left—a class in vocational agriculture. They are learning the chemistry of the soil and crops. A stretch of the campus is shown at the right with the vocational agriculture instructors' cottage and the faculty home.

A Prophetic Experiment

EDWIN OSGOOD GROVER

THERE ARE scores of elementary schools throughout the country that are prophecies of better things, but the prophetic colleges of the country can be counted on the fingers of a pair of hands. Colleges are naturally strongholds of tradition. Any selfcontained institution must necessarily be governed largely by its traditions, just as people are governed largely by their habits. But it is evident that something is at last happening in the life and work of our colleges and universities. Just what is happening nobody as yet knows. It is evident, however, that formal education as represented by the lecture and quiz system no longer stimulates or satisfies the younger generation. The average college student of today does not want to be told things—he wants to discover them for himself. He does not want to be quizzed by the teacher—he wants to quiz the teacher, his classmates, and even life itself. He wishes to confront everything with a question mark. It is too soon to predict what the result of this questioning spirit will be. That it will be beneficial cannot be doubted, for the inquiring mind is the beginning of all selfeducation, and it is an axiom that we are educated by our own mental activity and not by the mental activity of our teachers.

Probably the most general criticism of our colleges and universities is aimed at the formal lecture and quiz method of instruction so generally in vogue at the present time. Campus reports from many of our leading colleges, both for men and women, indicate a widespread unrest and a dissatisfaction with this spoon-fed method of education.

The formal examination and quiz is also under indictment by the presentday college student. He looks upon the examination and quiz as an effort on the part of the professor to play the detective or policeman.

One of the most significant of all the experiments in college education in the United States is that being conducted at Rollins College, Winter Park, Florida, under the leadership of Hamilton Holt, for many years editor of *The Independent*. When Dr. Holt was elected president of Rollins three years ago he found a small college established by New Englanders forty-three years ago. It is beautifully situated on a forty-five acre campus in the town of Winter Park in the high lake region of central Florida. The college campus has a half mile of frontage on Lake Virginia and there are eighteen lakes within the city limits. Furthermore, the college was not so large, so old, nor so wealthy that it had unbreakable traditions. It was under such conditions that President Holt, with the approval of the faculty, undertook what he likes to call "an experiment in commonsense education," or the conference plan of instruction. Briefly the plan consists of substituting informal conferences, or discussions, for the formal lecture; it also eliminates the final examination horror and encourages the student to quiz the professor instead of having the professor quiz the student.

KNOWLES *Hall, one of the recitation buildings. The buildings of the college are in keeping with the semi-tropical climate of central Florida.*

At Rollins College classroom periods have been lengthened to two hours in an effort to double the time of contact between the teacher and the taught. If it is true that "to teach others is to touch their lives with your loves, your pleasures, your admiration, your enthusiasms, and your little wisdom," then the conference plan is the ideal method of teaching, for it not only makes this "contagious teaching" possible, but necessary. It makes the acquisition of learning the joint adventure of both the teacher and the taught.

It is needless to say that this conference plan is not new. Socrates used it on the streets of Athens long ago. Individual professors have used it with brilliant success, but so far as known, Rollins College is the first institution of higher learning to adopt it as a general teaching plan.

Neither is the conference plan a system of instruction. If it were, it would mean simply the substitution of a new system for an old one. The conference plan is rather an educational ideal, a common goal toward which the faculty and students at Rollins are making enthusiastic and confident progress. Instead of being a new system, it is rather a change in attitude, a new emphasis, a fresh point of view on the part of both professor and student. It is the Socratic method brought down to date.

Just because the conference plan is not a system of instruction it offers wide liberty of action to both the professors and students. No two professors at Rollins use the two-hour periods in exactly the same way, but each is developing his own technic of teaching based on his personal temperament, his teaching experience, and the material of his course. While we have at Rollins two-hour classroom periods, there is nothing sacred in the length of the period, and the conference plan could be operated in an hour and a half or even one-hour periods.

While the work of every department has been greatly stimulated by the introduction of the conference plan at Rollins, the Department of English has shown quite remarkable results. Our class in journalism functions through our weekly college newspaper, *The sandspur*, and the Department of English sponsors an undergraduate literary magazine called *The flamingo*, which many disinterested critics have pronounced one of the most distinguished literary magazines, both as to form and content, issued by undergraduates in any college.

In similar yet quite different ways our

School of Music, our Department of Public Speaking, our Little Theater Workshop, our Department of Sociology, and others are functioning to enable the students to participate more and more and to become intellectual agents in their own education.

After participating for two years in the operation of the conference plan and observing its working in departments other than my own, I am convinced that it is not only a prophecy but a genuine contribution to higher education.

The most notable results may be summarized under three heads: *First,* The conference plan breaks down all barriers, real or imaginary, between the professor and the student. No professor could "stand on his dignity" before his class for two hours day after day—he would crack under the strain. The result is a free discussion with the professor as guide, philosopher, and friend. This association quickly discovers the unusual student—and also the slacker. In breaking down the barriers we have helped the students to develop selfreliance, and many of them have actually begun to show evidences of *thinking.* Emerson's definition of the scholar as "man thinking" still holds.

Second, Under the socalled lecture and quiz system the *initiative* always rests with the teacher. It is he who does the lecturing and the quizzing. It is the student's job to listen to the lecturer and answer specific questions when called upon. After two years of operation of the conference plan at Rollins College, a very significant tendency is in evidence. The students are beginning to take the initiative—they are beginning to quiz the professor! This transfer of the initiative from the teacher to the taught is one of the most hopeful results of this interesting experiment in commonsense education.

Third, A considerable number of the students are beginning to think of getting an education in terms of adventure. Going to college for the purpose of getting an education is becoming with some of our students almost a major indoor sport. In most colleges the academic work is not made sufficiently adventurous to compete with athletics or other extracurriculum activities. I believe both faculty and students at Rollins would tell you that the conference plan has developed a new intellectual interest on the part of the students which has resulted in a quickened spirit of adventure in classroom work.

This does not mean that all students at Rollins have responded equally, or that we do not have the proverbial slacker. It does mean that an increasing number of students at Rollins are beginning to develop the inquiring mind which leads them unconsciously to become active intellectual agents in their own education. From what has been said it should be evident that the conference plan is a step away from mass education, which always tends to become formal and dogmatic, to the education of the individual.

It is true that the experiment at Rollins College is being tried under almost ideal conditions. It is a small college of four hundred students representing eighteen states. It is located in the semitropical climate of central Florida where much of the life of the college student can be lived outofdoors both winter and summer in beautiful Winter Park.

The successful operation of the conference plan is not dependent, however, on the size or location of the college. It will work anywhere. All that is needed is a divine discontent with formal and traditional teaching, an open mind, and a willingness to enter upon a great educational adventure. When entered upon in this spirit, the conference plan will yield astonishing results.

THE FINE buildings of Rollins College are made more attractive by their situation in the lake region of Florida. This picture shows the college campus fronting on Lake Virginia.

The Dean of Girls in High School

MARY WEBSTER SAWYER

Dean of Girls, the High School, Brookline, Massachusetts

DURING the last twenty years the dean of girls in high schools has become an accepted fact. No longer is her office an experiment, but an essential part of the school, made necessary by the increasing complexity of modern life and the resulting problems before the girls today. The National Association of Deans of Women has had a high-school section since 1921, and in the last ten years deans of girls, advisers of girls, assistant principals, or whatever they may be called, have been appointed in practically all the large cities and in many of the smaller ones until the high-school group is the largest in the membership of the national association.

As the high schools increased in size and it was recognized that the students came from every group in the community, poor as well as rich, foreign as well as native American, the courses of study broadened to meet the new demands, and the need for a dean came with the realization that the school must offer far more than academic training. The greater pressure of modern life increased the demands upon the parents; the pressure upon the school multiplied tenfold the duties of the classroom teacher and lessened to a corresponding degree the time available for conference with the individual pupil. The day of specialization had arrived and the high-school boys and girls went rapidly from one teacher to another, usually coming in touch with at least six teachers a day, each one of whom could see but one side of any pupil unless fortunate chance forced a more intimate acquaintance. Every real teacher, every teacher worthy of the name, always does what advisory work he can but the school day is far too short for the demands upon it.

Then in recent years the business and professional world into which our students go has become a field too varied for them to investigate for themselves, most of their families have not the facilities, the advanced schools all have differing entrance requirements and admit only the best qualified candidates. An adviser is needed who is a member of the school faculty and familiar with the resources and standards of that school; one who is accessible and in a sufficiently central location to know the whole girl, not just the side seen in the French or the history class; one who has time to consult with the girl herself, with her family, with her teachers, and who has time to investigate vocational and educational opportunities toward which the girl is tending.

THIS attractive card, designed by the girls of Altoona, Pennsylvania, High School, is illustrative of how one dean tries to build up right standards of conduct. The Girls' League is the medium through which the dean keeps in touch with the girls.

Recent years have also shown the need of developing a sound social program, not simply for good times as its critics seem to think, but that the boys and girls may learn under proper guidance how to work with their mates for the good of the entire group, how to assume responsibility, how to carry that responsibility through to the end, how, in short, to be a good citizen. Of course, every club has its faculty sponsor and every school affair, from dance to assembly, its careful supervision but there should be someone in charge of the whole social program if it is to have consistent standards and be developed without duplication of effort and result.

It may be said that some schools already have advisers to supervise electives, college entrance papers, and class affairs, vocational counselors to steer the girl toward the work for which she seems most fitted, a social director, a school nurse, a school doctor, a physical director, a psychiatrist, or a visiting teacher to establish desired contacts between home and school. Yet if the dean had little else to do, her time would be well taken with the establishment of standards and ideals toward which all would work and with the constructive program into which would fit the above-mentioned members of the school staff. Edward Rynearson, principal of the Fifth Avenue High School of Pittsburgh, told a group of principals and deans meeting last February in Boston that every high school should have a dean of girls who was an assistant principal because the principal did not have the time for the work, the training, nor the understanding of the problem due to the peculiarities of the group. Many agree with him but there is probably no position in American education today less standardized than that of the dean of girls and it is the glorious challenge of the work that it is so. No two schools call for the same emphasis. Each dean from the background of her own social and educational experience must face the peculiar conditions of her own position.

"A dean's job is as big as she is," said one speaker at the Boston convention last February. "Her opportunities are limited only by herself and consequently the broader her training and the more varied her experiences, the greater and better will be the service which she can render. Personally, I believe a dean is largely the result of her inheritance and early training. Much as professional training may assist her, in itself it cannot make a dean. Many of the qualities which make a good dean are acquired during her early formative years: Tolerance, human understanding, broad sympathies, refinement, resourcefulness, judgment, an interest in girls as individuals, executive ability, and familiarity with the customs of polite society. If to such a person is given a broad general education, some professional training, some teaching experience, and as many varied life experiences as are consistent with her profession, then she should be prepared for the responsibilities which come to a dean of girls in a

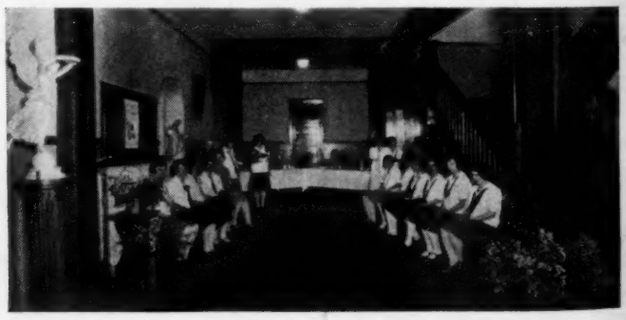
modern high school." How the requirements for the position have grown since the first deans were appointed! Then their duties were entirely unstandardized, no professional ideals pointed the way, no educational requirements were necessarily to be met, no knowledge of technic smoothed the path, nothing seemed to be necessary except an ability "to get along with girls." Those days have passed, never to return. Colleges and universities throughout the country now offer professional courses for deans so that there is no reason for anyone to attempt the work who is not trained for its duties and responsibilities. Needless to say, the dean should have as broad and thorough a training as any teacher on the faculty with which she is associated and, in addition to that, a professional training which will make her an expert in her chosen field.

What is included in the work of the dean of girls? What do the girls of the school gain that they would lose if there were no dean? Most deans spend much of their time in conference with individuals on personal problems: The able girls who are too ambitious for their own good, the indifferent girls who must be continually prodded, the girls who are earning their own living, and the girls in trouble at home or with their mates, all come to the dean sooner or later. She probably supervises the social program of her school and through her contact with student council, girls' clubs, school paper, dramatics, senior advisers, and girls' athletics, accomplishes results not otherwise easily attained. As one girl wrote, "The dean must help make her student body one big, cooperative family." For the benefit of her girls she should establish and preserve contacts with the local organizations and foundations which may be of help to her and she should keep the home and school in close touch.

What qualities should the dean of girls possess? Many have already been suggested and, in addition, a sense of humor, unlimited patience and tact, and the ability to keep young in spirit no matter what her years, are all usually included in the impressive list of qualities deans should possess. The girls themselves give much the same list as the educational experts. To use the girls' own words, they feel the need of one "who is modern and understands the world her girls are living in," "who is willing to give a girl another chance when no one else would," "who is as ready to praise as to scold," "who gives each girl a square deal," "whom any pupil would be proud to be like," "who is a beacon of encouragement, hope, and good feeling," and "who is religious in the sense that to do her work and carry her responsibilities, the dean must have help and guidance from God." In other words, the call of girlhood is everywhere the same. They crave understanding, a knowledge of their needs, and the ability to satisfy those needs without injuring their pride, and they long for the older friend in whom they can place absolute trust.

In conclusion, in whatever type of community the dean finds herself, there will be three phases of her work, social, administrative, and academic. Her first aim will be social, to educate the whole girl to be a person pleasant to live with, a benefit to herself, and of value to the community as a good citizen. The dean is concerned with all extracurriculum activities. Lunchroom, student council meeting, club meeting, dance, or mothers' tea may serve as a laboratory in social usages. "The field of the dean of girls is the field of socialization, of teaching girls fine and gracious ways of life." Her administrative duties should place her next to the principal in rank, so far as the girls are concerned, and should give her a voice in the policy of the school. Ideally she should teach one or two classes in academic subjects, both to give her recognition by the faculty as a teacher, and to give her an approach to the girls. Never should she be forced to teach more than that, however, and in many schools the dean's responsibilities are so heavy that actual class teaching must be limited to orientation classes for new pupils and frequent group meetings.

Obviously, the dean cannot do all the work in the suggested fields alone if she is dealing with large numbers of girls but she is the one to guide, stimulate, promote, and limit student activities and she must work in cooperation with all teachers and pupils. The greater part of her work is to guide pupils and teachers toward definite achievement rather than to spend most of her time on breakdowns that could have been prevented by a positive constructive program. As Georgia White, now dean of women at Carleton College, once told the high-school deans, "What you are now inclined to regard as your maximum achievement by present methods will later be considered your minimum." How the work will develop is still to be seen. Perhaps in the larger schools the dean will head a special department with a staff of experts under her, perhaps she will be one of a group particularly interested in the different phases of social education, yet in the smaller schools she will perforce do what she can herself and then be the leader of all whose cooperation she can enlist for the good of the girls in her charge. The dean of girls in high schools holds a position of increasing importance and responsibility, not to be lightly undertaken by anyone. Those who enter this field should have faith in youth and a vision of the end to be attained, together with the training which will make possible the fulfilment of that vision.



THE DEAN'S office at the Senior High School, Yakima, Washington. The girls are receiving advice about the proper courses to take. The dean keeps in contact with the parents. In the picture at the right the girls are ready for a Mothers' Tea.

Young Citizens in a Great City

MARION STRASSBURGER

Assistant Director, Public Education Association of the City of New York

IN THE STUDY of civics not so long ago children were taught information about the Constitution of the United States, the departments and structure of government, the machinery by which government is carried on. Gradually the emphasis shifted from the organization of government *per se* to its effect upon the governed and their effect upon it. Our schools were seen to be a great machinery for the training of future citizens. There, for a time, the emphasis stayed.

An enormous enrichment and vitalization of subjectmatter in civics courses resulted from this shift of emphasis. Training children for the wise exercise of future powers and for an understanding of their own future relationship to their government became one of the most important functions of the public schools. This conception still dominates the teaching of civics in some parts of the country.

But with it and slowly superseding it has grown up a new idea, perhaps an expansion of the training-for-future-citizenship plan. The new idea is that children learn to live by living and that skills are learned by exercising them. Gradually the word future, though not forgotten nor its implications neglected, is dropping out of the terminology or assuming a secondary place. Gradually the emphasis has shifted to the child in his present relation to his community. From training schools the civics classes have been transformed into laboratories.

And the junior citizen emerges. He is recognized as a present, active member of the community. He is still a potential voter. He is still being trained toward a wise exercise of powers and privileges, duties and responsibilities that will some day be his. Meanwhile, he is first learning to exercise such powers, privileges, duties, and responsibilities as are his now. No longer "outside looking in," but now quite definitely a part of the picture, he studies his city, his state, and his nation in their bearing upon himself; he discovers the resources which his environment offers him; he learns what he may do to bear his share of the social cooperation which he sees in operation about him; and he practises citizenship in his civics class, in his school, and in his neighborhood. The shift in emphasis may seem to be slight. Actually it is very marked; for when children are learning that the pronouns in the slogan "What all of us do for each and what each should do for all" apply to themselves, it is significant that they discover also that the verbs are in the present tense.

American Museum of Natural History

A VISIT *to the American Museum of Natural History. The Museum is making a special effort to adapt its work to the needs of the schools.*

Let us observe, then, the junior citizen in New York City. He is a part of the largest school system in the world. He is one of the more than a million young citizens for whom that school system is organized. About him lies a city, infinitely complex, infinitely rich, infinitely hazardous, infinitely varied. Here are met together all the peoples of the world, an assortment of races and cultures and standards unequalled probably anywhere else. Somehow he must learn to find his way about in all this complex maze of life and activity.

The beginnings are very simple. In the first three years of school he learns concretely about safety, fire prevention, and health. Since a most effective way of teaching children their responsibilities to themselves and to their communities is to offer them a chance to participate in school and neighborhood affairs, teachers in many of the elementary schools in New York City provide that the children shall actively assist in the management of school discipline, recitations, fire drill, opening exercises, clubs, entertainments, excursions, games, banks, and traffic regulations within the school.

If the child goes into the junior high school he plays an even larger part in the organization and management of his community. Here he finds a variety of clubs—music and art, science and literature, sewing, homemaking, and woodworking, walking and dancing, photography and stamp collecting, radio and dramatic clubs. These are all organized and run by pupils themselves, with teachers in the background to advise and help. The scope of the child's activity and participation is thus greatly enlarged. Even more significant is the part he comes to play in the management of the whole school. Some of the schools are organized as cities, some as republics, with the pupils themselves in office. Sometimes the school resembles a large club, with committees of pupils cooperating with the faculty in administrative matters. Responsibility for the conduct of fire drills, opening exercises, and the changing of classes falls increasingly into the child's hands as he progresses in the school. In the junior high school civics is now taught as a regular subject, since it has been made a required study in the freshman year of high school. When this requirement was made, a committee of teachers formulated a plan for making the study concrete rather than abstract.

If the child does not go to the junior high school, but moves directly to senior high school, he enters at once a class in civics. Here perhaps he is first asked to name all the things that he actually must have to live. From naming the common necessities he will proceed to the means of procuring them. From this beginning will develop the naming of the various municipal departments and their function in the life of the people. By making illustrative maps, charts, and graphs, clipping relevant pictures and stories from newspapers and magazines, reading books, and making a number of visits to the sources of knowledge, cooperating with civic organizations and city departments, the child proceeds to understand his city's government.

By the cooperation of the municipal library, of museums, of the city, state, and federal bureaus, the whole city is turned into a vast laboratory. A room is set aside in the library where are kept for the use of civics teachers and pupils all available information about various city departments, gathered with the help of the city officials. The bureaus will give even more direct help. For instance, the Bureau of Weights and Measurements, when the children are studying foods and markets, will send to any school a lecturer with a carload of the apparatus used in testing scales. Firehouses will stage special demonstrations. The children may visit the Board of Aldermen, the Board of Estimate and Apportionment, the Board of Education, and the courts when they are in session. All public bureaus are free to them. City officials meet with civics teachers to tell them about their work and to suggest possibilities for cooperation with the schools.

The children are, of course, persuaded that they must not become public nuisances. For instance, in a cleaning-up-the neighborhood campaign, which a group of children may voluntarily undertake they learn to direct their energies profitably and valuably. They learn also the technic of writing letters of complaint to officials, when to write these letters, and when, too, not to write them.

The trips that the children take, either in groups or with their families, and then write up as reports, would make an interesting book. A number of girls in Washington Irving High School were recently eager to describe to me what they had seen and learned on a trip through lower Manhattan "In the Footsteps of the Old Dutch Burghers." Different groups had also, during the year, visited the Metropolitan Museum of Art, the American Museum of Natural History, Central Park, Battery Park, Roosevelt House, the Municipal Building, Ellis Island, meetings of the Board of Aldermen and of the Board of Estimate and Apportionment, the Workmen's Compensation Court, and the City Hospital on Welfare Island. Fifty such trips are suggested to them on a little printed sheet given to each girl. And in New York City there are many more such places of civic interest and beauty which they are encouraged to discover for themselves.

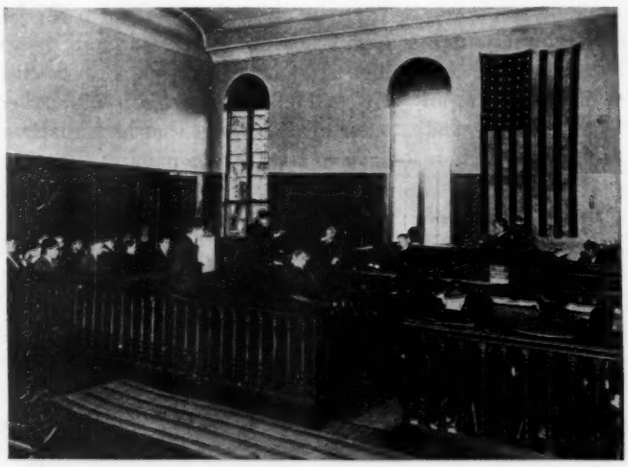
The young citizen does not stop with passive observation of his city. For some years now he has had the encouragement of an Active Citizenship Committee, composed of representatives of civic organizations and city departments, which cooperates with the civics department of the public schools and offers boys and girls a variety of opportunities for serving their neighborhoods and for expressing their civic pride. The League of Women Voters, the National Civic Federation, mothers' clubs, the Merchants' Association, and many others enlist public school children in various cooperative activities.

In their school organizations these young citizens find another important practise shop in citizenship. Civics clubs conduct courts and legislatures; debating clubs discuss civic problems. Sometimes, in a presidential year, a whole school may organize a mock election. Traffic squads and sanitary squads police the school building itself. Pupils find stimulus in taking part in such extramural activities as the National Oratorical Contest. There are a hundred activities for the young citizen to choose among, and, as he progresses, an increasingly weighty responsibility falls upon him.

He may become one of the officers of his general organization. These student body associations are a distinctive feature of New York school life. They differ in function and scope among the various schools, although every high school has one. The officials are elected from the student body and are a most important factor in the school's social life. Membership is voluntary, but practically all students join and pay their dues, which in turn serve to finance all the student activities of the school. The funds are budgeted for each year, and, although teachers assist and advise, are actually administered by the student officers.

The handling of public money, however, is not the chief function of the general organizations. In a girls' high school where interschool athletics play a smaller part than in the boys' or coeducational schools, the financial duties are overshadowed by the civic. In one such school an association based on a representation by classes has grown up. Its avowed purpose is to "direct student activities and to maintain good government in the school, especially by fostering the civic virtues of selfcontrol, courtesy, cooperation, and obedience to lawful authority."

There, in his general organization, let us leave our child—a full citizen in a junior democracy, as well as a junior citizen in a big city.



AT THE left—the judge turns over the courtroom to the young citizens who conduct a mock trial, faithfully copying the real ones. At the right, the later-day idea of the policeman—a friend in need.

Where is the Place of Understanding?

WALTER A. TERPENNING

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ACCORDING to Emerson, the word of ambition in his day was *culture*. It is the same word in ours, as evidenced by the efforts and expenditures being made to acquire it by our 820,000 college students, our army of tourists at home and abroad, and the multitude who are availing themselves of the great variety of much-advertised shortcuts in the way of correspondence schools, five-foot shelves, and scrapbooks.

The main difficulties in the way of our acquisition of culture are not that we do not desire it, but that we do not quite know what it is or where we can locate it. Like the Kingdom of Heaven, it has no exact and general definition, nor is it something of which we can say, "Lo here," or "Lo there," for behold, our culture is within us.

Perhaps we were never more in need of Plato's old philosopher who would undertake to explain to his fellows that the forms which they saw on the walls of their cave were not reality, but just the shadows of it. He would probably insist that some of the appearances which we have called culture are not its eternal forms at all, but only its shadow.

Culture is not, as someone has suggested, a sort of dickey such as old-fashioned gentlemen used to wear in place of a shirt. It is not a decoration, or a polish, or something which may be spread on. Such superficial cultural objectives remind one of the slogan in the paint advertisement, "Save the surface and you save all." It is not a covering which, like charity, covers a multitude of sins. It cannot be pointed out as any specific thing, such as refined manners, the using of one's mother tongue correctly, a knowledge of the classics, the ability to wear one's clothes well, nor "whatever qualifies one for going to Europe." Like M. Jourdain, our bourgeoisie are beginning to realize that culture is not a matter of orthography.

The teachers' colleges of the country, and many other colleges, still give "life certificates" upon the completion of two years of college work. But the "life certificate" is sometimes mistaken for the summum bonum of culture, and so becomes a death certificate.

There are many efforts at definitions of culture. One recent writer discusses it in high-sounding psychological terms and defines it as the ability to function without friction or conflict in the various social groups. If this were true, our politicians would be our most cultured men. A cultured man cannot be a coward, however, and he must not be too careful of expressing himself for fear of coming into collision with his fellows, like the cock of the fable, who, when he found himself knocked from his perch and forced to dodge about under the feet of the horses in the stable, addressed them thus: "Friends, let us step gently, for fear we tread on one another."

Perhaps employment in the extreme machine specialization in which one looks for promotion only through putting in bolt number two instead of bolt number one, and which is said to make a man into a machine, is the nearest approach which busy men make to that condition of idleness for which Stevenson apologizes. When the work of a man who has the capacity for culture becomes mechanical, his mind is at leisure, and he, too, like Stevenson's idler, can be "contentedly aware of a sort of morning hour upon all sublunary things, with an army of shadows running speedily and in many different directions into the great daylight of Eternity." He, too, like the idler, can see "the shadows and the generations, the shrill doctors and the plangent wars, go by in ultimate silence and emptiness; but underneath all this . . . much green and peaceful landscape, many firelit parlors, good people laughing, drinking, and making love as they did before the Flood or the French Revolution, and the old shepherd telling his tale under the hawthorn."

Surely the place of understanding is to be found in no remote region or by means of extraordinary experiences more easily than in the commonplaces of everyday living. We get our start in the family, neighborhood, and play groups and in the heaven that lies about us in our infancy.

During youth, what could be more cultural or more common than for one to find himself in the state of mind in which he, like Dante, is determined to "say nothing of the blessed one until such time as he can discourse more worthily concerning her," and when he begins to hope for the time when he will be able to write concerning her, "what hath not before been written of any woman?" What guide can better show a man through his Empyrean than she? Who can better put him in contact with the best that has been said and thought in the world?

Perhaps there is no respect in which the leadership of a little child counts for so much as in his cultural influence. Thoreau was of the opinion that adults have nothing of value to tell the younger generation, which discovery, if true, like that of the agnostic to the effect that we can know nothing about God, would be very important knowledge to pass on. Thoreau, however, never raised the question as to whether the younger generation had anything of value to tell us. On our part, we ought to strive to be able to bequeath them, insofar as our own title of meekness is clear, the earth and the fullness thereof. But they can do something greater for us. We may be able to introduce them to the society of the past and the present, but they can initiate us into the society of the future.

Some of the disagreement about the nature of culture is due to the confusion of the means with the end, and while some of the old notions of culture seem to us to emphasize only the trappings of it, they nevertheless furnish us with helpful suggestions for the acquirement of the real objective. Ask the backwoods country boy, whose parents have waited to see if he would have any need for good manners before teaching them to him, or one who has had to stand with his back to the schoolhouse and watch the others play because he had a hole in the seat of his trousers, or one whose love letters have been criticized by the recipient because of poor grammar, spelling, or punctuation, if refined manners, proper clothes, and correct English are not concomitants of the realization of this larger membership in the social order. When one sees culture as an enlargement of his sympathetic relation to his fellows, it is easy to see that there is no scrap of knowledge which may not "let us in" on a larger membership.

Professor Cooley shows that all art enlarges human sympathy and has for its purpose that which Beethoven ascribed to music, the purpose of bringing about a oneness of emotion, thus suggesting to our minds the coming time of universal brotherhood. It is fortunate if one's work allows one some of the spirit of art, "joyous selfexpression."

Kahlil Gibran, in his book *The Prophet,* furnishes an illustration of such work:

> And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. Work is love made visible. And if you cannot work with love, but only with distaste, it is better to leave your work and sit at the gate of the temple and take alms of those who work with joy. For if you bake bread with indifference, you bake a bitter bread that feeds but half a man's hunger, and if you sing though as angels, and love not the singing, you muffle men's ears to the voices of the day and the voices of the night.

That is true of school teachers, anyway.

If those who do the work of the world are to find in it a satisfying selfexpression, each must understand the importance of his special function in relation to the world's work as a whole. Whiting Williams is right when he says: "The prime influence on all of us today is our wish to enjoy the feeling of our worth as persons among persons." If the farmer, for instance, is to cultivate himself along with his soil (not in the way Thoreau suggests) he must stop singing "The Farmer is the Man Who Feeds Them All" at least long enough to remind himself that all of us, including himself, need something else besides feeding.

Travel has been recommended as an easy and comfortable means to culture, although many are doubtful about its effectiveness. A minister friend of mine thinks a contagion of certain old diseases such as lockjaw, writer's cramp, and locomotor ataxia would be helpful nowadays, the last named particularly, because it would make us "stay put" and quit chasing around the country trying to find that most delightful spot where we are not. Emerson says: "Men run away to other countries because they are not good in their own, and run back to their own because they pass for nothing in the new places." He thinks that one will not find anything in Europe which one has not seen at home. They scald milkpans, and swaddle infants, he says, and burn brushwood, and broil fish in any country. "Let him go where he will, he can find only so much beauty or worth as he carries."

It is not so important, however, whether a man travels or stays at home, cleans the streets or paints pictures, studies the classics or manual arts, as that he have the capacity for and the spirit of culture. Perhaps the definition of culture as contact with the best that has been said and thought in the world would not be objectionable if we used the word "contact" as an electrician uses it; and the reason some of us do not make much progress in cultural development is that we are like long-used spark plugs, in need of a mechanic in the way of a guide or a boss or a teacher, who can scrape off some of the carbon. We need guides who can really explain who Christopher Columbus was, and bosses who can "spiritualize the secular," and teachers who can evaluate, that is to say, appreciate, the subjects they teach.

If we are to achieve this "expansion of the soul" which is culture, we shall have to begin by following the advice of the wise man, who was thinking, I believe, of something of the sort when he said, "The fear of the Lord is the beginning of wisdom." One can hardly conceive of a cultured person who is not reverent to start with. Perhaps it would help for us to remind ourselves of what we owe not only to the nature of things in general, but to the society in which we seek this larger membership. I am reminded of the words of one of the old hymns which my father used to sing as we clattered along on our way to town in the old lumber wagon: "Oh, to grace how great a debtor daily I'm constrained to be!"

We must try also to become other than indifferent observers of life, and to seek to develop a purposefulness which will be sufficiently powerful to draw us into active participation in it. Not to sit in a house by the side of the road while the race of men go by will be the aim of those who would acquire true culture, but to get right into the procession, like the boy in the circus parade.

We need a kindling of the mind similar to that which happened to the great Tolstoi when as a small boy his brother Serge told him the story of the stick buried beside the pond on which was written the secret which would make all men happy. We need to seek some of that quality which a friend of mine calls "social equilibrium," which is to a person what a vacuum is to an automobile, some of that characteristic which Samuel Pepys called "a good carriage," or which is expressed by the old-fashioned word, *grace.* A cultivated man will avoid wasteful conflicts and try to perfect himself in whatever will facilitate his effective participation in the social order.

Culture is not something which we absorb, but rather that which we must share if we are to get it or keep it. If we are to acquire it, we must make a conscious effort to break down our idols of the cave, tribe, forum, and theater. We must come to look upon common men and women and boys and girls, not perhaps as types of madonnas and saints and saviors, but as types of fatherhood, motherhood, brotherhood, and sisterhood. We must make the connection between the past, present, and future, reminding ourselves that we grow out of the past, not outgrow it, and that great character, like great architecture, must be a memorial.

What, then, is culture?

It is to take off our shoes and tread with reverence the holy ground made sacred by the labor and suffering of the pioneer. It is to mingle our sweat with the sweat of the 100,000 slaves who toiled thirty years on the Great Pyramid in producing some work, tangible or intangible, which shall be of permanent value and help to preserve the sentiments and thoughts of the present for the future. It is to memorize a lullaby with which a hundred million mothers have crooned their babies to sleep. It is to appreciate a picture which detaches and lifts out of the confusing, distracting details of everyday life some great ideal. It is to let the dock laborer or the lumberjack introduce us to that multitude of homeless, wifeless, childless men who are ready to curse God and die. It is to walk the streets with the throng, and to find the meaning of life, vicariously at least, through sharing their purposefulness, even their desperation. It is to have a religious experience so sound that the gates of hell and the ministerial association combined cannot prevail against it. It is to read history and literature, and study science and art, in such a manner as to find one's way into that great company, that apostolic succession of saints and martyrs, prophets and seers, tellers of tales and singers of songs, yes, and hewers of wood, and drawers of water, and diggers of ditches.

The Pro and Con of Interschool Athletics

HENRY S. CURTIS

Director of Hygiene and Physical Education for Missouri, Jefferson, Missouri

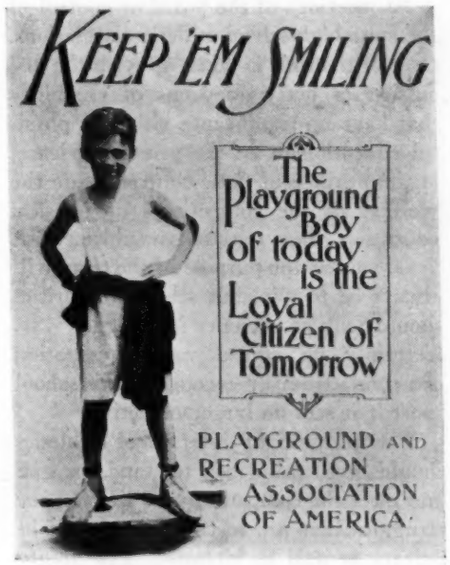
INTERSCHOOL athletics usually hold a larger place in the public mind than the whole program of physical education. The coach is apt to be the highest paid man on the faculty. But to those who look at interschool athletics from an educational point of view, it is often an open question as to whether they are worthwhile at all. Some of the pros and cons may be worth considering.

Perhaps the commonest objection to interschool athletics is that they reach only a small proportion and always the strongest members of the student body. Interschool athletics are very costly. In a study of athletics at Harvard and Yale made some fifteen years ago, it was shown that both these colleges were directly or indirectly spending something over $1000 each on 100 picked athletes while the student body were receiving less than four dollars per capita. In our high schools, the sums expended are not so great, but when uniforms and travel are considered they make a considerable total. But the real extravagance is that the interschool team often monopolizes the gymnasium and field and the time and interest of the coach or physical director to the practical exclusion of the student body who are the rightful owners of both facilities and time.

A yet more injurious effect is that the publicity in connection with athletic contests often distorts educational values to such an extent that the high school appears a mere minor appendage of the football and the basketball teams. The victorious heroes of these contests are given an amount of adulation which is not awarded to honor men in scholarship.

The athletic injuries of the football field, which are often scoffed at by the football enthusiasts or even advocated as a means of training in virility, are more serious than coaches admit. A badly sprained ankle often means a weak ankle for life and is almost certain to be painful during damp weather for years. Bruises in ribs and back are apt to reappear later. I have known men who were suffering seriously, on damp days, from bruises and sprains received in football many years before.

The training given to the picked athlete is dealing with the law of diminishing returns. If the coach selects out of a class of forty the four best men whom we will suppose able to run 100 yards in ten seconds and gives them a period of intensive training, at the end of the period, it may be that two of these men will run 100 yards in nine and four fifths seconds. The period of training has yielded two fifths of a second in speed. If, on the other hand, the coach had taken the class of forty, with an average speed of fifteen seconds, and given them the same kind and amount of attention, they would at the end of the time probably have run the 100 yards at an average speed of thirteen seconds. The class would have gained eighty seconds in speed where the four men gained only two fifths of a second.



But this is not the most serious result. In two or three years the four men intensively trained will run the 100 yards probably not in nine and four fifths seconds but in about ten and two fifths seconds. In other words, the intensive training which they have received in high school has been, in some cases at least, injurious to them. On the other hand, the forty will probably run the 100 yards in about twelve seconds.

The great time for physical education is during the elementary school. This is the great physical period of life. It is then that skills are most easily acquired. It is then that the interest in physical accomplishment is highest and almost universal in extent. It is the time when the establishing of a normal growth and health are paramount. If we were giving half the attention to the development of our elementary children that we are giving to our high-school athletes, we could soon see the difference in the general appearance of our people.

To counteract these evils in high school the following rules seem to be necessary:

1. A careful physical examination of every pupil to cover not only heart but also lungs, thyroid, and nerves. The pupil with a heart murmur may go through a strenuous football season without serious injury, but one who has an enlarged thyroid, insipient tuberculosis, or an unstable system will almost certainly be injured.

2. Interschool contests should be in charge of competent physical directors who are not willing to sacrifice a student in order to win a tournament. They should understand the reasonable limits of training and the amount of competition which any growing boy can stand in a single day.

3. In order to cut down on the expenses and time involved in interschool competition, the districts in a good many states should be much smaller, so that a populous state would be divided into not less than twenty or thirty districts rather than four or five.

4. The time which may be taken from school work should be limited by the state association.

5. That competition in basketball and football should be limited to pupils between the ages of fifteen and nineteen. The boy who is approaching twenty-one during the football season is the age of a college junior, as the average age of college graduation is but a little over twenty-two. The average age of graduation from high school is about eighteen and a half. The average high-school senior is probably only seventeen during the football season. If boys are allowed to compete in football until they are twenty-one years of age, the team is apt to be made up of these overage boys to the exclusion of boys who are going through high school at the normal rate. The most seri-

ous danger in football is when these mature men of college age are brought against young and immature boys of fifteen and sixteen.

6. The weight of football players should be restricted to limits from 125 to 185 pounds. It might seem that this is unnecessary, but two years ago we had a high-school team in Missouri with an average weight of 212 pounds while the center man was six feet six inches tall, weighed 276 pounds, and could put 150 pounds over his shoulder with either hand. It may be that such a heavy team does not stand any better chance of success than a lighter one, but it is an extremely dangerous team to young and light opponents. There was a case in this state three years ago where a man weighing 220 pounds came down on a light boy of seventeen and broke his back.

7. The educational authorities should seek to control as far as possible the publicity in the papers to see that opponents receive justice and that sportsmanship is given no less attention than victories.

8. As the junior high school is now a separate institution from the senior high, school competition should be restricted to three years at the longest. In the larger high schools with a thousand or more pupils, competition should be for one year in each event in order to give a larger number of boys an opportunity to compete. We have high schools in Missouri where the entire basketball team have been playing together as a school team for four years, thus completely excluding for a four-year period any other boy from making the team. The high school is not the time for specialization but for general training. We have accepted this principle in languages, mathematics, and all academic subjects, but we are violating it grossly in our athletics.

What is the object of interschool athletics anyway? If you ask the student body or the alumni or an average person in the community, he will tell you the object is to win the championship, to have a victorious team. Looked at from the point of view of the state, it must be said that if this is the object there can be no argument made for interschool athletics. The state has no interest in having one high school win over another high school. For every victory there is always a defeat. If you consider a series as a whole in which twenty teams take part there will be nineteen defeated teams and one victorious one.

If we consider the winning of games to be the objective, the results of defeat are serious. The losing team has a feeling of defeat and is ofttimes ashamed of the team and the school. The members frequently cry at the close of the contest, and the coach often loses his job.

At meetings of the board of control of the state high-school athletic associations, most of the time is taken up with the discussion of petty questions of eligibility that have no significance either in physical education or in the general welfare. If the purpose of these contests were the welfare of the competitors or physical education, these questions would not arise.

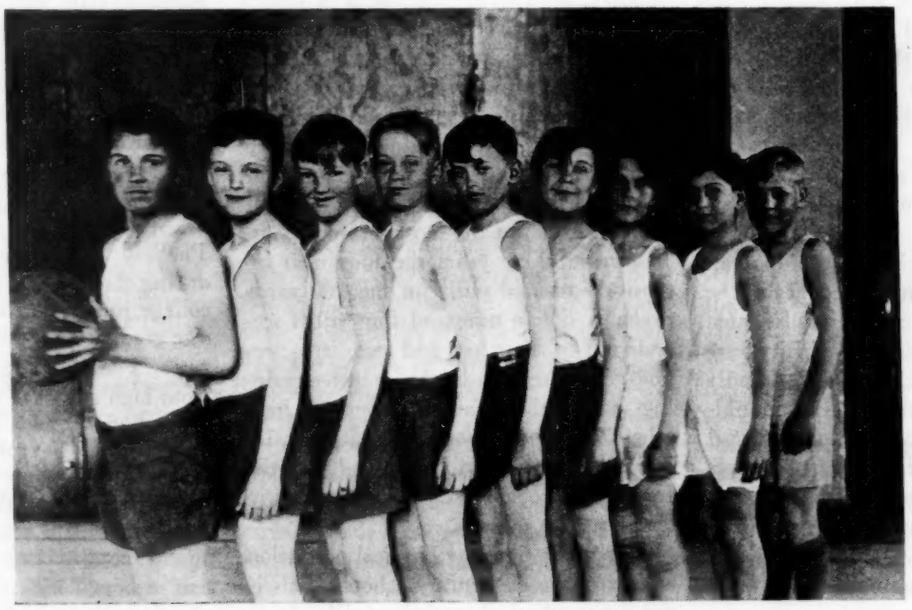
Of course, the purpose of the team will always be to win, but school authorities should look at athletics in a larger way. Certainly no educational organization can conscientiously encourage interschool sport if it sees no larger objective.

The purpose of interschool athletics should be to train men to stand the gaff and meet the competitions of life. In the struggles that are to come there will be defeats as well as victories. The ability to do one's best to the end of a losing game is about as valuable training as to make a spurt when everything looks like victory.

Where the student body has controled athletics in the interest of winning teams, coaches with little education and of the roughneck variety have often been selected. There was a good deal of profanity and obscenity, and their sportsmanship was that of the corner gang. Far more than the teacher of mathematics or English the coach should be a man worthy of imitation. His first characteristic should be good sportsmanship and a virile, aggressive attitude toward difficulties. Profanity, obscenity, and smoking on the field should be valid reasons for his discharge. The coach has a personal contact with students similar to that of the dean of men or the dean of women. This training is an excellent preparation for a principalship or a superintendency. It would be hard to estimate what the influence of Alonza Stagg has been upon the athletes of the University of Chicago.

Interschool athletics as a whole are primarily a spectacle such as an outdoor theater or pageant; the primary consideration is not the effect on the team on the field but on the thousands of spectators who are on the bleachers. The football stadium is the greatest classroom in the world. It may teach school spirit and sportsmanship more effectively than they can be taught in any way and to many thousands at the same time.

When loss of time, loss of academic interest, expenses, and athletic injuries are considered on one side and a physical development suited to an entirely different age of history is considered on the other, it is a question on the physical side whether we have a positive or a negative quantity. The physical development of a football hero may not fit for modern life, but its aggressiveness, its selfconfidence, its social contacts, its travel, its facility in meeting people, and its sportsmanship are of tremendous value. Interschool contests should be regarded primarily as a social rather than a physical phenomenon. They lie quite as much in the field of ethics and sociology as in the field of physical education.



Mental Health and Environment

DANIEL WOLFORD LA RUE

ONLY SLOWLY and with great labor can man change his physical environment. But he is permitted to *create* his mental environment, the thoughts and feelings with which he is surrounded. And if he would, he could in a short time make such a vital change that it would not seem like the same world. Athens was Athens because of her ideal of "harmony" (now nicknamed "integration") for the soul, and the environment of "music" to which the growing personality adapted itself. Sparta was merely Sparta because she had no music in her soul.

We must choose our mental milieu as we do our bodily abode, thoughtfully. The teacher is supposed to favor an "intellectual atmosphere." Yet too much intellectual dust is dangerous. If it could explode, as other pulverized particles can, the heads of many of us would be blown to pieces.

Are we over-inhibited? Let us go where life has more of the rollicking, college-boy spirit. Do we lack courage? Let us train with the stalwarts. Gideon sent back the fearful from his band. Would that we could dismiss to the rear all contaminators of mental health. As the sponge absorbs his medium of life and ejects it, living thereby, so do we imbibe our mental medium and thrive or languish on it.

But you must sometimes accept a mental environment instead of choosing one. And then the two big questions are: How do you take it? and How do you make it?

A child can be killed by mental mishandling. He does not know how to take it, how to protect himself. We, like him, may not even recognize what is being practised on us, for it has been shown that we are influenced mentally by stimuli of which we are not even aware. Rule one, then: Recognize what is in your mental environment and make yourself keenly sensitive to it, even at the cost of suffering. And watch for the first, faint, responsive-stirrings of pique or passion in yourself.

Rule two: Practise making yourself mentally impervious at will. Still better than the "poker face" is the poker mind. The soul has eyelids, as the body has. Learn to close them when babies cry, or pupils persecute, or seducing spendthriftiness, backed by public practise, would tear the eyes out of your economy. Tell yourself, "I am too big a person for any such trifle as this to rouse or rend me." If that is false at first, repeat it at length and by the repetition you will make it come true.

OUR GREATEST task is to create a new world by projecting a new mental environment. Men do not go to war because of mountains and valleys merely, but because of the thoughts and feelings with which they are surrounded.

The final test for any school or mode of teaching is this: Does it keep the disciple in a superior mental environment, especially that of a greatsouled master?

Whether or not your food digests depends on the mental environment you give your stomach.

You cannot do a better thing for your own mental health than to determine to do something for the mental health of the community.

But we should all aspire to help *make* the mental environment. "The most important thing about an automobile driver is his mental condition," says a New York judge. In traffic, shall we regard every driver as a competitor in a mad scramble where each would give a million of money for an inch of time or space? If so, we shall increase our accidents another thousand percent next year.

We teachers, whose chief responsibility, perhaps, is that of creating a mental environment for those who are in the stage of character absorption, are constantly determining our own mental set by common stimuli not generally thought of in this connection, posture, dress, and voice. "This teacher," wrote one of her pupils in after years, "was very angular, and always assumed the posture of dilapidation. She never smiled, and always dressed in black. Her voice was nasal and drawling. The only bright thing that relieved her sombreness was the gleam of anger that shot from her eyes."

Have you never, in the privacy of your room, stood and acted like Smith, Jones, or Lucy, in order to make yourself feel as he or she must within the very lining of the soul? Act like a rogue long enough and you will be one. Herein is justified much of our dramatizing: It gets us inside the truth instead of leaving us staring at its outside. The play's a thing wherein we can create the consciousness of a king. And so is posture.

We identify ourselves first of all with our bodies, and next with our clothes. Clothes both extend and create our personalities. The queen is scarcely a queen with her crown off. We are dramatizing something all the while, and costume is a key to character. Could you teach well, dressed in beggar's rags, or in the cartoon garb of a clown?

If architecture is frozen music, artistic clothing is good manners in the statuesque. "If I were rich," declared a teacher, "my dress would express *me*." But there are many rich choices of style, color, and comfort, even within the limits of the professional purse—so we can follow Polonius's advice, "rich, not gaudy." Wealth brings the temptation to use clothing as a camouflage for personality, rather than an expression of it. Nature, in making us, has set our individual style, leaving us to complete and touch up the picture through choice of attire. Dress should contribute to the harmony within, and to the mental environment of the community.

Finally, voice—another selfdetermining and environment-creating stimulus, not so constant as dress (let us hope), but even more an index to the self, since it is the soul going out in sound. If our voices issued from our mouths as vibrating clouds of vapor, colored according to their beauty or ugliness, teachers of vocal culture would soon be rich. One superintendent asserts that the teacher's voice is the control key to his nerves; and that if he will take pains to keep his throat open, with voice rich and well-modulated, he will finish the day in peace. And how remarkably the pupils respond to an environment of sweet-pulsing sound!

It is worth trying.

The **Journal** *of the*
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***President,* Uel W. Lamkin**
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The American High School

AMERICA'S greatest gift to the world is the idea of free public school opportunity for all children. The first tax-supported high school in the United States was the Boys Classical School of Boston which was established in 1821. There were many decades of struggle in city after city before the idea became established. But once it had found its way into the hearts of the people it spread by leaps and bounds until now even small towns and the open country enjoy this wonderful service. In 1880 free high schools enroled 110,277 pupils. Every decade since then the enrolment has approximately doubled so that the figures read: 202,963 in 1890; 519,251 in 1900; 915,061 in 1910; 2,100,389 in 1920; and now more than 4,000,000!

It is no criticism of these schools to say that their graduates are not able to do certain things which the schools do not aim to prepare them to do. We need not be surprised if overseas observors accustomed to a system of secondary education whose primary aim is scholarship should fail to understand our American institutions.

While the old world has perfected its notion of a lengthened period of training for those who wish to become scholars, America has developed the ideal that a longer period of guidance is important for *all* youth—the weak as well as the strong; the dull as well as the bright; the wayward as well as the exemplary. The working out of this new ideal is still in its pioneer stage, but it has already borne fruit beyond the dreams of its sponsors.

It is generally conceded that the weakest area in adolescent education today is the small high school. Workers in these schools need more faith in their own ability to determine educational values in the light of local and individual needs. They have wonderful opportunities for pioneering service and wholesome experiment. According to the Sixth Yearbook of the Department of Superintendence—which may well be the professional bible of every secondary school worker—there were 18,157 high schools in the United States in 1926 of which 10,999 or 61 percent had an enrolment of 100 pupils or less. All honor to these schools. They are staffed by countless unknown teachers of priceless gifts and devotion.

Out in northwestern Montana is a great institution known as the Flathead County High School. It is presided over by a principal, Payne Templeton, who knows what a modern high school should be. Mr. Templeton wrote the article "A Profession in the Making" which appeared in the December JOURNAL. *The Flathead messenger* is a monthly paper published by the faculty of this high school as a means of interpreting the work of the school to patrons and citizens. It contains an editorial on "Essentials of a Progressive School" which is so clear a statement that we reprint it here.

Essentials of a progressive school—Before the American high school can become the people's college it hopes to be, before it can serve practically all young people of high-school age, there are at least three major conditions which must be met.

First, the process of changing the curriculum, administration, and teaching method must continue apace with the times. The typical high school is still keyed up to the highest third of its students, though not nearly so much so as in the past. The curriculum is still too narrow for twentieth century life and is aimed too much at college preparation. Teaching method is still too rigid and lacking in variety and adaptation. The greater the number that come to school the greater the variety of ability and interest that must be served and the more the high school must exert itself to spread its service effectively.

Second, there must be fiscal changes. The maintenance of the American high school today runs around five hundred million dollars annually. If practically all students should come to school the annual cost would be doubled and hundreds of additional buildings and equipment would need to be provided.

Throughout America practically all the taxation burden falls at present upon real property, until holders of property are crying out for mercy. If America is to continue and expand its policy of providing secondary education for all, the base of taxation must be widened to include other types of property. And there must be a political change. That is, the unit for the levying and distributing of taxes must be enlarged. The district is too small a territorial unit for the support of the high school. It should bear part of the burden but not nearly all of it; the county and state should give substantial help.

Third, and most important, there must be a deeper sense of appreciation. Even high-school teachers do not realize the type of institution they are working in and do not appreciate the opportunity that is theirs. The general tax-paying public does not stop to think—in its hurry and bustle, does not see the high school in all its magnitude and glory. This institution has just grown up in America; it hasn't been consciously planned. The American people do not realize what a giant they have raised. Even parents of high-school students are often blind to the purposes of the high school. Some of them seem to think it just a social institution, just a place where the child should go as a matter of course. Someone asked Mr. Dooley if he should send his boy to high school and Mr. Dooley answered, "Sure, you don't want him around the house at his age, do you?"

High-school students are notoriously blind to their opportunities. Too many of them think high school is just a pleasant place to loaf, a nice warm place to spend the winter. It is that, of course, but not that mainly. It is a place where life in both its pleasant and its serious aspects is lived and where there is serious preparation for a more complicated sort of life to be experienced later.

DAVID BANCROFT JOHNSON, *president of Winthrop College, Rockhill, South Carolina, and past president of the National Education Association, whose death on December 26 marked the passing of one of America's most able and beloved educational leaders. His career was characterized by his vision of the social responsibility of education. He constantly saw the influence of the school and college extending out into the daily life of the community.*

Vocational Education During 1928

J. C. Wright

Director, Federal Board for Vocational Education, Washington, D. C.

This summary deals primarily with vocational education of less than college grade, under public control, as carried on under the terms of the national vocational education act and the state acts and state plans complementary thereto.

The situation in 1928 can best be pictured in two ways: In terms of statistical data, and in development of lines of thought. Speaking statistically, state and federally aided programs have shown certain satisfactory developments during the year. Financially, the states have continued increasingly to contribute funds in excess of those required to match federal funds. During the last year, for every dollar of federal funds, an average of $2.77 was provided from state funds, local funds, or from both. This ratio has steadily increased from the inception of the program in 1917.

The total utilization of federal funds by the states during the last year reached 94.9 percent, the highest figure yet attained. This probably represents the approximate maximum absorbing power of the states, since there are always situations which come up in the administration of the state acts by state boards for vocational education which will probably prevent this figure from ever rising to 100 percent.

The enrolment in schools actually receiving federal aid during 1928 was approximately 860,000 out of a possible 1,000,000. The difference in these figures is due to the fact that some states have adopted policies whereby federal aid is not always given to schools and classes which nevertheless meet the requirements of the state plan, and which are under the supervision of state boards for vocational education. On the whole, the enrolment in agricultural, trade and industrial, and home economics schools and classes has increased somewhat in excess of the normal expectation.

The more widely opportunities are spread over a state, the greater the accessibility to those for whom the program is intended. Hence, the increase in the number of schools and classes is an indication of a desirable form of development. The variety of types of schools and classes makes it extremely difficult to determine this figure accurately. Agricultural departments in high schools are a fairly standard type. The same statement is generally true in the case of home economics classes in secondary schools but many types are operated in the trade and industrial field. Evening classes are organized in so many different ways in all three fields of vocational education that accurate and comparable figures are not procurable. On the basis of distinct administrative units or units obviously geographically separated which are reported by the states as having received federal aid, the increase during the last year has been approximately from 8700 to 10,000.

An important development which has taken place is an increasing clarity of understanding as to the function of vocational education as compared with other desirable forms of educational activity. This has been particularly true in the case of manual training, industrial arts, and vocational guidance. While unfortunately there still appears to be considerable confusion in the minds of many educational workers as to the social functions of these three forms of educational activity, it can be fairly said that there has come about a much clearer understanding with regard to these matters. It is becoming more and more recognized that industrial arts and manual training function as part of a general educational program, serving to motivate programs, to render some service as a finding agency, and to offer a highly efficient educational medium for many types of secondary school pupils. The function of vocational guidance has in the same way become more clearly defined as that of assisting the individual to capitalize to the best advantage upon whatever opportunities, special aptitudes, and abilities he may possess. As distinguished from these two educational enterprises, vocational education is now becoming much more clearly recognized as that form of education which assists an individual to secure specific training which will help him in getting a job, holding a job, or getting a better job.

A second important trend which has manifested itself more strongly during the last year than heretofore has been in the increasing recognition of the relative efficiency of vocational education for those who are looking forward to employment as compared to those who are already engaged in an occupation with which vocational training deals. The increased attention which has recently been given to adult education has unquestionably affected the trend in vocational education in all fields.

A third important development has been the attention given to the efficiency phase of vocational education and the attempt to develop certain methods and procedures whereby the efficiency of vocational courses or schools or programs can be evaluated in terms of certain standards.

Up to the present time general education has developed but few types of schools. The senior and junior high school and the elementary school are standard types. In vocational education, however, many types have been developed, such as the regular preemployment day school, the partime trade school, the apprentice school, the partime continuation school, the dull season school, the school for "in and outers," the opportunity school, the short unit course, and a number of others. During the last year there appears to have been a distinct trend towards the utilization of types of schools wherein the student divides his time between work in an occupation and attendance at school.

In the field of vocational rehabilitation it is recognized that vocational education is a portion of the process of rehabilitation. Considerable progress has been made along two lines: First, in demonstrating the social and economic value of rehabilitation, and, second, in securing a much better agreement as to its function and as to the most efficient procedures which can be followed in carrying it out. A very elaborate study of something over 6000 cases of rehabilitation during the last four years has demonstrated beyond question not only that the great proportion of individuals can be successfully rehabilitated, but that in many cases rehabilitation has functioned in actually giving them a greater earning power than that which they previously possessed.

Educational Psychology During the Past Year

FRANK N. FREEMAN
School of Education, University of Chicago

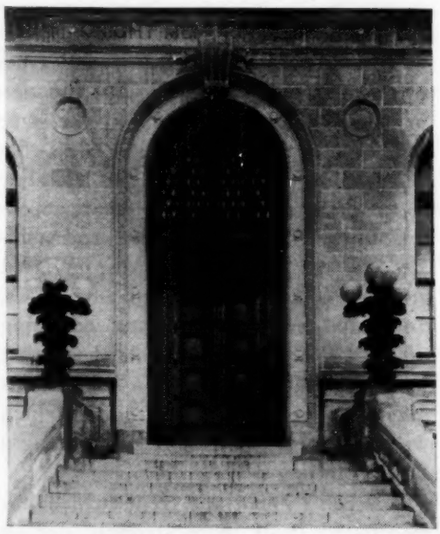
THERE seems to be an evident trend in interest toward certain types of problems. These problems are concerned with behavior or conduct, with the control or education of behavior, with tests of personality and of conduct, and with mental hygiene. Along with this interest toward the nonintellectual aspects of educational psychology is the development of an interest in the early period of childhood. It is coming to be felt that the explanation of much of the older person's behavior is to be found in the experiences of the early years. Research is, therefore, being concentrated upon this period of the child's life. We may probably trace this interest in behavior and in the early period of life to several sources. Among these is the psychology of Freud and the psychoanalytic method, the doctrine of behaviorism with its emphasis upon training and experience as contrasted with instinct, and a reaction against the ultra-intellectualistic interpretation of mental development. The general interest in character education, prompted by the current shift in standards of conduct and the apparent increase in delinquency, may also be responsible for the dominant trend.

We may first notice the development in the study of the mental development of children. This type of study was neglected for a long period following the decline of the childstudy movement under Hall and his associates. A prominent feature of the presentday research is the clinical method. This method is being applied in the examination of children who present problems in behavior. Its purpose is not only to prevent or cure delinquency, but also to get rid of mental and social conflicts and to promote mental health. Vigorous research is being promoted in this field as illustrated by the activity of child guidance clinics. A prominent example is the Commonwealth study being carried on in the city of Toronto.

Studies of the mental growth of children of a more general type are also being carried on. A summary of the knowledge in this field was given in H. L. Hollingworth's *Mental growth and decline*. Important contributions to our knowledge of mental growth have been made by a series of studies in the Child Welfare Station at the University of Iowa. These studies have dealt with the preschool age. Even greater emphasis is being placed upon studies of mental development in Europe. The work of Jean Piaget is attracting considerable attention. He has recently published two books which have been translated into English, called *Language and thought of the child,* and *Judgment and reasoning in the child.*

Along with the marked interest in the early period is coming a very significant emphasis upon the possibilities of education in the adult. As an expression of the interest in adult education, a recent important study of adult learning has been made by Thorndike and his collaborators. The book, entitled *Adult learning,* presents the evidence from numerous studies that there is little if any decline in learning ability up to middle age.

Another important subject of study is the interpretation of individual differences and of the causes of individual differences and of mental growth. This has been the subject of animated discussion for some years in connection with the interpretation of intelligence tests. It is related also to studies which have been carried on by the newer school of biologists. The Twenty-Seventh Yearbook of the National Society for the Study of Education contained a large collection of investigations bearing upon this general question. While these and other studies have not yielded a final answer to the problem of nature and nurture, they do appear to indicate that the extreme hereditarian point of view is to be questioned. The reaction against this extreme view is represented in W. F. Dearborn's *Intelligence testing.*



ELMWOOD *Public Library, Knight Memorial, Providence, Rhode Island.*

In the field of mental tests the chief productivity during the past year has been in the development of tests of character, attitudes, emotions, and similar nonintellectual traits. The interpretation of these tests will undoubtedly undergo the same vigorous criticism as has the interpretation of intelligence tests. But they promise to yield important insight into the characteristics of the individual. On the intellectual side a vigorous attempt has been made to measure abilities analytically instead of finding a general blanket measure. This attempt is represented competently in Clark L. Hull's *Aptitude testing.* This analytical testing is commonly carried out by elaborate statistical methods.

The types of research which have been described seem for the moment to have eclipsed the more prosaic studies of learning. Some investigation has been made of the psychology of school subjects. Studies of learning, however, have probably not been prosecuted as vigorously as they deserve.

As in recent years, many studies have been made consisting chiefly in the application of intelligence tests to groups of individuals. These studies as a whole appear to be among the less productive of the investigations in psychology.

The general trend in the textbooks in the field seems to be toward an emphasis upon practical applications. Many of the earlier textbooks consisted chiefly of general psychology with a few incidental applications to education. The recent texts usually include something of the psychology of the school subjects, testing, individual differences, elementary statistical methods, and allied subjects. They do not, however, include an account of the mental development of the child. Examples of recent texts are those by E. H. Cameron, A. M. Jordan, and Peter Sandiford, all under the title *Educational psychology.*

School Administration During 1928

GEORGE D. STRAYER

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PROGRESS in school administration is dependent upon scientific inquiry. The year of 1928 was marked by most significant advances in the application of scientific methods to the problems of administration. Not many years ago the dismissal of Superintendent McAndrew in Chicago would have been the occasion for many expressions of regret. During the past year the publication of *School and society in Chicago* gives a scientific analysis of the situation which made it possible for the mayor of Chicago to carry out his purposes. The time has arrived when scientific inquiry is the basis upon which we discuss all of the problems of administration.

Further evidence of the acceptance of the scientific method of approach to administrative problems is to be found in the program of the meeting of the Department of Superintendence. The outstanding feature of the Boston meeting was the amount of scientific material presented. In line with this program is the work of the elementary and secondary school principals whose yearbooks present the results of inquiries concerning the work of these groups. Further evidence of the movement is found in the publications of state teachers associations and the appropriations which they are making for the conduct of scientific inquiries in several states.

The work of the National Education Association through its Research Division has never been more significant than during the years just past. In addition to the continuing study on teachers' salaries, the bulletins on *Creating a curriculum for adolescent youth, The principal studies his job, The advance of the teacher retirement movement,* and *Practises affecting teaching personnel* offer a substantial contribution to the scientific study of the problems in which all administrators are interested. It is gratifying to note that our national association is devoting so large a part of its revenue to this most fundamental type of activity. However adequately research agencies may be developed in connection with our universities and state offices, there will always be the need for the service that can be rendered best by the national association.

The scientific work done by the National Education Association and by other investigators has been used as the basis for readjusting salaries in one fifth of the cities in the United States having more than ten thousand population. These salary adjustments have for the most part carried an increase for teachers. They have, as well, recognized the principle of paying larger salaries to those having the maximum of training. The single salary schedule has been adopted in a number of cases. This salary adjustment is partly responsible for the very large percent of teachers in attendance in our summer schools in 1928. Approximately thirty-one percent of our teachers availed themselves of the opportunity presented in summer sessions for their personal and professional improvement.

There has been a reawakening to the importance of the problem presented by the facts of retardation and failure during the past year. Everywhere administrators are attacking the problem in a way that promises better opportunity in our schools for individual boys and girls. We are acknowledging the fact that there must be many standards of work and many types of opportunity provided through courses of study and curriculums if the school is to provide opportunities for all children. Failure and retardation are coming to be thought of as abnormal. The criterion which is proving acceptable proposes that every child shall have that opportunity which will enable him to make such progress as may be expected of one of his intellectual attainment.

In this connection it is worthwhile to call attention to the development of the visiting teacher movement. In the past, home conditions unknown to classroom teachers have often been the most certain cause of failure in school. Visiting teachers are being more commonly employed and preparation for this most important work is being extended. During the past year twenty courses for the preparation of visiting teachers were offered in our colleges and universities.

Most significant progress is being made in improving teaching by means of moving pictures and by the use of the radio. There will soon be issued a scientific study reporting on extensive experiments in which moving pictures were used as an instrument of instruction. Modern school buildings are being wired for radio reception and loud speakers are being installed. It seems entirely probable that similar installations will be made in our older buildings in order to bring to children the important programs that are being arranged.

There has been a real advance, during the past year, in the work of our partime schools. Interest in the continuation school and in adult education is growing throughout the country. It seems probable that we are on the eve of a great expansion of our offering for employed youth and adults. This program will take account of the necessity for education which will mean for better use of leisure time as well as for the contribution which it may make to vocational advancement.

A conference on education in the south was called by the University of North Carolina in November. The discussions of the conference and the reports of progress in the southern states must have been most gratifying to those who were responsible for those earlier conferences discontinued some years ago. Here, as elsewhere, the dependence upon scientific inquiry as the basis for the advancing program was most evident.

Throughout the country there continues to be agitated the development of some adequate governmental machinery for the administration of public education. By vote of the people, Lake County, Minnesota, has been organized as a county unit. The Florida state survey proposes to strengthen the county unit in that state by abolishing special tax districts and by the selection of the county superintendent by the county board of education. In several of the states the proposal to place the selection of the state superintendent of schools in the hands of a state board of education is before the people. Everywhere there is recognition of the necessity for a local unit of administration large enough to make possible the employment of a competent executive supported by a staff whose training and ability will permit that increased efficiency in the administration of our schools which scientific inquiry has made possible.

Teacher Training During 1928

GEORGE WILLARD FRASIER

President, Colorado State Teachers College, Greeley, Colorado

THE YEAR 1928 has been marked by many interesting and progressive movements in teacher training. The first and most significant change has been the accrediting of teacher-training institutions by The American Association of Teachers Colleges. This national organization has existed for several years and was recently made a department of the National Education Association, but up to February 1928 there had been no practical accrediting of member institutions. Two years ago a committee was appointed to formulate standards. The report of this committee was accepted and standards adopted at the 1927 meeting. At this time another committee was appointed to put these standards into operation. During 1928 inspectors representing this committee visited various teacher-training institutions. The committee met in Boston in February 1928 and prepared a list of accredited institutions. This attempt to set definite standards for teachers' colleges is proving an excellent means of bringing these schools to a higher level of educational efficiency. I have had the privilege of examining some of these colleges and have been much pleased to note many progressive steps that have been taken by them since these standards have been adopted.

Another evidence of progress in teacher training is the fact that one of the most powerful accrediting agencies in the United States, the North Central Association, has this year, for the first time, added teachers' colleges to its regular group of accredited colleges. Eight of the outstanding teachers colleges were put on the regular list.

A third important step in teacher training has been the pronounced raising of standards. Many of the state teachers' colleges, during 1928, have raised requirements for graduation. In several instances the two-year life certificate course has been changed to a three or four-year course. This program has been particularly noticeable in Michigan, New York, New Jersey, California, and Colorado. It now appears possible that in a short time all of the teachers' colleges in this country will do away with the short courses and go on a full four-year basis. Several have already gone on that basis—Albany, New York, Montclair, New Jersey, and some in California.

Progress is shown, also, by the fact that in practically every school with which I have come in contact during the past year a serious effort is being made to rebuild the curriculum. These colleges are attempting to throw out the dead material and make the schools better both from the cultural and professional standpoint. This movement seems to be general.

There appears to be an unusual amount of interest in all branches of education in teacher training. In the 1928 *Proceedings* of the National Education Association one finds a large number of papers and addresses given during the year that dealt with different phases of this question. The Committee on Coordination of the Department of Superintendence, in making its 1929 Yearbook, has included a committee to deal with the teacher-training problem as far as coordination is concerned.

An interesting development during the year in the university field has been the announcement by Stanford University and the University of Southern California of a degree of doctor of education which will differ from the doctor of philosophy degree in certain respects, particularly in the amount and type of research necessary for the completion of the requirements. Dr. Judd of the University of Chicago refers to this degree as a "practitioner's" degree as contrasted with research degrees. Just what influence this new department will have on education I do not know, but it is a significant move.

Foreign educators seem to be interested in American education and the American method of teacher-training. A large number of foreign educators have visited America during 1928. Particular mention should be made of a group of German educators who visited this country and were told of American education, particularly in Teachers College, Columbia University.

One of the most significant happenings during 1928 has been the inauguration of a new dean at Teachers College, Columbia University. Dean James Earl Russell, who made Teachers College, retired and his son, William E. Russell, became the new dean. One of the most brilliant educational meetings during the year, from the standpoint of teacher training, was held in New York in connection with the inauguration of Dr. Russell to the position of dean.

In the training school field, the tendency at present is to increase the amount of student teaching where this type of work is being done. There is a question in the minds of many educators as to the value of student teaching but in those schools where it is required the tendency is to have the student teach for several consecutive hours instead of a few minutes each day. Another noticeable tendency is the attempt to put student teaching into public school conditions. It is felt that students get more training by teaching under public school conditions than they get under the artificial conditions of the training school. The National Association of Supervisors of Student Teaching, which deals actively with the problem of student teachers in the training school, has become a department of the National Education Association and is beginning to make itself felt in this field. Three institutions are providing training for teachers who plan to go into the field of supervision of student teaching.

Another tendency in teachers' colleges is that of higher educational requirements for professors. This has partly been brought about by the standardizing agencies and partly by the desire of these institutions to raise their standards. This increase in training has been paralleled by a substantial increase in salaries in teacher-training institutions.

Probably the most significant movement of the present year has been the completion by W. W. Charters, formerly of the University of Chicago, of his *Activity analysis of teaching*. Dr. Charters and a group of his associates have been working for some time under a grant of the Commonwealth Fund, making an activity analysis of the job of teaching. The results of this study should have a marked influence on the making of curriculums in teacher-training institutions.

Physical Education in 1928

JAMES EDWARD ROGERS

President, Department of School Health and Physical Education of the National Education Association and Director, National Physical Education Service, New York City

HEALTH has been designated in the seven cardinal principles as the first objective in education. Perhaps no subject has received greater attention and approbation of the general educator than this first cardinal principle, yet in many places this subject which we put first in theory we often neglect in practise.

However, in many states and cities health and physical education has made most rapid progress. Educators are seeing that if this subject is to have educational content it should be put on the same basis as any of the academic subjects, i. e., it should have adequate indoor and outdoor facilities to do an efficient job; sufficient time allotment particularly should be granted in order that benefits could be derived; recognition of the importance of this subject by requiring it for promotion, graduation, and even accredited unit value; and finally employing none but adequately trained leaders. These four standards are the essentials in any subject if it is to be properly administered.

The two outstanding events in this field of education were: The report of the Committee on Health and Physical Education for the junior and senior high schools, published in the 1928 Yearbook of the Department of Superintendence and the forceful resolution adopted by the National Education Association at Minneapolis. In its longest resolution, it went on record indorsing strongly health and physical education.

The growth in the employment of fulltime physical education teachers is impressive. It is estimated that about 20,000 are now employed in the public schools of the country. About 175 universities, colleges, normal schools, and private schools are graduating approximately 3000 students in this field of education each year. Four-year graduates, with degrees, are now becoming the rule. In brief, the personnel is growing and becoming better trained, both in technic and academic background. In West Virginia there was a 400 percent growth in five years in the number of fulltime physical education teachers employed. In Ohio last year over 300 new fulltime teachers were created for the first time.

Schools are obtaining better outdoor and indoor facilities. Dr. Strayer of Columbia University has set the standard of five acres for elementary schools, ten acres for junior high schools, and twenty acres for senior high schools. These standards are not unusual. There are a number of cities in the country that approximate or exceed them. Recently a national survey of school sites demonstrated that many cities qualify in all these three groups. Two new high schools at Harrisburg, Pennsylvania, which were recently downtown without any outdoor area, now have forty-eight acres and thirty-eight acres respectively. Other cities and other schools could be cited where the acreage runs higher than those recommended by Dr. Strayer.

The growth in gymnasiums, swimming pools, showers, lockers, and laundries is most rapid and encouraging. Few junior and senior high schools of any size are being built without adequate gymnasiums. Unfortunately, some are being built in the basement or below the ground level. However, it is a pleasure to see many gymnasiums being erected above ground in separate buildings or on the second or third floor, or abutting on the main building, three sides having large ample windows for the sunshine. Every elementary school in Des Moines has a gymnasium, while in Providence, Rhode Island, all the elementary schools have two gymnasiums. In Des Moines every junior high school has four gymnasiums and a swimming pool. In Trenton, New Jersey, every junior high school has its own laundry. Children are furnished clean suits and towels each day. A new high school in Trenton will have seven gymnasiums.

Other cities that have adequate indoor facilities are Buffalo, Detroit, Omaha, Wichita (Kansas), Redwood City (California), and Los Angeles. There are some admirable developments in Ohio in small communities of 20,000 and under; the new gymnasium at Bowling Green is a commendable type.

Given trained personnel and adequate facilities, the next important requisite for health and physical education is to have an adequate time allotment. There has been most helpful cooperation on the part of the general educator to give more time to this subject. A national survey has been made, and the average for rural schools is twenty minutes a day; for large cities, thirty minutes per day for elementary schools, and, for junior high schools, four periods a week. Many of the large cities give a full sixty-minute period or 300 minutes per week. The average for high schools is a little over three fifty-minute periods or 150 minutes per week, although some cities give 200 or more minutes per week. Des Moines, in the senior high schools, gives 375 minutes. It is an excellent arrangement.

Another step in the progress has been the requirement of this subject for promotion and graduation. In most states and cities credit value is given for this subject. In three states accredited unit value at the university is given.

Another sign of progress is that in the large cities, in order to avoid conflict in the program, the periods for this subject are entered first in the program of the student. He fills in first his three hours of physical education and then his other subjects.

Another tendency is to correlate under the school department of health and physical education the following subjects: Health, play, physical education, athletics, and safety education.

Therefore, we see that in the four outstanding essentials necessary for the successful teaching of any subject in the curriculm, real progress has been made this year in the subject of health and physical education. Better and finer indoor and outdoor facilities are being provided; more and more time is being given to this subject so that proper results may be obtained; recognition and encouragement are being given to this subject in promotion and graduation so that it will be worth something in the minds of the teachers and the students; and finally a better type of teacher is being trained to develop a program that will merit these educational standards and receive the approbation of the general educator.

Adult Education in 1928

MARY L. ELY

American Association for Adult Education, New York City

THE ADVANCES made in adult education during 1928 give unmistakable evidence of an increasing recognition that continuing education is a condition precedent to the complete life and that henceforth any general review of education in this country must take adult education into account.

When the American Association for Adult Education was organized in 1926, the movement was already fully underway. It was and has remained a spontaneous and selfdirecting movement. The Association has, however, always held itself in readiness to serve as a supplemental agency to other agencies, community, state, regional, or national. In that capacity it has been in active contact during 1928 with about 400 organizations.

Perhaps a picture of the movement as a whole may best be gained from an enumeration of the various agencies contributing to it at the present time. The list includes libraries; museums; universities and colleges—largely through their extension and other extramural departments; the public school system through its various extensions; parent education associations; correspondence schools; chautauquas; lyceums; open forums; people's institutes; people's colleges; labor schools and other workers' education activities; corporation schools and programs; national associations, educational, fraternal, religious, etc.; clubs of various sorts; and other enterprises so individualistic as to defy classification. Nor is this all! For example, the growing importance in education of radio, motion pictures, and newspapers is already affecting the initial conception of adult education.

Progress in 1928 has not been confined to the cities and larger towns where the promotion of adult education is easiest and proceeds most rapidly. Several experiments that are now being carried forward are designed to test methods for opening up adult education opportunities in rural communities and small towns. One of these, initiated in the fall of 1927 under the auspices of the National Community Foundation, chose as its field sixty small cities and towns of the middle Atlantic states. This field has been somewhat narrowed and the experiment is now being carried on intensively in selected towns of Chester County, Pennsylvania. A second experiment in which Michigan State College has been one of the agents is centered in two counties of Michigan. The object of both of these enterprises has been to investigate the possibilities of linking educational programs for adults with the movement for community organization. A third experiment, which closed in June, 1928, has tested the feasibility of sending a traveling teacher into mill villages of New England. A report on this experiment is in preparation. Another traveling-teacher circuit has been formed in a number of small cities of western New York. A rural county experiment, probably involving the development of an educational program, is being conducted by the California State Board of Education.

In urban communities two tendencies have become increasingly apparent during 1928. One is toward the coordination of adult education activities in an inclusive community program; the other is in the direction of decentralization, with the employment of the coordinating body as a safeguard against duplication and competition of effort. Selfsurveys, as a first step in the coordinating process, have been made in Buffalo and Cleveland, and reports have been published. During 1928, similar surveys were in progress in Chicago, Detroit, St. Louis, and Brooklyn.

Since adult education is addressed chiefly to men and women whose primary interest lies in a vocation, its program is, of necessity, adjusted to times of leisure. It is natural, therefore, that it concentrates in evening classes and summer schools. In the former field, the new activities during 1928 have been too numerous even for listing. Of adult education summer sessions there were nearly a score held in the summer of 1928, showing the growth of interest in this form of education, since the first workers' summer school was established at Bryn Mawr College in 1921. The Ashland, Michigan, School for Adult Education, which opened for a six weeks' session on July 30, 1928, was an interesting addition to the number.

A unique enterprise which seeks to utilize the enforced leisure of commuters during their hours of daily travel is the Commuters' School of Los Angeles.

The importance of research and experimentation in a field so new as that of adult education is obvious. Recognizing its value, the American Association for Adult Education has made the promotion of study and experimentation one of its main functions.

The question "Can adults learn?" so directly affects the validity of the whole movement for adult education that, at the instance of the Association, an answer as authoritative as scientific experimentation could make it, has been sought. After three years of testing the ability of adults to learn at various age levels, E. L. Thorndike and his associates at Teachers College, Columbia University, have just published their results in a volume entitled *Adult learning*. Dr. Thorndike's conclusions indicate that, within limits which extend to forty-five years of age and beyond, the best time to learn anything is the time when one needs or wishes to know it.

All adult education activities are alike in certain important respects which differentiate them from compulsory education of children and adolescents. Adult education students are men and women of experience and more or less developed interests and concerns, and, what is equally important, they are voluntary students and continue to attend classes and schools only so long as the programs offer them something that seems worthwhile. It follows that adult education must be addressed to adult intelligence.

Significant results have issued from these circumstances. The academically minded have been called upon to meet a demand which cuts across the traditional divisions of knowledge and takes, wherever it can find it, the material that contributes to an understanding of human situations and problems. On the other hand, those who are actuated by a spirit of brotherly love and a desire for universal educational salvation have been brought to recognize the fact that an educational program needs a firmer foundation than Utopian yearnings and altruistic sentiments.

Higher Education in 1928

F. J. Kelly
President, University of Idaho, Moscow, Idaho

Few things of importance in such fields as education start or stop abruptly. Germs of beginnings and germs of decay may be detected at fairly definite times but movements which are of significance during any given year have been in progress for some time and will continue after the period under review. It seems best therefore to discuss higher education during 1928 in terms of certain significant movements in which trends are discernible, rather than to devote the limited space to isolated cases of changes which have taken place.

Four separate movements seem worthy of consideration:

1. *The increasing emphasis upon effective teaching by members of college faculties.* Much has been done to arouse the interest of college faculties in the problem of college teaching. This subject occupied a prominent place in the program of section Q of the Association for the Advancement of Science and in the program of the National Society for the Study of Education. Conferences of college faculties on the problems of improving instruction were more widely held than in any previous year. The responsibility of the college teacher to understand his students and their capacities to learn, as well as to understand his subject, has gained acceptance on many college campuses.

This is a most significant movement because only as college faculties take more seriously the study of the teaching problem can we hope for the success of reorganization movements which will be mentioned under two and three below.

2. *Emphasis on studies of student personnel.* Probably the most fundamental movement affecting college organization and instruction has come in the increased emphasis placed upon studies of student personnel. Colleges are adopting one form or another of bureaus for the educational guidance of students. Increasing use is being made of psychological as well as placement tests for the evaluation of student capacities and interests. Adjustments are being made in both curriculums and teaching methods in the light of these student personnel studies.

The most significant single step in this direction is the creation of the National Student Personnel Committee fostered by the National Research Council and sufficiently subsidized that continuous study over a considerable period may be made by those most competent in the many colleges throughout the country.

3. *Development of germs of independent study.* A genuine awakening has apparently taken place in American higher education as to the fallacy of assuming that when students are compelled, under the stress of rigorous requirements, to obtain a certain amount of information that they have thus become educated for the American way of living. Only as students obtain the capacity for independent study which will actuate their after-college years may we assume that they are prepared for the freedom upon which American institutions and American life depend. Therefore, plans of inpendent study instituted in colleges have had increasing vogue throughout 1928. Honor courses have been introduced in a number of colleges on the basis of which selected students are excused from the detailed requirements of attendance at classes, course examinations, and the like, and are allowed instead to use their own modes of study and are tested by comprehensive examination over the whole curriculum. Other universities and colleges which have not thought it feasible to take that step as yet are softening their requirements in the interest of student selfdiscipline. Not so much what students learn as what capacities they obtain for future learning is recognized as the real test of higher education.

4. *Closer correlation between high school and college.* Another movement which has gained much greater headway during 1928 has to do with the more intimate dovetailing of the work of the college with that of the high school. This has been accentuated by the growth of the junior college which is recognized as of the same spirit and purpose as the high school. Curriculums covering the senior high-school and junior college periods are being worked out in conference between high-school and junior college faculties in such a way that the plan of study of the student is unified for this five or six-year period. This has resulted in the growth of the sentiment that the junior college may well be regarded as a terminal point in education for an increasing number of students and that the real university study, which is characterized by specialization, may well be reserved for that type of student who possesses competence to go forward with independent study of his chosen fields of specialization. This is true not only of specialization in the arts and sciences in preparation for lives of teaching and scholarship in these fields, but is recognized to be true also in professional studies such as medicine and law. On this account requirements for admission to senior college divisions have come increasingly to include not only the completion of subjects specified in the high school and junior college but also a grade of work somewhat above merely passing.

Gymnasium, University of Colorado

These four movements represent together the evidence of realization on the part of those interested in higher education that the old philosophy no longer suffices and that we must build up in the United States a system of education rather than a series of independent administrative units, and that that system of education must make ample provision for the individual differences among the youth composing the student bodies. Equality of opportunity demands that superior students be given a chance to develop to their maximum capacity as well as average students. Democracy depends upon excellence of leadership quite as much as does any other form of government. Intellectual independence, therefore, must not be stifled in the interest of the routine type of educational procedure which the welfare of certain groups of students may appear to demand. To carry out this new point of view teachers in colleges must understand students as well as subjects.

THE STUDENT'S TEN COMMANDMENTS

President John M. Thomas of Rutgers University

Thou shalt set the service of God and man before thine heart as the end of all thy work.

Thou shalt inquire of each study what it has for thee as a worker for a better world, not relinquishing thy pursuit of it until thou hast gained its profit unto this end.

Thou shalt love the truth and only the truth, and welcome all truth gladly, whether it bring thee or the world joy or suffering, pleasure or hardship, ease or toil.

Thou shalt meet each task at the moment assigned for it with a willing heart.

Thou shalt work each day to the limit of thy strength, consistently with yet harder work which shall be thy duty on the morrow.

Thou shalt respect the rights and pleasures of others, claiming no privilege for thyself but the privilege of service, and allowing thyself no joy which does not increase the joy of thy fellowmen.

Thou shalt love thy friends more than thyself, thy college more than thy friends, thy country more than thy college, and God more than all else.

Thou shalt rejoice in the excellences of others, and despise all rewards saving the gratitude of thy fellows and the approval of God.

Thou shalt live by thy best, holding thyself relentlessly to those ideals thou dost most admire in other men.

Thou shalt make for thyself commandments harder than another can make for thee, and each new day commandments more rigorous than thine own laws of the day before.

[Given in 1909 before the convocation of the University of the State of New York.]

Use this page from the Journal of the National Education Association as a poster for your schoolroom

Vitalized Group Study and Faculty Meetings

FACULTY meetings should be democratic in their nature and professional in their aim. Every member of the faculty should have the right to participate freely in the discussions and to cast a vote on matters that are to be determined by ballot."

"The curriculums of the teachers colleges should be the result of the cooperative effort of the entire faculty. Every course offered by the college and all the major topics in each course should have the thoughtful consideration of the entire instructional staff of the institution."

"The constructive study of the curriculum, the development of integrated courses of instruction in accord with sound criteria, the study of the results achieved through these courses—these activities furnish the very best stimuli for the inservice growth of the teaching staff."—Adolph Linscheid in *Inservice improvement of the state teachers college faculty.*

The practise of teacher participation in teachers' colleges is being applied in secondary and elementary schools. For example, the faculty of the Denver schools is now working on a twelve-year course in English.

What to study—Single salary schedule, activities program, the home room as a working unit, radio in the school, auditorium period, size of classes, assignments, behavior studies of children, group insurance, teachers' investments, health and recreation of teachers, school library improvement, creative work of pupils, remedial instruction in reading, holidays and special days.

How conducted—The small group interested in some particular problem is a common practise in large schools; meetings for the entire faculty are few in number, and are usually held for announcements or inspirational material. But in small schools, professional study can often be best handled in meetings of the entire faculty. There are many problems that concern every teacher in the school—professional reading, supervision, playground and lunch hour, radio and films, schoolroom decoration, school and home cooperation.

For elementary schools—The professional awakening of teachers and suggestions for teaching are found in the following JOURNAL articles:

Conferences of classroom teachers, January 1929, p36

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

The school of tomorrow—editorial, January 1929, p1

Everyday resolutions on health and safety—poster, January 1929, p26

Builders of our profession, January 1929, p31

FACULTY meetings held at regular intervals based on the study of state, national, and other educational journals are now an established feature in many of the best schools. The practise is proving especially successful in schools with 100 percent membership, of which there are now many thousands. These journals are carefully planned. They help the teacher to be more than a mere peddler of petty accuracies. They bring inspiration and widened outlook. They enable the entire school faculty to appreciate more fully its share in the larger movements of our times.

What about posture?—Thomas D. Wood, February 1929, p37

Young citizens in a great city—Marion Strassburger, February 1929, p45

For junior and senior high schools—Articles containing suggestions which can be used in working with your pupils or in improving your school:

The American high school—editorial, February 1929, p52

The dean of girls in high school—Mary W. Sawyer, February 1929, p43

The pro and con of interschool athletics—Henry N. Curtis, February 1929, p49

Mental health and environment—Daniel W. La Rue, February 1929, p51

A midwest rural school—Charles W. Howard, February 1929, p39

For colleges—What are the experimental features of Rollins College? What progress has been made in teacher training recently? In higher education? These and other questions of interest to colleges are discussed in the following articles:

A prophetic experiment—Edmund O. Grover, February 1929, p41

Teacher training during 1928—George W. Frasier, February 1929, p56

Higher education during 1928—F. J. Kelly, February 1929, p59

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

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

What the JOURNAL *checkup shows*—Reports from readers on the December JOURNAL gave first rank to *The tired child* by Max and Grete Seham; second, to *An adventure in personal growth* (the Franklin plan). Two articles tied for third place—*Thomas A. Edison School for boys* by Clayton R. Wise and *Square baby: A tale of Minneapolis* by Bertha Ferguson. You may like to compare your own preferences with these rankings.

A few high points in state education journals—Readers who answer the JOURNAL checkup frequently mention articles in their own state education journals as being of most interest to them. The following are from *December* issues:

Absence for sickness, editorial in *Mississippi Educational Advance*

Fort Bragg schools by J. S. Cotton in *Sierra Educational News* (California)

Character training by Angelo Patri in *Indiana Teacher*

A satisfactory salary schedule by Nina E. Bristol in *Michigan Education Journal*

Visual education and music by E. Spaugh in *Journal of Florida Education Association*

The spirit of research by H. W. Anderson in *Colorado School Journal*

The March JOURNAL—Teachers and students of education have found in this issue for several years two features of importance—the Sixty Educational Books of the previous year and a table of statistics which shows growth in education associations, state and national.

Lay magazines and education—Discussion of education in lay magazines during the past two months has been marked by a strongly constructive tone.

The education of an American boy in *Harpers*, December

The road to riches by Howard V. O'Brien in *Century*, December

The history we teach by Bessie L. Pierce in *Survey*, October 15

Education pays cash by E. V. Lord in *Review of Reviews*, November

The long suffering student by Charles F. Thwing in *Worlds Work*, December

A new world in the making by John Dewey in *New Republic*, November 28

Wisdom while you wait by W. N. Brigance in *North American Review*, December

Our truant professors by Addison Hibbard in *Outlook*, December 5

Your faculty meetings—What are you studying? How are your meetings conducted? On what points would you like help? All these things are of interest to other school people. You can reach other readers by writing your ideas to the editor of THE JOURNAL.

The Need For Professional Librarians

States	Estimated number of teachers in 1928	Estimated number of librarians needed in:			Estimated number of new library recruits needed each year			Estimated cost of special training at $1,000 each	Number of school librarians in the A. L. A. 1928	Membership in A. L. A. 1927
		Public school	Public library	Total	Bachelor's degree	Graduate degree	Total			
1	2	3	4	5	6	7	8	9	10	11
United States	900,700	45,035	45,035	90,070	8,106	901	9,007	$9,007,000	1,679	10,056
Alabama	16,100	805	805	1,610	145	16	161	161,000	7	77
Arizona	3,100	155	155	310	28	3	31	31,000	6	12
Arkansas	12,500	625	625	1,250	113	12	125	125,000	5	23
California	38,000	1,900	1,900	3,800	342	38	380	380,000	167	619
Colorado	10,700	535	535	1,070	96	11	107	107,000	28	98
Connecticut	11,000	550	550	1,100	99	11	110	110,000	24	169
Delaware	1,500	75	75	150	13	2	15	15,000	4	19
District of Columbia	2,900	145	145	290	26	3	29	29,000	4	223
Florida	10,000	500	500	1,000	90	10	100	100,000	5	55
Georgia	18,250	912	913	1,825	165	18	183	183,000	15	92
Idaho	4,500	225	225	450	40	5	45	45,000	3	21
Illinois	46,000	2,300	2,300	4,600	414	46	460	460,000	121	782
Indiana	24,000	1,200	1,200	2,400	216	24	240	240,000	36	328
Iowa	26,000	1,300	1,300	2,600	234	26	260	260,000	37	225
Kansas	21,700	1,085	1,085	2,170	195	22	217	217,000	19	86
Kentucky	18,000	900	900	1,800	162	18	180	180,000	27	67
Louisiana	11,000	550	550	1,100	99	11	110	110,000	1	42
Maine	6,400	320	320	640	58	6	64	64,000	8	63
Maryland	8,400	420	420	840	76	8	84	84,000	17	154
Massachusetts	26,000	1,300	1,300	2,600	234	26	260	260,000	43	646
Michigan	31,200	1,560	1,560	3,120	281	31	312	312,000	130	548
Minnesota	24,000	1,200	1,200	2,400	216	24	240	240,000	83	261
Mississippi	15,000	750	750	1,500	135	15	150	150,000	6	23
Missouri	24,800	1,240	1,240	2,480	223	25	248	248,000	39	224
Montana	6,200	310	310	620	56	6	62	62,000	2	27
Nebraska	15,000	750	750	1,500	135	15	150	150,000	26	96
Nevada	800	40	40	80	7	1	8	8,000	0	1
New Hampshire	3,100	155	155	310	28	3	31	31,000	5	68
New Jersey	24,500	1,225	1,225	2,450	220	25	245	245,000	46	328
New Mexico	3,400	170	170	340	31	3	34	34,000	4	15
New York	73,000	3,650	3,650	7,300	657	73	730	730,000	202	1,315
North Carolina	24,200	1,210	1,210	2,420	218	24	242	242,000	7	80
North Dakota	9,500	475	475	950	85	10	95	95,000	13	35
Ohio	45,000	2,250	2,250	4,500	405	45	450	450,000	137	801
Oklahoma	19,300	965	965	1,930	174	19	193	193,000	15	59
Oregon	8,400	420	420	840	76	8	84	84,000	22	107
Pennsylvania	59,000	2,950	2,950	5,900	531	59	590	590,000	145	599
Rhode Island	3,900	195	195	390	35	4	39	39,000	10	99
South Carolina	14,000	700	700	1,400	126	14	140	140,000	3	27
South Dakota	9,500	475	475	950	85	10	95	95,000	14	47
Tennessee	18,000	900	900	1,800	162	18	180	180,000	13	71
Texas	40,000	2,000	2,000	4,000	360	40	400	400,000	21	175
Utah	4,600	230	230	460	41	5	46	46,000	4	25
Vermont	3,100	155	155	310	28	3	31	31,000	1	46
Virginia	18,000	900	900	1,800	162	18	180	180,000	7	84
Washington	11,900	595	595	1,190	107	12	119	119,000	31	176
West Virginia	16,000	800	800	1,600	146	16	160	160,000	8	26
Wisconsin	21,450	1,072	1,073	2,145	193	22	215	215,000	78	349
Wyoming	3,400	170	170	340	31	3	34	34,000	4	19
Hawaii	2,200	110	110	220	20	2	22	22,000	11	37
Phillipine Islands	27,000	1,350	1,350	2,700	243	27	270	270,000	.....	3
Porto Rico	5,200	260	260	520	47	5	52	52,000	.....	2

THE school library lies at the very heart of the pedagogy of individual differences. No single step toward a progressive school can be taken so easily, so safely, and with such certain assurance of success and approval by parents and citizens. The library helps the children to discover themselves and trains for the wise use of leisure.

The need for trained librarians in both school and community is so great that this field presents special opportunities for young men and women who have the gifts for it. This table is based on the assumption—obvious to anyone familiar with schools and communities where the best library practise prevails—that there should be one school librarian and one public librarian for each twenty teachers. The figures in column two are from page 265 of THE JOURNAL for November 1928. Those in column ten are from the School Library Yearbook Number Two, compiled by the American Library Association. Those in column eleven are from the Handbook of the American Library Association.

The total number of librarians needed (column 5) was obtained by taking one tenth of the number of teachers (column 2) and distributing these figures equally between public schools and public libraries (columns 3 and 4). The number of new library recruits needed each year (column 8) was obtained by taking one tenth of the total number needed (column 5) and distributing these figures on a ratio of 9 to 1 between the bachelor and graduate degrees (columns 6 and 7). The cost of special training for these librarians (column 9) was obtained by multiplying the number of recruits needed (column 8) by $1000.

Where as many as fifty library students can be assembled teacher-training institutions may figure the cost of this special training at $500 each.

The bases of these estimates are arbitrary and the estimates may prove too high in some localities and too low in others but they suggest the general need in the country if our standard of informed intelligence is to be reasonably high. The figures would be increased by the addition of figures for colleges and universities.

Persons wishing information about professionally trained librarians or training for librarianship should write the American Library Association, 86 East Randolph Street, Chicago, Illinois.

Three Problems in Education

TEACHERS COLLEGE, Columbia University, being the largest teacher training institution in the world, the reports of its officers have unusual significance and interest. The annual reports of the elder dean, James E. Russell, who served the institution during its twenty-five years of building, are monumental records of growth and development. The first annual report of the younger dean, William F. Russell, the son of the great pioneer, gives every promise of building upon the great foundations laid by the father.

Much of these reports necessarily deal with internal affairs of the college but included in Dean Russell's first annual report is a discussion of three problems of education which is worthy of repetition here for the general reader.

THE TRIPLE PROBLEM—One of the most perplexing problems confronting the American educational system arises from the simultaneous impact upon the school of three popular demands—that pupils be accommodated in greater numbers, that training of better quality be offered, and that there be greater economy in all public expenditures.

Quantity—The American people want educational opportunities to be widely extended. Our nation was founded upon the assumption that all men are created free and equal and we have come to believe that all should have an equal chance. We desire no leader to be selected on account of his wealth alone, no child to be bound by the accidents of birth; and we hope that the time may soon come when the race of life will be run from an even start with a free field. Franklin and Lincoln are our heroes. "Onward and upward" is a favorite motto. The most gratifying spectacle to most of us is that of the poor boy rising to the gilded heights. The humble origins of Smith and Hoover are political capital. This is the explanation of the growth of our school system and forms the underlying cause of the extraordinary expansion of all its parts. The public school is dear to the hearts of the American people. Through it they hope to realize their fondest desires; and they will not rest content until every boy and every girl is given opportunity commensurate with ability, regardless of birth, wealth, or health. Americans want more education.

Quality—At the same time they want better quality of education. They are not satisfied with the schools as they are. Returning travelers receive thoughtful attention when they pronounce American education as inferior to European. Merchants and manufacturers complain of the deficiencies of the graduates of our schools. Famous critics perceive a lack of thoroughness, they detect a certain softness in our teaching; and they plead for the production of true scholars and a return to scholarly ideals. Legislatures enact laws requiring higher standards and better teachers. School authorities advance admission requirements and restrict attendance. Certain colleges practically elect to membership a favored few. Waiting lists are long. Institutions secure popular support by announcing as their aim education of fine quality, and they point with pride to small classes, individual instruction, and education by conference under a tutorial system.

Economy—The American people want quantity and quality, and at the same time display a solicitude concerning all public expenditures. The economy program of the national administration, which has had wide public appeal, has been reflected in states and localities by the appointment of budget directors, the adoption of economy policies, the rigid scrutiny of all payments, and the reduction of taxes. Some experts assert that the United States cannot afford to support its present educational program. This seems absurd, but one may well pause when he looks into the future. If the American people proceed with a policy of extending education widely and at the same time increase expenditures in order to work for quality, the time may be not far distant when we shall be forced to consider whether we, as a nation, can afford to pay for all that we want. It is to be hoped that our economists will address themselves to this problem. A portion of the people by their own labors are able to support the balance who are not at work—the young, the aged, the ill, the unemployed, and those who are in school.

Quantity and quality with economy?—The problem is as difficult as it is important. Those who favor quantity are extending educational facilities and welcoming the hordes of students who flock to the doors of our schools and colleges. Those who think first of quality are restricting attendance in order to do their best for small numbers. If it were possible to give a satisfactory education to large numbers in big institutions under conditions of reasonable economy, the results would be of utmost importance. After all, it is a question of the possibility of quantity production of quality in education.

Beginnings of quantity production in education—We are apt to forget that there is nothing new in this idea. Long ago the leading countries of the world embarked upon such a program. Once the typical educational relationship was a teacher and one pupil at a time; and even in the present day, when one considers the teachers in the old-style schools in Confucian, Buddhist, and Mahometan countries, masters with apprentices, and the adults who are the teachers among primitive peoples, it is probable that there are more teachers in the world teaching one pupil at a time than there are teachers teaching more than one.

Problems of quality in the schools—Class work has often been criticized adversely. There has been much discussion concerning proper limits of effectiveness; upper and lower extremes, and the optimum size of the group to be taught. Recent research is giving encouragement to the adherents of the tutorial system. Careful studies of the exact way in which children learn to read, to spell, to add and subtract, reveal that much of it is an individual matter. Class exercises, they say, may serve to help the teacher to diagnose difficulties, to test results, and to give directions; but the learning process is more economical when the individual works alone. This has not forced the abandonment of class work; rather it has called for a new technic of teaching. Educators have found ways so to vary the procedures of class management that individual instruction can be given under school conditions without greatly increased cost. The plan resembles a correspondence course given in residence. Undoubtedly the American genius for administration when turned to this problem will find in the future more perfect methods of supplementing the individual contacts of teacher and pupil so that better results will ensue. It is said that Mark Hopkins on one end of a log and a student on the other would make a university. One wonders why so obvious a statement should be handed down from generation to generation. Naturally it would be a fine institution and the annual tuition charges per student would be exactly the salary of a distinguished man like President Hopkins. The real problem is so to arrange the logs like the spokes of a wheel that a Mark Hopkins may sit at the hub and pupils and students on the rim in numbers sufficient to carry the cost.

Problems of quality in the colleges—Once when the colleges were small there were intimate relations between students and faculty. Students were few. Famous teachers surrounded by their books gave individual attention to a small group. Research was attacked together; interpretation was made incidentally; great scholars were the inspiration; great scholars were the result. As a general thing these times are past. Now the colleges have thousands of students, huge buildings, multiplicity of offerings, and a variety of departments. Professors mourn the days that are gone and the temptation is to try to bring back former conditions. But the commitments are here. Students make their demands. Sheer numbers force a change. In occasional subjects such as anthropology or astronomy the old methods are still possible; but for most subjects they are out of the question. The conference becomes a lecture course. What was formerly personal advice is now a printed syllabus. Some of the research guidance is given in a class; and the library, formerly the workroom, the meeting room, the research laboratory, and the classroom, tends to become a collection of books, housed in a separate building, upon the campus to be sure, but in no sense holding the intimate and integral relation to the life of the institution that once it held. The colleges are not remaining static. Despite the fact that some are strictly limiting attendance, there are many that are trying to improve their methods the better to adjust themselves for numbers.

Thus the school and the college as we find them are already making efforts toward quantity production in response to the demand that many be educated. They are modifying their procedures so that many may be educated better. By giving quality in quantity they are serving the interests of economy; but the persistent demands for extended facilities, the criticism of American standards, and the call for reduced expenditures indicate that the problem is not yet solved and that much remains to be done.

Teachers' Salaries in Pittsburgh

PITTSBURGH has gone about the task of improving the salaries of its teachers with a statesmanlike vision characteristic of the able men who are responsible for educational and civic leadership in that city. A committee of leading citizens has been at work on the problem for some time. It has been aided by an advisory committee consisting of Thomas E. Finegan, Herbert S. Weet, and John W. Withers. It also called to its aid experts in personnel and research including John K. Norton of the Research Division of the National Education Association.

The report of the committee has been approved by the Board of Education. It emphasizes the necessity for rewarding teachers according to merit with special opportunity for persons of superior ability and training. It sets up within the school system an agency to have charge of personnel under the direction of an associate superintendent of schools. The duties of this officer are outlined as follows:

1. To develop an organization and the necessary technic for the purpose of determining where and by whom superior service is being rendered, so that the provisions for rewarding conspicuously high grade service can become operative.

2. To use his organization in cooperation with other administrative departments and with supervisors and principals, for the early development of superior teaching.

3. To make specific recommendations for the advancement of such personnel who are rendering superior service and who have met the necessary requirements, to the salary levels provided in the schedules.

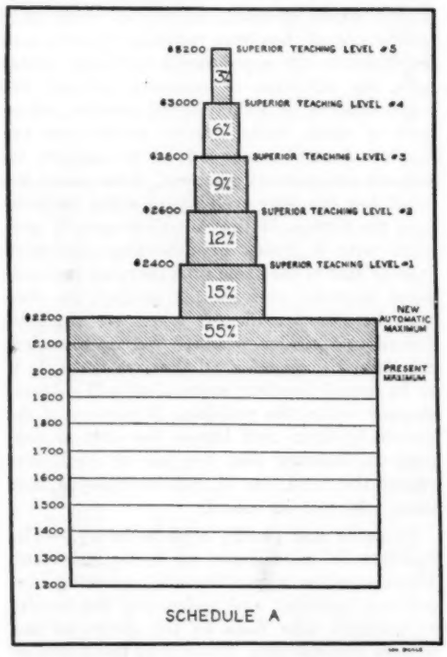
4. To give direction to the training of teachers and principals in service who aspire to qualify for the superior service salary levels. This provision will properly tend to protect the health of the teacher and prevent a lowering of the quality of classroom instruction.

5. To develop a program for the selection of new teachers brought into the school system. The personnel department should stimulate the enlistment of the finest of recruits to the teaching service.

6. To recommend to the superintendent of schools the transfer, demotion, or dismissal of personnel whose services are unsatisfactory.

7. To develop under the direction of the superintendent of schools a program in connection with the Frick Training School for the proper selection of high-school graduates for elementary teaching and to assume jointly with the Frick Training School and the Department of Curriculum Study the improvement of the curriculum of that institution. The committee further recommends that as soon as practicable the Frick Training School course be extended to four years.

8. To act as a clearinghouse for adjusting personnel complaints arising from the teaching and administrative forces.



THIS *chart shows the proposed schedule for elementary teachers.*

9. To develop and operate a system of personnel records for the entire school system which will be cumulative and comprehensive.

10. To cooperate with the fiscal officers of the school system in order to make such adjustments in the organization of personnel as are necessary to meet budget requirements.

The salary schedules are based on the seven groupings of teachers which have been in operation in Pittsburgh for some time. The printed report of the Citizens' Committee outlines the basic principles followed in the proposed schedules:

Principle I. Rewards for superior service—The Committee is of the unanimous opinion that such salary schedules as are here proposed should lay the basis for giving definite rewards to teachers who are rendering superior service in the schools of our city. . . .

Principle II. Salaries should meet living costs—Salary adjustments should be made so that as far as possible every teacher in the school system will receive a salary sufficient to afford a standard of living in keeping with the needs and the demands of the teaching profession. In the light of this principle, flat increases, totaling approximately a quarter of a million dollars additional per year, are recommended for the teachers on the elementary schedule. It is they who are the lowest paid teachers in the system.

Principle III. Superior personnel in principalships—The Committee is of the firm and deep conviction that in the proper operation of salary schedules lies the possibility of obtaining better and superior teaching in the public schools. To gain this high objective, however, the schools must have forceful and intelligent leadership. In short, superior teaching is predicated upon superior leadership. The Committee, therefore, places great stress upon having strong outstanding principals. Thus, it recommends such salary changes for principals as will attract and hold the highest types of persons.

Principle IV. Taxation—This principle deals with the problem of taxation. The foregoing policies which the Committee feels are both sound and desirable have but one limitation, namely, the amount of additional tax burden that can be reasonably carried for the establishment of the foregoing principles.

In attempting to be fair both to the teachers and to the taxpayers alike, the Committee believes that in the light of all the facts that salary increases reaching approximately nine percent annually in six years, and the necessary additional taxation that such increases would entail (three quarters of a million dollars) constitute an equitable adjustment of the problem.

The proposed salary increases are based on the seven groupings which are in operation in the Pittsburgh schools:

Schedule A includes elementary teachers and others. It begins with a minimum of $1200. There are ten automatic annual increments of $100 each. Special provision is made to reward superior teaching up to a maximum of $3200. To reach this level teachers must have four years of training beyond their four years of high school.

Schedule B includes junior high-school teachers and others. It starts with an entrance salary of $1800 and an automatic maximum of $2850 which is reached with six annual increments of $175 each. Provision is made for superior teaching up to a maximum of $3800.

Schedule C includes high-school teachers. It begins with a minimum of $1800, going up to an automatic maximum of $3200 in eight annual increments of $175 each. Superior teachers in this group continue their salary advance up to a possible $4200.

Schedule D which applies to assistants is left to the discretion of the Board.

Schedule E applies to elementary school principals. It provides for a minimum of $2350 and a maximum of $2750 for the smaller schools, with higher salaries for the larger schools, with a possible $6000.

Schedule F for assistant elementary school principals is defined in terms of the salaries of principals in the smaller schools.

Schedule G includes principals of high schools both junior and senior and of several other schools. There is a minimum of $4250 and an automatic maximum of $5750. A superior salary of $7500 is recommended.

Department of Superintendence

Tentative Program for Cleveland Meeting

February 24-28, 1929

Sunday Morning, February 24

The ministers of Cleveland and of the nation are invited to discuss Sunday morning the convention thesis, namely, *How can the public schools better serve democracy, increasingly produce a higher type of citizen?*

Sunday, February 24, 3:15 P. M

Vesper Service

Place—Music Hall, Public Auditorium.

Speaker—Rev. Joel B. Hayden, pastor, Fairmount Presbyterian Church, Cleveland.

Music—Glendale Choral Club, Cleveland, under the direction of Russell V. Morgan, director of music, Cleveland Public Schools.

Monday, February 25, 9:00 A. M.

How Can the Convention Thesis Be Answered Through a Better Financing of Public Education?

Singing—Led by Albert Edmund Brown, dean, Ithaca Institution of Public School Music, Ithaca, N. Y.

Unison Prayer—Led by the president of the department:

Father of us all, for life's goodness and gladness, and hope, we thank Thee. We rejoice that we live. We are grateful for our work and for the chance to serve. Help us to learn new things; to behold new visions; to attempt yet worthier tasks. Bless all our association together, all our interchange of thought. And may we return to our work refreshed and inspired, determined to live helpfully. For the glory of Thy Name we pray. Amen.—(Rev Samuel W. Marble at Colorado Teachers Convention, Denver.)

Presiding—Robinson G. Jones, superintendent of schools, Cleveland, Ohio.

Address of welcome—E. M. Williams, president of the Board of Education, Cleveland, and president of the Sherwin-Williams Paint Company.

President's address—Frank D. Boynton, superintendent of schools, Ithaca, N. Y., and president of the Department of Superintendence.

Our chief concern with the future school building program—Joseph M. Gwinn, superintendent of schools, San Francisco, Calif.

How is education to be financed in view of the increasing cost?—George D. Strayer, professor of school administration, Teachers College, Columbia University, New York City.

Report of the Committee on Lay Relations—M. G. Clark, superintendent of schools, Sioux City, Iowa.

Monday, February 25, 2:15 P. M.

Discussion Groups

The theme for these groups will be the same as discussed during the morning, but divided between the speakers named and discussion from the floor. This plan will be followed each afternoon.

The following discussion groups will meet:

Group 1, County superintendents, J. W. Sweeney, superintendent of Elk County schools, St. Mary's, Pa., chairman. Education and finance—Paul R. Mort, Teachers College, Columbia University, New York City; Financing the rural schools—C. E. Rarick, professor of rural education, Kansas State Teachers' College, Hays, Kansas; Proper rural facilities—Ernest Burnham, Department of Rural Education, Western State Teachers' College, Kalamazoo, Mich.; Summary of theme—John A. H. Keith, state superintendent of public instruction, Harrisburg, Pa.

FRANK D. BOYNTON, *president of the Department of Superintendence, and superintendent of schools, Ithaca, New York.*

Group 2, Cities of less than 10,000 population, L. H. Bugbee, superintendent of schools, West Hartford, Conn., chairman. Other speakers include: J. C. West, Bemidji, Minn.; H. H. Davis, Columbus, Ohio; Arthur Deamer, Cedar Rapids, Iowa; H. M. Roland, Washington, N. C.; C. F. Hedges, Neenah, Wis.

Group 3, Cities over 10,000 and less than 50,000 population, Wilbur H. Lynch, superintendent of schools, Amsterdam, N. Y. Can building costs be cut? If so, how?—Roy R. Roudebush, assistant superintendent of public instruction, Indianapolis, Ind.; To what extent should school funds be used for activities not strictly classed as school work?—M. G. Neale, dean, School of Education, University of Missouri, Columbia, Mo.; The cause of increase in school costs—Louis P. Benezet, superintendent of schools, Manchester, N. H.; If the state supplies money for local school expenses, how far is the state justified in supervising schools?—William W. Fairchild, superintendent of schools, Rutland, Vt.

Group 4, Cities of 50,000 to 100,000 population, L. W. Mayberry, superintendent of schools, Wichita, Kans., chairman. What education should be publicly financed?—Frank G. Pickell, Montclair, N. J.; How a city of 100,000 people profits from an adequate statewide financing system—Paul R. Mort, New York City; Economies effected through efficient business management—Homer Shepherd, Knoxville, Tenn.; Practical economies which are put into effect in cities of 100,000 people—M. C. Lefler, Lincoln, Nebr.

Group 5, Cities larger than 100,000 and less than 200,000 population, George N. Child, superintendent of schools, Salt Lake City, Utah, chairman. The attitude of the public mind toward taxation—A. L. Threlkeld, Denver, Colo.; The relationship between financial support of education and results—C. B. Glenn, Birmingham, Ala.; Why school costs have increased in recent years—R. L. Jones, Memphis, Tenn.; Financial economies in school administration—P. C. Packer, Iowa City, Iowa.

Group 6, Cities of over 200,000 population, Frank Cody, superintendent of schools, Detroit, Mich., chairman. National aid for education—Frank W. Ballou, Washington, D. C.; State aid for education—J. A. H. Keith, Harrisburg, Pa.; The pay-as-you-go plan for capital costs—H. C. Morrison, Chicago, Ill.; A continuous publicity program—R. G. Jones, Cleveland, Ohio.

Group 7, Music Education, Will Earhart, director of music, Pittsburgh Public Schools, Pittsburgh, Pa. Values of music education in the present age—Walter Van Dyke Bingham, New York City; The place of music in the high-school curriculum—John T. Bogan, Chicago, Ill.; What company should music keep? an inquiry as to the appropriateness of music in college and college preparatory courses—Will Grant Chambers, State College, Pa.; The answer given by high schools and colleges, a report of present practise as disclosed by a recent survey—Peter W. Dykema, New York City.

Group 8, Assistant and district superintendents of schools, Frank M. Underwood, assistant superintendent of schools, St. Louis, Mo., chairman. Other speakers include: W. H. Martin, Kansas City, Mo.; E. B. Cauthorn, Dallas, Tex.; Mary A. S. Mugan, Fall River, Mass.; Edwin L. Miller, Detroit, Mich.; H. M. Buckley, Cleveland, Ohio.

Monday, February 25, 7:35 P. M.

Demonstration of Physical and Health Education by Cleveland Children

Half-hour music program, Cleveland Public Schools.

Program of physical and health education, arranged by the staff of physical and health education workers in the Cleveland Public Schools.

Tuesday, February 26, 9:15 A. M.

The Articulation of the Units of American Education

Singing—Led by Russell V. Morgan, director of music, Cleveland Public Schools.

The work of the Commission on Articulation of Educational Units, Herbert S. Weet, superintendent of schools, Rochester, N. Y., chairman.

Waste in American education through lack of coordination of the units of American education, John Dewey, professor of philosophy and dean of Columbia University, New York City.

The problem of articulation as seen by the college and professional schools, Edward C. Elliott, president, Purdue University, Lafayette, Ind.

The necessity of coordinating educational activities with public affairs, Leonard P. Ayres, Cleveland Trust Company.

Business Meeting—Reports of committees and nomination of officers.

Tuesday, February 26, 2:15 P. M.

Discussion Groups

Group 1, Joint meeting with the National Council of Kindergarten Supervisors and National Council of Primary Education; *topic,* Problems and progress in the articulation of the kindergarten and the primary grades. Julia Letheld Hahn, director of kindergarten and primary grades, San Francisco, Calif., chairman.

Group 2, The new types of organization of school units, George Melcher, superintendent of schools, Kansas City, Mo., chairman. The advantages and disadvantages of the 6-4-4 plan of organization—William J. Cooper, state superintendent of public instruction, Sacramento, Calif.; Discussion led by—John Sexson, superintendent of schools, Pasadena, Calif., and Samuel J. Slawson, superintendent of schools, Johnstown, Pa.; The Texas junior high school—M. H. Moore, superintendent of schools, Fort Worth, Texas; The possibilities of the four-year junior college—James M. Wood, president, Stephens College, Columbia, Mo.

Group 3, Where can time best be economised in reorganization of educational units?, Charles H. Judd, professor of education, University of Chicago, chairman. Other speakers include: Fred J. Kelly, Moscow, Idaho; Samuel C. Capen, Buffalo, N. Y.; C. R. Mann, Washington, D. C.; David Allen Robertson, Washington, D. C.

Group 4, Accrediting agencies and college entrance requirements, J. B. Edmonson, professor of education, University of Michigan, Ann Arbor, Mich., chairman. Other speakers include: Jesse Newlon, New York City; Lewis Wilbur Smith, Berkeley, Calif.; Jesse B. Davis, Boston, Mass.; George M. Wiley, Albany, N. Y.

Group 5, Advantages and disadvantages of the six-year high school for the larger city and smaller community, R. E. Tidwell, state superintendent of public instruction, Montgomery, Ala., chairman. The six-year high school in the American public school system—C. O. Davis, Ann Arbor, Mich.; The six-year high school in the larger urban community—C. R. Foster, Indiana, Pa.; The six-year high school in the rural community—A. W. Yawberg, Cleveland, Ohio.

Group 6, Articulating school with life, Paul C. Stetson, superintendent of schools, Dayton, Ohio, chairman. Educational Processes of the adjustment of youth to life—Howell Cheney, South Manchester, Conn.; Articulating the school with the home—Mrs. S. M. N. Marrs, president, National Congress of Parents and Teachers, Austin, Texas; Robert L. Cooley, Milwaukee, Wis.

Convention Items

SPECIAL RAILROAD RATES, one and one half fare for the round trip. Identification certificates furnished to members of the N. E. A. on request. Write Secretary J. W. Crabtree, N. E. A. headquarters, 1201 Sixteenth Street Northwest, Washington, D. C., or your state director, or your state secretary. If you neglect to get in advance your identification certificate and purchase a round trip ticket, no adjustment of fare can be made after arrival at Cleveland. Sale begins in Central Passenger Association territory February 19, final return limit March 6.

Sleeping-room reservations are handled through the Housing Committee, Albert C. Eldredge, chairman, Room 1604, Terminal Tower Building, Cleveland, Ohio.

Convention headquarters, registration, postoffice, exhibits, and general sessions are located in the Public Auditorium.

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

Group 7, Articulation problems in the field of adult education, Carroll R. Reed, superintendent of schools, Bridgeport, Conn., chairman. Administration and organization in smaller communities—W. C. Smith, Albany, N. Y.; Administration and organization in larger communities—William J. Bogan, Chicago, Ill.; Curriculum and method in larger cities, Alonzo G. Grace, Cleveland, Ohio; Curriculum and method in smaller communities—Paul J. Kruse, Ithaca, N. Y.; Randall J. Condon, Cincinnati, Ohio.

Group 8, The guidance program as a means to articulation of the units of American education, John H. Bosshart, superintendent of schools, South Orange, N. J., chairman. The effect of guidance upon articulation from unit to unit and within units—R. D. Allen, assistant superintendent of schools, Providence, Rhode Island; The effect of guidance upon the articulation of the organization—W. E. Givens, superintendent of schools, Oakland, Calif.; The effect of guidance upon the articulation of the curriculum—E. N. Ferriss, Cornell University, Ithaca, N. Y.; The effect of guidance upon teacher training for better articulation—C. D. Cooper, principal of the State Normal School, Brockport, N. Y.; Better articulation through guidance and its effect upon morale and scholarship—Elizabeth E. Packer, acting principal, New Trier Township High School, Winnetka, Ill.

Group 9, Articulation of teacher training agencies with the other units of American education, John W. Withers, dean of the School of Education, New York University, New York City, chairman. Summary and interpretation of the report of the committee on the articulation of teacher training agencies—John W. Withers; The state department of education in relation to articulation of teacher training agencies within the state—Ned H. Dearborn, state department of education, Albany, N. Y.; The university school of education in relation to other teacher training agencies within the state—D. C. Phillips, University of Missouri, Columbia, Mo.; Arts colleges as teacher training agencies—R. H. Jordan, Cornell University, Ithaca, N. Y.; Articulation of state agencies for teacher training with the field staffs of their service areas—from the standpoint of the school superintendent—T. W. Gosling, superintendent of schools, Akron, Ohio; from the standpoint of the president and faculty of the teacher training agency—Charles Foster, State Teachers College, Indiana, Pa.; General discussion from the floor—led by Arvie Eldred, superintendent of schools, Troy, N. Y.

Tuesday, February 26, 7:35 P. M.

Joint Meeting with the American Educational Research Association.

The Importance of Research as a Basis for Public School Administration, Arthur B. Moehlman, Chairman.

Functional administration and research—M. R. Keyworth, superintendent of schools, Hamtramck, Mich.

Function and value of public school research departments—W. W. Theisen, assistant superintendent of schools, Milwaukee, Wis.

The research function of state departments—J. Cayce Morrison, assistant commissioner for elementary education, State Education Department, Albany, N. Y.

University research and its value to public school administration—M. R. Trabue, professor of education, University of North Carolina, Chapel Hill, N. C.

Wednesday, February 27, 9:15 A. M.

How Can the Public Schools Better Serve Democracy by a Better Trained and a Better Selected Teaching Staff?

What a superintendent has a right to expect of an institution training teachers for the elementary schools—E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

What a superintendent has a right to expect of an institution training teachers for the secondary schools—Charles S. Meek, superintendent of schools, Toledo, Ohio.

What a rural school has a right to expect of an institution training teachers for the rural schools—Julian E. Butterworth, professor of education, Cornell University, Ithaca, N. Y.

(*Continued under Notes and Announcements*)

Builders of Our Profession

ORGANIZATION—Organization is the predominating characteristic of the day. A few years ago "trust busting" was a popular indoor sport. Today the government advises railway mergers and cooperative marketing associations. A decade ago large business organizations were feared. Today they are encouraged because the public has discovered that when properly regulated they can render better service at a lower cost.

Recently a single issue of a large metropolitan daily carried three items indicating the tendency of industry and commerce to merge their resources. Here they are:

1. New York (AP). Negotiations are under way for the purchase of the Shredded Wheat Company of Niagara Falls by the National Biscuit Company.
2. Farmers to unite in nationwide body federation to form huge cooperative service at beginning of 1929—Chicago (AP) A nationwide agricultural cooperative service to function as a trade association for farm cooperatives is to be inauguarated by the American Farm Bureau Federation—The various farmers' cooperative associations will be joined together in the national organization sponsored by the Federation for the purpose of pooling their resources—The marketing expert and chief council said the immediate effort would be concentrated on the creation of a research board or fact finding commission which would supervise the analysis of markets, give legal advice on contracts, taxes, and similar matters, and supply a transportation bureau and other special service. In establishing this new service, account has been taken of the general tendency in the direction of nationwide contracts in all major industries.
3. An editorial, The Formation in New York of a Department Store Chain which will have an annual sales volume of more than $1,000,000,000, clearly indicates the trend of American business. The new enterprise represents consolidation of twenty-two leading department stores in large cities scattered from coast to coast—The movement is significant of the new era of retailing.

We teachers are gradually coming to realize that if education is to receive the attention which it merits and to make the progress that it should make we must unite our forces and pool our resources in a great national organization. Ten years ago the National Education Association had less than 10,000 members. This year it has nearly 200,000. Ten years hence it should have more than half a million.

New Life Enlistments

TEACHERS OF PROMISE—The Association is anxious to get the names of teachers of exceptional promise. It wishes to give them words of encouragement in their work and particularly in the line of professional advancement. It would extend life membership invitations to a few of them whether they could accept at once or not. Anyone knowing such teachers is invited to send their names to J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

The following life members have been reported since the list was published in the January JOURNAL:

ALABAMA—Robert E. Tidwell.
ARKANSAS—Garth H. Akridge.
CALIFORNIA—John Stedman Carver, Margery J. Garstang, Warren O. Mendenhall, Bert F. Steelhead.
FLORIDA—Robert G. Blake, F. S. Hartsfield, M. L. Stone.
HAWAII—Ralph C. Lane, H. Alton Rogers.
ILLINOIS—Florence Donahey, Charles J. Lunak.
IOWA—Esther Helbig, Mary O'Connor, James Rae.
KANSAS—Vera Jackson.
MASSACHUSETTS—Frederic W. Kingman.
MICHIGAN—George G. Malcolm.
MONTANA—Samuel D. Largent, May Trumper.
NEBRASKA—Susan R. Frazier, Kenneth H. Thompson.
NEW YORK—Edith C. Towl.
OHIO—Jerome Hull, Robinson G. Jones, C. B. Marquand, Henrietta Schmeuszer.
OREGON—William Bryan Durland.
PENNSYLVANIA—Mary Ayres Leal, John C. Shopp, Herman M. Wessel, Ellamae Wilson.
TEXAS—J. Fred Horn.
WYOMING—The Library, University of Wyoming.

ELIZABETH CAMP, *principal of Leggett School, Akron, Ohio. The teachers of her school have recently presented Miss Camp with a life membership in the National Education Association in appreciation of her efforts to keep the standards of the school high and the spirit fine.*

Completed Enrolments

THE teachers' association is the organized expression of the teacher's professional aspirations. Through this organization the individual identifies himself with the large accomplishments of his profession as a whole. The welfare of teachers—physical, economic, social, and spiritual, cannot be effectually promoted by individual endeavor; but by group thinking and group acting, such welfare is readily secured. But the teaching profession is vastly greater than the personal interests of teachers. The child's intellectual, moral, and physical needs are paramount; the preservation of state and nation through an intelligent and socially responsive citizenship, is an important professional aim; the advancement of civilization is our ultimate purpose. To attain these purposes professional solidarity is indispensable. The teacher who stands apart from his professional associations is like the citizen who neglects to vote, declines citizenship responsibilities, and evades taxes. "Why join the teachers' association?" Because the teacher desires to be loyal to his profession and as a good citizen seeks to perform his professional obligations.—*Journal of New York State Teachers Association.*

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

Ten Years

TEXAS—*El Paso*, Aoy.

Nine Years

COLORADO—*Colorado Springs*, Buena Vista, Longfellow, Washington.
ILLINOIS—*Moline*, Lincoln, Willard.
PENNSYLVANIA—*Pittsburgh*, Knoxville Junior High.

Eight Years

CALIFORNIA—*Fresno*, Winchell.
ILLINOIS—*Maywood*, Lincoln; *Moline*, Logan.
MICHIGAN—*Detroit*, Bellevue, Greenfield Park; *Grand Rapids*, Palmer.
OHIO—*Norwood*, Sharpsburg.

Seven Years

COLORADO—*Sterling*, Sterling Public Schools, Franklin, High, Junior High, Lincoln.
ILLINOIS—*Moline*, Central Grammar, Garfield, Grennell, Washington.
INDIANA—*Wabash*, Wabash Public Schools, Century, East Ward, High, Junior High, Miami, South, West Ward.
MICHIGAN—*Grand Rapids*, Sibley.
NEW JERSEY—*Kearny*, Nathan Hale.
NEW YORK—*Binghamton*, Alfred Street.
PENNSYLVANIA—*Juniata*, Juniata Public Schools, Keystone, Logan, McKinley, Noble; *Pittsburgh*, Continuation.

Six Years

CALIFORNIA—*Los Angeles*, Cahuenga, Melrose Avenue; *Santa Monica*, Garfield, Grant, Jefferson, John Muir, McKinley, Roosevelt.
COLORADO—*Colorado Springs*, Arensdale, Whittier; *Rocky Ford*, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
DELAWARE—*Wilmington*, Number 21.
ILLINOIS—*Dundee*, Public; *Moline*, Ericsson, High, Irving, McKinley, Roosevelt.
MICHIGAN—*Grand Rapids*, Sheldon.
MISSOURI—*Kansas City*, Milton Moore.
NEW YORK—*Binghamton*, Laurel Avenue, Opportunity, Pine Street, Thomas Jefferson, Woodrow Wilson.
OHIO—*Cleveland*, Mt. Auburn Training.
UTAH—*Sevier District*, Salinda Grade.
WASHINGTON—*Hoquiam*, Central, Emerson.
WEST VIRGINIA—*Clarksburg*, Central Junior High.

Five years

ALABAMA—*Birmingham*, Glen Iris.
ARIZONA—*Tempe*, Tempe State Teachers College.
CALIFORNIA—*Danville*, San Ramon Valley Union High; *Los Angeles*, Amestoy Avenue, Home Economics Division; *Oakland*, Frich, Grant; *Pasadena*, Henry W. Longfellow.
COLORADO—*Colorado Springs*, Midland, Roswell, Steele.
CONNECTICUT—*Stratford*, Sedgwick.
DELAWARE—*Wilmington*, Number 22.
FLORIDA—*Pinellas County*, Pinellas County Public Schools, Anona Elementary, Central Primary, Child's Park Elementary, Clearview Avenue, Clearwater Junior High, Clearwater North Ward, Clearwater Senior High, Clearwater South Ward, Coffee Pot Elementary, Disston Junior High, Dunedin Grade, Dunedin Junior High, Euclid Grade, Forest Hills Elementary, Glenoak Grade, Gulfport Elementary, Harris Grammar, Lakewood Grammar, Largo Elementary, Largo Junior and Senior High, Lealman Avenue, Lealman Junior High, North Ward Grade, Norwood, Palm Harbor Elementary, Pasadena Elementary, Pass-A-Grille Elementary, Pinehurst Elementary, Pinellas Park Elementary, Rio Vista Elementary, Roser Park, Safety Harbor Elementary, Seminole Elementary, Sixteenth Street Elementary, South Side Junior High, St. Petersburg Boy's Junior High, St. Petersburg Girl's Junior High, St. Petersburg Senior High, Tampashores Elementary, Tarpon Springs Elementary, Tarpon Springs Junior and Senior High, Twenty-fifth Street Elementary, Wall Springs Elementary, West Central Intermediate.

ILLINOIS—*Dundee*, Carpentersville; *Elmhurst*, Theodore Roosevelt; *Moline*, Moline Public Schools, Central Grammar, Ericsson, Garfield, Grant, Grennell, High, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Washington, Willard, William Carr; *Rock Island*, Audubon, Edison, Eugene Field, Grant, Hawthorne, Horace Mann, Irving, Longfellow.

INDIANA—*Elwood*, Edgewood; *Michigan City*, Canada, Jefferson.

KANSAS—*Hutchinson*, Fourth Avenue, North Side; *Kansas City*, Kansas City Public Schools, Abbott, Argentine Junior-Senior High, Attucks, Bancroft, Booker T. Washington, Bruce, Bryant, Carlisle, Central, Central Junior High, Chelsea, Clara Barton, Columbian, Cooper, Douglass, Dunbar, Edison, Emerson, Eugene Ware, Frances Willard, Franklin, Garrison, Grant, Hawthorne, Horace Mann, Irving, John Fiske, John J. Ingalls, Junior College, Kealing, Library Department, Lincoln, Longfellow, Louisa M. Alcott, Lowell, Maccochaque, Major Hudson, Mark Twain, McKinley, Morse, Noble Prentis, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Whitmore, Whittier, Wyandotte High.

KENTUCKY—*Louisville*, F. T. Salisbury.

MASSACHUSETTS—*Springfield*, White Street.

MICHIGAN—*Grand Rapids*, Michigan, Turner.

MINNESOTA—*Minneapolis*, Lake Harriet.

NEW YORK—*Binghamton*, Abraham Lincoln, Christopher Columbus, George Washington, Robinson Street, Rossville, St. John Avenue.

OHIO—*Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, Firmin, Glenwood Junior High, Howard, Huber, J. C. Donnell Junior High, Lincoln, McKee, Senior High, Strother, Washington; *Niles*, Monroe; *Norwood*, Williams Avenue.

PENNSYLVANIA—*Erie*, Jones, Marshall; *Greenville*, Columbia, Junior High, Washington, West Side; *Pittsburgh*, Business High, James E. Rogers.

SOUTH CAROLINA—*Laurens County*, Laurens County Public Schools, Academy Street, Bailey, Barksdale-Narnie, Bethany, Bethel Grove, Brewerton, Centerpoint, Central, Clinton High, Copeland, Cross Hill, Eden, Fleming, Florida Street, Garlington, Goldville, Gray Court-Owings, Grays, Green Pond, Hickory Tavern High, Hurricane, Lanford, Lidia Mills, Long Branch, Mount Bethel, Mount Gallagher, Mount Olive, Mount Pleasant, Mountville, Oak Grove, Oakville, Ora, Poplar Springs, Princeton, Prospect, Renno, Shady Grove, Trinity Ridge, Wardsworth, Warrior Creek, Waterloo, Watts Mills, Youngs.

TENNESSEE—*Shelby County*, Shelby County Public Schools, Arlington High and Elementary, Bartlett High and Elementary, Bethel Grove Elementary, Bolton High and Elementary, Brunswick Elementary, Capleville High and Elementary, Coleman Elementary, Collierville High and Elementary, Cordova High and Elementary, E. E. Jeter Junior High and Elementary, Ellendale Elementary, Ernest Adams High and Elementary, Ford N. Taylor Elementary, Forest Hill Elementary, Frayser Elementary, George R. James High and Elementary, Gragg Elementary, Hollywood High and Elementary, Industrial Elementary, Kerrville Elementary, Levi Elementary, Lucy Elementary, Macedonia Elementary, M. C. Williams High and Elementary, Messick High and Elementary, Millinton High and Elementary, Oakville Elementary, Rosemark High and Elementary, Whitehaven Elementary, Whitehaven High, White Station Elementary.

Four years

ALASKA—*Juneau*, Juneau Public Schools.

ARIZONA—*Gilbert*, Gilbert Public Schools; *Winslow*, Winslow Public Schools, Coopertown, High, Junior High, Southside, Washington.

CALIFORNIA—*Los Angeles*, Amelia Street, Americanization Division, Carpenter Street, Dahlia Heights, Eighty-seventh Street, Euclid Avenue, Garfield High, Hyde Park, Lockwood Street, Reseda, Rosemont Avenue, Second Street, Sixty-eighth Street, Speech Correction Division, Theodore Roosevelt, Union Avenue, Van Ness Avenue; *San Francisco*, Patrick Henry; *Santa Monica*, Franklin, John Adams Junior High; *Wilmington*, Fries Avenue.

COLORADO—*Colorado Springs*, Garfield, Helen Hunt, Ivywild, North Junior High, West Junior High.

ILLINOIS—*East St. Louis*, Cannady, Longfellow; *Robinson*, Township High; *Rock Island*, Franklin Junior High, Lincoln Junior High.

KENTUCKY—*Louisville*, I. N. Bloom.

MAINE—*Augusta*, Williams.

MASSACHUSETTS—*Plymouth*, Cornish; *West Springfield*, Riverdale.

MICHIGAN—*Detroit*, Monteith, Pingree; *Grand Rapids*, Henry.

NEW JERSEY—*Bridgeton*, Pearl Street; *Camden*, Northeast, Sewell.

NEW YORK—*Binghamton*, Binghamton Public Schools, Abraham Lincoln, Alfred Street, Central High, Christopher Columbus, Crippled Children's, Dickinson, East Junior High, Fairview, George Washington, Health Education Department, Jarvis Street, Laurel Avenue, Opportunity, Pine Street, Robinson Street, Rossville, Special Teachers Department, St. John Avenue, Theodore Roosevelt, Thomas Jefferson, Woodrow Wilson.

NORTH CAROLINA—*Durham*, Edgemont.

OHIO—*Akron*, Frank H. Mason; *Cincinnati*, Avondale; *East Cleveland*, Shaw High; *Kenton*, East, Espy, Grammar, North, West; *Mansfield*, Senior High; *Marietta*, Washington; *Wood County*, Wood County Public Schools, Bloomdale, Bradner, Custar, Dunbridge Cygnet, Dowling, Freedom Township, Glenwood Rural, Grand Rapids Township, Henry Township, Jackson Township, Lake Township, Liberty Township, Lime City, Middleton Township, Millbury, Milton Township, Montgomery Township, North Baltimore, North Troy Township, Pemberville, Perrysburg, Perry Township, Portage Township, Portage Village, Risingsun, Rossford, Ross Township, Troy Township, Walbridge, Washington Township, Webster Township, West Millgrove, Weston Township, Weston Village.

OREGON—*La Grande*, La Grande Public Schools, Central, Greenwood, High, Riveria, Willow.

PENNSYLVANIA—*Abington*, Elementary, Glenside-Weldon, High, Highland, McKinley, North Glenside, Overlook, Park, Roslyn; *Chester*, Larkin; *Greenville*, Greenville Public Schools, Columbia, Junior High, Senior High, Washington, West Side.

SOUTH DAKOTA—*Sioux Falls*, Longfellow.

TEXAS—*Dallas*, Alamo, Ascher Silberstein, Ben Milam, David Crockett, James Stephen Hogg, Mount Auburn, Roger Q. Mills, Rosemont, San Jacinto, Stephen F. Austin, T. G. Terry, Vickery Place; *Houston*, Bowie.

UTAH—*Sevier District*, Cove.

VIRGINIA—*Richmond*, Robert Fulton.

WASHINGTON—*Spokane*, Arlington, Cowley, Mann.

WEST VIRGINIA—*Clarksburg*, Linden.

Three years

ARIZONA—*Chandler*, Chandler Junior-Senior High, Grammar.

CALIFORNIA—*Los Angeles*, Classical Center Division, Clifford Street, John Burroughs Junior High, Normandie Avenue, Primary Manual Arts Division, Soto Street, Visual Education Division; *National City*, Sweetwater Union High; *Santa Ana*, Spurgeon; *Santa Monica*, Madison Street; *Sawtelle*, Boulevard.

COLORADO—*Colorado Springs*, Pike View.

DISTRICT OF COLUMBIA—*Washington*, Douglass.

ILLINOIS—*Shabbona*, Community High and Consolidated Grade.

INDIANA—*Michigan City*, Michigan City Public Schools, Canada, Central, Eastport, Elston, Garfield, Jefferson, Junor High, Marsh, Park, Senior High.

IOWA—*Des Moines*, Webster.

KANSAS—*Pittsburg*, Eugene Field.

MAINE—*Augusta*, Webster.

MASSACHUSETTS—*Revere*, Henry Waitt, Julia Ward Howe, Theodore Roosevelt.

NEW JERSEY—*Newport*, High; *Passaic*, Lafayette; *Port Norris*, High; *Trenton*, Cadwalader.

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

OHIO—*Cincinnati*, Garfield, Twenty-seventh District; *Cleveland*, Almira; *Sycamore*, Sycamore Public Schools; *Youngstown*, Sheridan.

OKLAHOMA—*Oklahoma City*, Roosevelt Junior High.

PENNSYLVANIA—*Bellevue*, Bellevue Public Schools, Grant, Jackson, High; *Chester*, Booker T. Washington Junior High; *Delaware County*, Delaware County Public Schools, Aldan, Aston, Bethel, Clifton Heights, Collingdale, Colwyn, Concord, East Lansdowne, Eastern Thornbury, Eddystone, Edgmont, Folcroft, Folsom, Franklin, Glen-Nor Joint High, Glenolden, Kedron, Lansdowne, Leiperville, Lima, Lincoln, Lower Chichester, Marcus Hook, Marple-Newtown Joint High, Marple, McKinley, Media, Nether Providence, Newtown, Norwood, Parkmount, Parkside, Prospect Park, Ridley Park, Roosevelt, Rutledge, Sharon Hill, Smedley, Springfield, Swarthmore, Tinicum, Trainer, Upland, Upper Chichester, Upper Providence, Washington, Western Thornbury, Wheatley, Woodlyn, Wright, Yeadon; *Meadville*, Third District; *Pittsburgh*, Stephen C. Foster.

TENNESSEE—*Memphis*, West Tennessee State Teachers College and Training School.

TEXAS—*Dallas*, M. B. Lamar, Richard Lagow, Robert E. Lee; *Houston*, Harrisburg Junior High and Elementary; *Port Arthur*, Tyrrell.

UTAH—*Sevier District*, Joseph, Richfield Grade and Junior High.

VIRGINIA—*Lynchburg*, Robert E. Lee Junior High; *Richmond*, George Thorpe, Helen Dickinson, John B. Cary, Nathaniel Bacon, Randolph, Stonewall Jackson.

WASHINGTON—*Kent*, Kent Public Schools, Bowen, High Valley; *Spokane*, Lewis and Clark High.

WISCONSIN—*Ashland*, Ashland County Normal; *Madison*, Emerson, Longfellow.

Two Years

ALASKA—*Ketchikan*, Ketchikan Public Schools.

CALIFORNIA—*Bonsall*, Union; *Fallbrook*, West Fallbrook Union; *Inglewood*, Center Avenue; *Kelseyville*, Union High; *La Mesa*, Grammar; *Los Angeles*, Alessandro, Cheremoya Avenue, Commercial Education Division, Eastman Street, El Sereno, Forty-ninth Street, High School Library and Text Book Division, Kindergarten and Primary Manual Art Department, Modern Language Division, Mount Washington, Music Division, Ninety-second Street, Norfolk Street, Orchestra Division, Pacific Palisades, Penmanship Division; *Palmdale*, State Model; *Pasadena*, Junipero Serra; *Ramona*, Union Grammar; *San Pedro*, Leland Street; *Santa Monica*, Washington; *Sawtelle*, Woodrow Wilson.

COLORADO—*Colorado Springs*, Bristol, Columbia, Curtis, Liller, Lowell, South Junior High.

CONNECTICUT—*Norwalk*, Center Junior High, Marvin.

FLORIDA—*Dania*, Public; *Daytona Beach*, North Seabreeze Elementary; *Hallandale*, Public; *Palm Beach County*, Palm Beach County Public Schools, Boca Raton, Boynton High, Canal Point, Central Grammar, Central High, Central Primary, Delray High, Green Acres, Jupiter, Kelsey City, Lake Avenue, Lake Worth Junior-Senior High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Lantana-Hypoluxo, Northboro, Pahokee, Palm Beach, Riviera, Southboro, West Gate.

GEORGIA—*Atlanta*, Formwalt, W. H. Crogman; *Cedar Grove*, High.

ILLINOIS—*Decatur*, Lincoln; *Rockford*, Church.

INDIANA—*Hammond*, West Park.

KANSAS—*Pittsburg*, Central.

LOUISIANA—*Zimmerman*, Public.

MASSACHUSETTS—*Brookline*, Heath; *Norfolk*, City Mills.

MICHIGAN—*Detroit*, Burt; *Muskegon*, Pillsbury.

MISSOURI—*Kansas City*, Gladstone.

NEVADA—*Ely*, Public.

NEW JERSEY—*Ridgefield Park*, Ridgefield Park Public Schools, Grant, Lincoln, Roosevelt, Special Teachers Department, Washington High, Washington Irving.

NEW MEXICO—*Albuquerque*, University Heights.

OHIO—*Cincinnati*, Central Fairmount, Columbian; *Euclid*, Roosevelt; *Kenton*, Kenton Public Schools, East, Espy, Grammar, High, North, West; *Smithfield*, Smithfield Public Schools.

PENNSYLVANIA—*Bradford*, Bradford Public Schools; *Pittsburgh*, Daniel Webster.

SOUTH DAKOTA—*Doland*, Doland Public Schools.

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

UTAH—*Sevier District*, Koosharem, Sigurd; *Nephi*, Juab District Public Schools; *Wasatch County*, Wasatch County Public Schools, Center, Central, Charleston, Daniel, Junior High, Keetley, Midway, North, Soldier Summit, Wallsburg, Wasatch High.

VERMONT—*Brattleboro*, Oak Grove.

VIRGINIA—*Richmond*, Grace Arents.

WASHINGTON—*Hoquiam*, Junior High, Lincoln; *Spokane*, Audubon, Columbia, Young.

Current Year

ALABAMA—*Bessemer*, Clarendon, Roberts-Vanee; *Birmingham*, Cunningham, Gate City.

ARIZONA—*Kingman*, Kingman Public; *Miami*, Lower Miami Public Schools.

CALIFORNIA—*Anaheim*, Katella Elementary; Fairmont, Pine Canyon; *Irvine*, San Joaquin; *Los Angeles*, Aldama, American History and Research Division, Art Division, Barton Hill, California History Department, California Street, Course of Study Division, Eagle Rock High, Elementary Library Division, Fifty-ninth Street, Fletcher Drive, Hayvenhurst Avenue, Hazeltine Avenue, Industrial Arts Division, Ivanhoe, Magnolia Avenue, Manchester Avenue, North Hollywood, Paducah Street, Robert L. Stevenson Junior High, Sales Department, School Savings Division, Sheridan Street, Student Body Finance Division, Twenty-eighth Street, Wadsworth Street, Washington Street; *Modesto*, John Muir; *Pasadena*, Andrew Jackson, Grover Cleveland, James A. Garfield, John C. Fremont, Linda Vista, San Rafael; *San Diego*, Washington; *San Fernando*, Granada, Hagar Street; *San Francisco*, Redding; *San Pedro*, Point Fermin; *Santa Monica*, Lincoln Junior High, Twentieth Street; *Solana Beach*, San Dieguito; *Van Nuys*, Encino.

DELAWARE—*Wilmington*, Number 14.

DISTRICT OF COLUMBIA—*Washington*, Garfield.

FLORIDA—*Fort Lauderdale*, Central Elementary, High; *Pensacola*, Annie K. Suter.

GEORGIA—*Atlanta*, Smillie; *Columbus*, Rose Hill; *Fayetteville*, Fayette County High.

HAWAII—*Hana, Maui*, Hana, Haow, Kaeleku.

ILLINOIS—*Evanston*, Foster; *Harvey*, Garfield, Lincoln, Washington; *Hillsdale*, Community High; *Rock Island*, Frances Willard; *Steger*, Steger Public Schools.

INDIANA—*Fairmount*, Washington Street; *Fort Wayne*, Grasmere Heights.

KANSAS—*Vineland*, Vineland Rural High; *Wichita*, Linwood.

MARYLAND—*Baltimore*, Number 218.

MICHIGAN—*Detroit*, Angell, Moore; *Grand Rapids*, Burton, Franklin, Oral School for the Deaf, Pine; *Royal Oak*, Edwin A. Starr; *Saginaw*, Burt, Emerson.

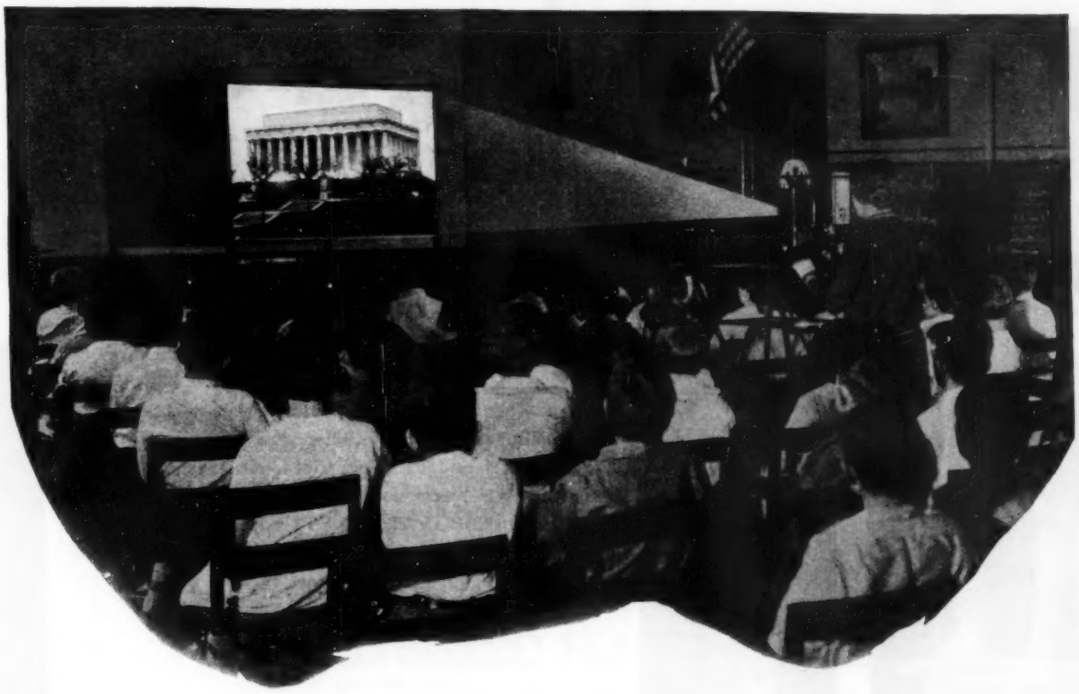
NEW JERSEY—*Camden*, Fetters; *Delanco*, Delanco Public Schools; *Long Valley*, Washington Township Public Schools; *Plainfield*, Maxson; *Port Norris*, Elementary; *Summit*, Washington.

NEW YORK—*Harriman*, Union; *Oneida*, Elizabeth Street; *Scotia*, High.

NORTH CAROLINA—*Durham*, East Durham, North Durham.

OHIO—*Cincinnati*, Clifton, Withrow Senior High; *Cleveland*, Brownell Junior High, Harmon, Wade Park, Willard; *Marion County*, Marion County Public Schools, Caledonia High and Elementary, Claridon High and Elementary, Grand Prairie Elementary, Green Camp High and Elementary, La Rue High and Elementary, Montgomery High and Elementary, Morral High and Elementary, New Bloomington High and Elementary, Pleasant High and Elementary, Prospect High and Elementary, Scott High and Elementary, Tully High and Elementary, Waldo High and Elementary; *Toledo*,

(*Continued on page* A-59)



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Atlas

NOTES *and* ANNOUNCEMENTS

Department of Superintendence, Tentative Programs (Continued)

What a teacher has a right to expect in help, guidance, and professional stimulus from the school engaging her services—Frank Pierrepont Graves, state commissioner of education, Albany, N. Y.

Wednesday, February 27, 2:15 P. M.

Discussion Groups

How Can the Public Schools better Serve Democracy by a more Careful Selection of Candidates for Teacher Training Institutions, Better Basal Training, Better Conditions for Improvement in Service, and Correspondingly Better Compensation?

Group 1, County Superintendents, J. W. Sweeney, chairman. Improvement of teachers—N. Searle Light, director, division of rural education, State Department of Education, Hartford, Conn.; Training teachers in service—Kate V. Wofford, superintendent, Laurens County Schools, Laurens, S. C.; Vitalizing teaching through motive—Marie Sorum, superintendent, Emmet County Schools, Estherville, Iowa; Summary of theme—A. E. Winship, editor, *Journal of Education,* Boston, Mass.

Group 2, Cities of less than 10,000 population, L. H. Bugbee, chairman. Other speakers include: E. W. Ireland, Stratford, Conn.; L. P. Hollis, Greenville, S. C.; J. P. Vaughan, Chisholm, Minn.; C. R. Coblentz, Eaton, Ohio; E. C. MacInnis, Jefferson, Wis.; I. H. Hart, Cedar Rapids, Iowa.

Group 3, Cities of over 10,000 and less than 50,000 population, Wilbur H. Lynch, Amsterdam, N. Y., chairman. Are the universities making adequate provision for liberal citizenship education in their programs for preparation of secondary teachers?—J. O. Creager, dean, College of Education, University of Arkansas, Fayetteville, Ark.; Salaries in teacher training institutions, are they sufficient to secure the best service?—Roy P. Wisehart, state superintendent of public instruction, Indianapolis, Ind.; To what extent are employers responsible for the success or failure of the young teacher?—John B. Heffelfinger, superintendent of schools, Newton, Kansas; Selective teacher training—Sheldon E. Davis, president, State Normal College, Dillon, Mont.

Group 4, Cities of over 50,000 and less than 100,000 population, L. W. Mayberry, Wichita, Kans., chairman. Better training for entrance—David E. Weglein, Baltimore, Md.; Training after entrance—A. H. Hughey, El Paso, Tex.; Rewards for training—Clyde B. Moore, Cornell University; Will training and rewards develop a profession?—Harry DeW. DeGroat, Cortland, N. Y.

Group 5, Cities over 100,000 and less than 200,000 population, George N. Child, Salt Lake City, Utah, chairman. Requisite qualifications of the beginning teacher and how to secure them—G. W. Frasier, Greeley, Colo.; The active teacher a constant student—Why, what, when, where?—P. P. Claxton, Tulsa, Okla.; The place, kind, and amount of supervision requisite for improved teaching service—E. W. Butterfield, Concord, N. H.; The relationship between salary schedules and teacher service—E. S. Evenden, New York City.

Group 6, Cities of over 200,000 population,

(*Continued on page* A-48)

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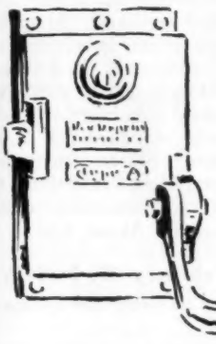

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Philadelphia, Pa.
Portland, Ore.
San Francisco, Calif.
Seattle, Wash.

(*Continued from page* A-46)

Frank Cody, Detroit, Mich., chairman. What counts in the selection of teachers?—R. L. Jones, Memphis, Tenn.; How long should be the basal training for a teacher?—M. C. Potter, Milwaukee, Wis.; What training should be given while in service?—C. W. Washburne, Winnetka, Ill.; How stimulate continuation of training while in service?—Fred M. Hunter, Denver, Colo.

Group 7, Physical and health education, Frederick Rand Rogers, Albany, N. Y., chairman. The organization of school medical service—Frederick W. Maroney, Atlantic City, N. J.; Education of the physical vs. education through the physical—Jesse Feiring Williams, Columbia University, New York City; Administrative policies in health education—Albert J. Stoddard, Schenectady, N. Y.

Group 8, Training for administration, Zenos E. Scott, Springfield, Mass., chairman. The responsibility which a profession and the Department of Superintendence must assume for establishing standards for its members—Fred Engelhardt, Minneapolis, Minn.; Current practises in selecting school administrative officers—E. E. Lewis, Columbus, Ohio; The extent to which qualifications for school administrative officers should be legally standardized in states and the United States—Augustus O. Thomas, Augusta, Me.; Professional training of school administrative officers—Thomas W. Gosling, Akron, Ohio.

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

This evening is reserved for college dinners.

Thursday, February 28, 9:15 A. M.

How Can the Convention Thesis be Answered through Character Education?

Music Program.

The scientific investigation of problems of character education—William F. Russell, dean of Teachers College, Columbia University, New York City.

Handicaps of character education in the United States—William C. Bagley, professor of education, Teachers College, Columbia University, New York City.

Character education from the point of view of the philosophy of education—John J. Tigert, president, University of Florida, Gainesville, Fla.

Reports of committees.

Thursday, February 28, 2:15 P. M.

Music Program—Cleveland Public Schools.

Introduction of Uel W. Lamkin, president of the National Education Association and president of Northwest Missouri State Teachers College, Maryville, Mo.

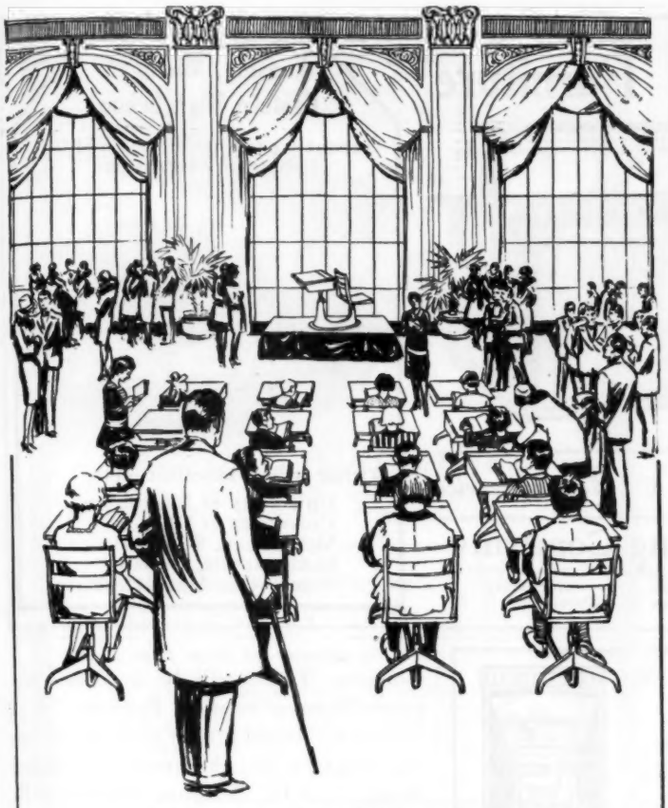
Introduction of the new U. S. Commissioner of Education.

Introduction of the newly elected president of the Department of Superintendence.

Address—Paul V. McNutt, dean of the law school, University of Indiana, and national commander of the American Legion.

THE NATIONAL Council of Administrative Women in Education will hold two sessions in connection with the Cleveland meeting of the Department of Superin-

(*Continued on page* A-50)



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(*Continued from page* A-48)

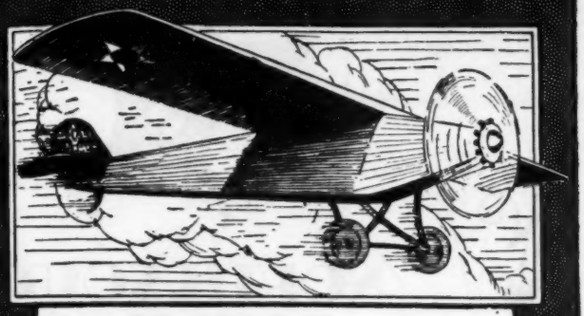
tendence. There will be a dinner program Monday evening, February 25, at 5:30 at the Hotel Statler with the following speakers on the program: Mabel Bragg, Eva G. Pinkston, Katherine D. Blake, Kate V. Wofford, Henry Turner Bailey, Uel W. Lamkin, Frank D. Boynton, and Charl O. Williams.

The second meeting will be held Wednesday afternoon at the Hollenden Hotel at two o'clock. Speakers will be: Emily Griffith, Patty Smith Hill, and Martha Berry. The annual business meeting will follow.

THE AMERICAN Association of Teachers Colleges will hold five sessions Friday and Saturday, February 22 and 23, at the Cleveland Hotel. The topic of discussion at the first session will be The Faculty with the following speakers: Sheldon E. Davis, Dillon, Mont.; O. R. Latham, Cedar Falls, Iowa; and Charles McKenny, Ypsilanti, Mich. At the second session the following speakers will discuss The Curriculum: M. E. Haggerty, Minneapolis, Minn.; Robert Clark, Charleston, W. Va.; E. S. Evenden, New York City. Extracurriculum and Extramural Activities will be the subject for the third session and the following will speak: Charles H. Judd, Chicago, Ill.; L. O. McAfee, Natchitoches, La.; and R. B. Cousins, Kingsville, Tex. At the fourth session The Student Body will be discussed by John L. Dunkle, Frostburg, Md. and Eugene Fair, Kirksville, Mo. Administration and Finance will be the topic at the fifth session with the following speakers: Ralph W. Noyer, Muncie, Ind.; A. B. Meredith, Hartford, Conn.; R. T. Wells, Murray, Ky.

(*Continued on page* A-52)

The MOCAR



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(*Continued from page* A-50)

THE DEPARTMENT of Supervisors and Directors of Instruction will hold a program at Cleveland with open meetings on Tuesday and Wednesday mornings and a luncheon for members only at the Hotel Statler Wednesday noon. The topic for discussion Tuesday will be Next Steps in Supervision and addresses will be made by: Julia L. Hahn, Arthur S. Gist, I. Jewell Simpson, and James F. Hosic.

At the Wednesday meeting the topic will be Scientific Method in Supervision as Presented in the Second Yearbook of the Department. Speakers will be: Leo J. Brueckner, Douglas Waples, Paul T. Rankin, Prudence Cutright, and Ernest Horn.

THE NATIONAL Organization of Secretaries of State Teachers Associations will hold a luncheon Monday, February 25, at the Hotel Cleveland. R. T. Ellis, secretary of the Texas State Teachers Association, is in charge of arrangements.

THE NATIONAL Council of Teachers of Mathematics will meet at Cleveland Friday, February 23, and Saturday, February 24, holding three sessions each day. Meetings are in charge of Harry C. Barber, Exeter, New Hampshire, and Fred N. Burroughs, John Adams School, Cleveland, Ohio.

A MEETING of the Daniel Guggenheim Fund Committee on Elementary and Secondary Aeronautical Education will be held in Cleveland in the auditorium of the Old Stone Church on Monday afternoon, February 25. Addresses will be made by John W. Withers, chairman of the committee and dean of the School of Education, New York University, New York City, Roland H. Spaulding, specialist in aeronautical education, School of Education, New York University, New York City, C. S. Jones, president of the Curtiss Flying Service, Inc. There will be a general discussion led by men prominent in the teaching of aeronautics in the public schools.

FOR MANY years the activities of the National Education Association have had a profound influence on the improvement of salaries for teachers in elementary and high schools. In recent years it is increasing its efforts to improve salaries in the colleges and universities. Secretary J. W. Crabtree has broadcast the following statement:

It is generally conceded that college instructors and professors constitute the worst paid group in the teaching profession. The seriousness of this oversight is readily appreciated when we take into account the fact that no group of teachers receives pay in proportion to the services rendered. College authorities are fully aware of this condition. They throw the responsibility for it on state legislatures and educational foundations. They claim that it is much easier to secure funds for buildings and equipment than for increasing the pay of professors. I have sometimes wondered whether these authorities make the same determined effort for adequate pay for the staff that they make for a larger campus and for additional buildings. I wonder whether they realize as fully as they think they do that men and women, not buildings, make the college or university.

It is surprising that the college can hold as many of its high class instructors as it does on present salary schedules. The effect is being felt, however, and with the continuance of low pay it must in the course of time be disastrous to the institution. Perhaps the staggering freshman mortality of recent years is in part due to inefficient teaching in the freshman year.

Should members of the legislature in each of forty states become convinced as I am convinced that freshman mortality could be greatly reduced by increasing the efficiency of the teaching staff, there is no question but that funds would be added to appropriations for the specific purpose of increasing salaries.

The press has already poked fun at colleges because of this situation. The press and the

(*Continued on page* A-55)

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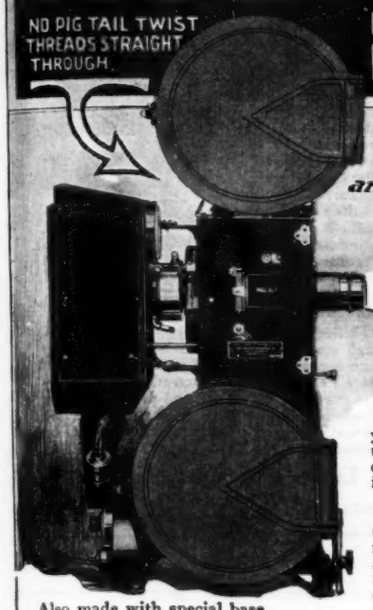

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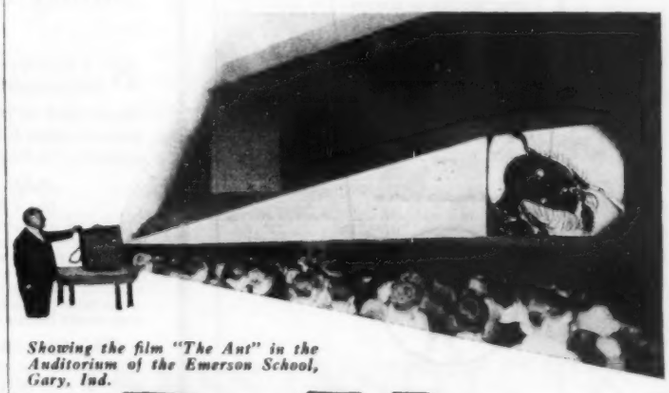

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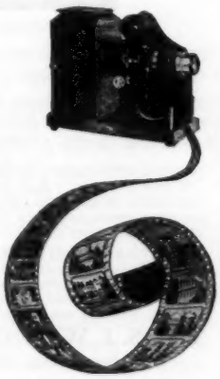

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(*Continued from page* A-52)

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THE FOLLOWING opportunities in foreign summer schools for 1929 are given here in advance of the complete list because of the necessity of planning attendance further in advance. This list was assembled by Adele Humphrey, viceprincipal of the Polytechnic High School of Los Angeles, California, who prepared the list which appeared in the May, 1928, JOURNAL.

University of London: Holiday Course for Foreigners. July 19-August 15, 1929. Lectures by L. U. Wilkinson on contemporary English writers, W. Ripman on sounds of modern English, Gilbert Slater, British contributions to European culture, Allen S. Walker, the history of London and English architecture. Classes in phonetics and conversation. Director, Walter Ripman, M. A.

Austro-American Institute of Education, Elizabethstrasse 9, Vienna I. July 17-August 13. Courses in German language, lectures, excursions to children's clinics, kindergartens, community houses, state boarding school, etc.

(*Continued on page* A-59)

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Outstanding among the activities of the Institute has been the publication of three graded supplementary school readers of unusual charm and value, written by authorities, well illustrated, pedagogically sound, aimed at inculcating habits as well as knowledge. These cleanliness stories and texts have been instantly popular with school administrators and teachers. School leaders have asked for hundreds of thousands of copies.

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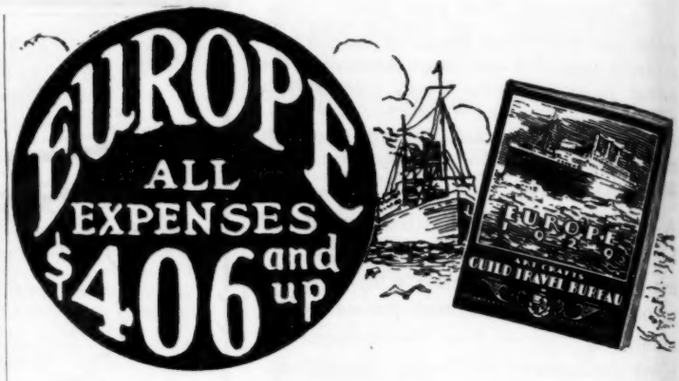

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(*Continued from page* A-55)

University of Grenoble, France. July 1-October 31. Elementary and advanced lectures in French language, civilization, and literature for foreigners. Special work in phonetics. Visits to places of interest in mountains of Dauphiny and Savoy, and to the towns of the Rhone valley and the Riviera.

University of Paris. July 1-October 28. Director, Henri Goy. Courses in French literature, general history of France, history of art, history of ideas in France, history of French civilization.

University of Berlin; Potsdamerstrasse, 120, Berlin W. 35 from middle of July to last of August. Lectures on German literature, art, history, educational matters, and economic relations. German language, phonetics, conversation classes; visits to museums, schools, etc.

University of Göttingen. Month of July. Herr Gossman, Sekretariat. German language, philosophy, and pedagogy, economics and sociology, history, pure and applied mathematics, and physics.

University of Hamburg—month of August and fortnight's tour of Germany. Edmund Siemersallee Hamburg, 13. German language, economic and intellectual life of Germany, organization of public welfare.

University of Heidelberg. Augustinergasse 15. Month of July. German language, literature, folklore, music, art, history, economics, medicine, chemistry, and geology. Heidelberg festival plays will be presented.

Associazione Italo-Americana, 271 Corso Umberto I, Rome. July and August. Italian language and literature, art and archaeology, economic, industrial, and social development of Italy. Courses given at University of Rome especially for American students and teachers.

Bureau International d'Education, 4 Rue Charles Bonnet, Geneva, Switzerland. Last two weeks in August. The work of the League of Nations; development of international cooperation.

Institute Jacques Dalcroze, 44 Terrassiere, Geneva. Ten days in August. Rhythmic movement, plastic, solfege, and improvisations. Four lessons a day.

Institute J. J. Rousseau, 4 Rue Charles Bonnet, Geneva. Two weeks in August. Psychology of the child and experimental psychology.

Université de Genève—July and August. Modern French language and literature: Literary analysis, classical literature, French spiritual life, art, excursions, opportunities for sports and Alpine climbing. Social and theatrical evenings.

Center of Historical Studies, Madrid. Director, Homero Seris, Almagro, 26, Madrid 4. Month of July. Spanish language, grammar, phonetics, literature, art, and history. Classes in conversation and composition. Contemporary literature, Spanish life, music, and commercial course in Spanish. Visits to museums and excursions to other cities.

University College of South West of England, Exeter, Devon. Professor J. W. Schopp, M. A. Month of August. English language, literature, phonetics, life, and institutions.

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(*Continued from page* 68)

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PENNSYLVANIA—*Pittsburgh*, Perry High, Sterrett; *Radnor Township*, Rosemont, Wayne Grammar, Wayne Primary; *Reading*, Continuation.

SOUTH CAROLINA—*Parksville*, Washington Consolidated High; *Silverstreet*, High.

TENNESSEE—*Cleveland*, Mayfield; *Knoxville*, Mountain View, West View; *Memphis*, A. B. Hill, Bruce, Snowden Junior High; *Tyner*, High.

TEXAS—*Dallas*, City Park, Cockrell Hill, Eagle Ford, George Peabody, Love Field, Maple Lawn, William B. Travis.

UTAH—*Sevier District*, Central, High, Monroe Grade.

VIRGINIA—*Newport News*, Woodrow Wilson; *Richmond*, John Smith, Ruffner.

WASHINGTON—*Hoquiam*, Washington; *Spokane*, Libby Junior High, Madison.

WYOMING—*Casper*, Willard.

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