

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

The Cleveland Convention— <i>Editorial</i>	101
Organization—The Way Out— <i>Frank D. Boynton</i>	102
The County Unit in Webster Parish— <i>E. S. Richardson</i>	103
A Guidance Nursery— <i>Arnold Gesell</i>	105
The Crucial Problem of the Next Decade— <i>William C. Bagley</i>	107
What Company Should Music Keep?— <i>Will Grant Chambers</i>	108
Teacher Training as a Career— <i>Charles A. McMurry</i>	109
May Day 1929 Play Day— <i>Lucy Oppen</i>	111
Getting Ready for Geneva— <i>Augustus O. Thomas</i>	113
The Child-Centered School— <i>W. Carson Ryan, Jr.</i>	114
First Class Ideas from Cleveland— <i>Extracts from addresses</i>	114
A Remarkable Editorial— <i>The Cleveland Resolutions</i>	115
Principles of Educational Articulation— <i>John Dewey</i>	117
Schoolroom poster— <i>Horace Mann</i>	118
Mental Health and Social Adjustment— <i>Daniel Wolford La Rue</i>	119
Teachers' Salary Trends and Buying Power— <i>Statistics</i>	120
Vitalized Group Study and Faculty Meetings	121
The Teacher's Own Health Card	122
Opportunities in Summer Schools—1929— <i>Assembled by Adele Humphrey</i>	123
Selecting the National Flower— <i>Paul F. Hannah</i>	131
The Rights of the Child—Habit— <i>Harold Saxe Tuttle</i>	132
Builders of Our Profession	133
Notes and Announcements	A-110

Published monthly, except July, August, and September, by the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

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

Applying New Principles

GROWTH IN SPELLING

By EDWARD L. THORNDIKE
and JULIA H. WOHLFARTH

TWO distinguished authors have produced a textbook that will stimulate real all-around growth in pupils' ability to spell. It applies:

1. The psychology of learning
2. The findings of exhaustive analysis of word lists
3. The facts of school life

In its carefully selected and graded vocabulary, in its new testing and teaching devices, and in its underlying aims and methods this is an outstanding modern speller for immediate consideration.

Send for further information

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago

NEW BOOKS

Nyberg's Geometries

By JOSEPH A. NYBERG, M. S.

*Instructor in Mathematics, Hyde Park High
School, Chicago*

PLANE GEOMETRY
302 pp., \$1.24

SOLID GEOMETRY
(Nearly ready)

AN outstanding feature of these books is the skill with which they anticipate the pupil's difficulties. They teach him how to plan his methods of attacking a problem and by easy questions guide him in the working of originals. Each page is made a unit of work. Both books are in accord with the findings of the National Committee on Mathematical Requirements.

American Book Company

New York Cincinnati Chicago Boston Atlanta

WINSTON

FORWARD MARCH

WITH

THE NEW WINSTON READERS

By SIDNEY G. FIRMAN and ETHEL MALTBY GEHRES



More than 7,000,000 boys and girls have learned to read with the previously published series, THE WINSTON READERS. And now, a new series is available. There is nothing revolutionary about this new series. The time-tested method and many of the features originating in THE WINSTON READERS have been retained. But there are many new features—the vocabulary has been made to conform to the Gates List; new content has been added which includes silent-reading exercises, work-type material, comprehension checks for every unit, and so on. As in all things, the passing of time has shown the desirability of slight changes and additions. THE NEW WINSTON READERS come to you as the ultimate in a series of basal readers. The first published series needs merely to step to one side while a more modern and equally distinctive series, THE NEW WINSTON READERS, continues a *forward march*.

Complete information upon request

THE JOHN C. WINSTON COMPANY
WINSTON BUILDING PHILADELPHIA
CHICAGO ATLANTA DALLAS SAN FRANCISCO

FOR TEXTBOOKS

The Cleveland Convention

ANIMATED by a growing sense of America's destiny and the place of education in that destiny, the members of the Department of Superintendence and allied groups met in Cleveland the last week in February in such mighty force as to crowd the facilities of that capacious city. It was an all-American convention of fine and responsible people—newspaper reporters noted their kindness and keenness, their integrity and friendliness. Behind the scenes there was a large amount of committee work which laid the basis for constructive effort throughout the coming year. This dynamic interest in the problems of the profession was a leading characteristic of the Cleveland convention. Hundreds of addresses showed careful preparation. College men were much in evidence. The convention itself was an example of that articulation in education which is the theme of the Seventh Yearbook of the Department of Superintendence.

President Boynton is to be congratulated on having built his program around the theme of democracy and citizenship. He focused attention on the need for meeting constructively pressing problems of educational finance. As someone remarked, "The critics of education met at Cleveland more intelligence and less belligerence." There was a sincere effort on the part of school leaders to consider how the money available for education may be spent with the maximum efficiency.

The convention as a clearing-house—In his radio address introducing the convention to the citizens of the city, Superintendent R. G. Jones pointed out that it is really a great clearinghouse of education. After describing the National Education Association in its growth and service, he called attention to the fact that everywhere school officers are looking for talent and that the quiet search goes on during the convention in a thousand conversations.

Physical and health education visualized—Cleveland schools are noted for the excellence of their work. At the Monday evening session thirty-two hundred pupils and teachers presented in the Public Auditorium a visual interpretation

of physical and health education in the Cleveland public schools.

Interest in educational philosophy—"The Cleveland convention plowed



FRANK CODY, president of the Department of Superintendence, 1929-30, and superintendent of schools of Detroit where he has been since 1919. He was elected at Cleveland without opposition. Superintendent Cody believes that the schools belong to the people and has been unusually successful in maintaining close cooperation between teachers and parents.

deeper than any other I have ever attended" said a veteran of many conventions. "There was a tendency to go into the more fundamental aspects of educational values and to weigh the fruits of the scientific movement in education in the light of their larger relations." Perhaps as the pressure of physical expansion of school plants which followed the war, grows less, educational workers can give more attention and time to the consideration of the higher things.

State teachers colleges coming into their own—The American Association of Teachers Colleges is one of the most important departments in the Association. Through its able committees it has set up an inspiring program for the improvement of schools for the education of teachers. The work has been under-

taken in a spirit of goodwill and mutual helpfulness and is a fine example of what can be done through clear vision and hard work. The state teachers colleges are determined to make themselves the best colleges in America.

Rural education moves ahead—One of the strongest programs of the convention was presented by the Department of Rural Education. There was increasing appreciation of the rural child's right to a fair start. Leading topics were professional county superintendents, better trained rural teachers, larger units of administration, parent-teacher cooperation, and effective supervision.

Good music on time—Convention music is often a problem. The people who plan this music sometimes forget that the main business of a convention is business. Russell V. Morgan, supervisor of music in the Cleveland schools and his able assistants, provided just the music to create the right atmosphere. Music features began on the minute and ended when the time was up. They were appropriate, inspiring, effective, and appreciated.

Faithful to the end—The all-star program of the final session on Thursday afternoon held the crowd to the end. There was brilliant music and a speaking program that included President Lamkin of the National Education Association, United States Commissioner William John Cooper, President-elect Frank Cody, and Commander Paul V. McNutt of the American Legion.

A well-managed Convention—The meetings of the National Education Association are noted for the effectiveness of their management. The Cleveland convention was especially well handled. In addition to the general sessions of the Department of Superintendence, 113 other meetings were regularly scheduled in halls suited to their needs. The exhibit was the largest so far held. The attendance was 11,491 on Monday, 9391 on Tuesday, 9272 on Wednesday, and 7006 on Thursday. Five years ago the exhibit contained 135 units, this year 360; five years ago 113 firms, this year 275. The Cleveland committees and city authorities did their part with unusual skill.

Organization—The Way Out

FRANK D. BOYNTON

THERE is at present a vast amount of organization in the field of education; but its purpose has been predominantly the improvement in professional equipment of its individual members. The result has been a growing public recognition of these organizations as bodies of experts better qualified to advise with reference to educational legislation than any other group; and this recognition has naturally led the organizations themselves to an increasing realization of their own power and a growing ability to use it. Already in several states teachers maintain a central office at the state capital, and the profession maintains national headquarters at Washington. Through parent-teacher associations and other child welfare organizations with which they maintain more or less close affiliation, they are exercising a steadily increasing influence upon legislation. In some states teachers are already so well organized and financed that it is exceedingly difficult to pass laws affecting educational procedure to which they are opposed.

And already certain "interests" are vociferously denouncing the "teachers lobby." That teachers should maintain a lobby seems somehow to convey a peculiar shock to their sensibilities. Now just why? There are lobbies and lobbies. Whether a lobby is socially desirable or socially reprehensible all depends upon the motives which actuate it and the methods by which it conducts its business. Every great economic and industrial enterprise, every sort of selfish "interest," maintains at Washington and at state capitals well paid lobbies. Groups interested in tariff revision, in public utilities, in insurance, in a thousand and one industrial enterprises, send their representatives to hover about the legislative halls at each legislative session. No hesitation here about bringing "influence" to bear on statesmen. To the protests of any of these "interests" against the teachers lobby, therefore, the sufficient answer is the reply of Shylock, "The villainy you teach me I will execute." Lobbying is as legitimate an activity of one group as of another; and thus far certainly the teachers lobby, so far as there may be said to be one, has avoided the scandals which smear many a page of the record of other lobbies. To the silly argument that because teachers are public servants paid

from public funds the maintenance of a lobby to further their interests is shockingly out of place, it is sufficient to reply that the public also rides on railroads, takes out insurance, buys silks and

Education

HERBERT HOOVER

ALTHOUGH education is primarily a responsibility of the states and local communities and rightly so, yet the nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Selfgovernment can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The nation has marched far beyond that. The more complex the problems of the nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We cannot hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership.—From the Inaugural Address.

gasoline, uses electricity, has accounts at banks and department stores, and buys shoes and automobiles as well as education. When all these "interests" abolish their lobbies and keep out of politics, there will be less need of a teachers lobby to safeguard the rights of childhood and their own.

As a matter of fact, what is needed is bigger and better teachers lobbies. Through our organizations and leaders, through state departments of education and other child welfare organizations, we should bring increasing pressure to bear on educational legislation. Too long have we left this great responsibility to those whose major interests lie in other fields.

That is why education is today the most inadequately financed of any of the great public enterprises. That is why teaching is proverbially the most poorly paid of any of the professions.

Since I have been superintendent of schools in Ithaca I have known a man, starting with me at my salary level, to rise in manufacturing to a financial position where, sitting on the same board of directors, I have seen him write and give away a check for a sum greater than my city ever paid me for a year's work. This experience can be duplicated in every city in every state of the Union. I would not be misunderstood. I feel no personal envy of this man nor of the thousands he represents. I am not grieved that not one of the fifteen hundred new millionaires reported in 1927 was a teacher. But unless society can be led or driven into offering rewards for the training of its children more nearly comparable to those it is willing to pay to the makers of its automobiles, it must expect to see a large proportion of its finest potential teaching ability expending itself in business and industrial enterprise. Isn't it a fair question, even if disturbing to the established order, to ask: Are these material things more important than the training of youth in which is wrapped up the general welfare?

At present it would seem that the way out is through organization, through the selection of leaders of ability and courage, and through the adoption of all legitimate methods which other interests and blocs have used successfully. Thus may we hope to hasten the day when bankers and manufacturers cease to draft the laws for the control of public education. We have been piously told that ours is a noble profession. Let us make it an effective one for the protection of our own interests and the interests of the youth intrusted to our care. Let us remember that when we entered upon the profession of teaching we did not lay aside a single duty, responsibility, or privilege which other citizens enjoy. We are still Americans with all the rights and privileges thereunto appertaining. Let us not be deterred from using them effectively by any cry of "Wolf, wolf" from the camp of the "interests."—From an address before the Department of Secondary School Principals at Cleveland, February 25.

The County Unit in Webster Parish

E. S. RICHARDSON

Superintendent, Webster Parish Schools, Minden, Louisiana

SOME findings gathered firsthand on an auto trip made recently through six southern states gave part of the background for this article. In addition, I talked to many school men and citizens on prevailing school conditions in their respective communities.

A certain county has a total assessed wealth of fourteen million dollars of which twelve million is located in the city, the county seat. The same number of educables live outside the city limits as live in the county seat. The children in the county seat enjoy a modern, first class city school system. The county is divided into fifty-five small distinct school systems, all of which are obviously very poor. In another state, a certain college city has an assessment of fifty-eight million dollars. The county, excluding the city proper, has an assessed wealth of only twelve million. There live as many children of school age in the county outside the city as live in the city. The city's actual wealth comes from the productive farms in the surrounding country. Is there anything very strange about the cause for inadequate rural school facilities in the counties in which these two cities are located?

In the trade territory near these cities I soon discovered that the country children had been penalized because they had not been born in one of the nearby cities.

The antiquated, dilapidated one, two, and three-room school buildings bore mute testimony that democracy in educa-



A HOME economics class in a Webster County school. The girls learn enjoyment of household tasks through the satisfaction of being able to perform them well.

tion in that territory was a farce. Both school officials and the people in the cities and towns of this area spoke of the superior advantages being given their children, their trained teachers, the breadth

and richness of their courses of study. No mention, however, was made by them of the thousands of country children on the farms just outside the gates of their cities who for lack of funds and by the prevailing district school system are forced to attend school in miserable little school-houses where incompetent teachers teach for a short time.

Where such glaring inequalities exist almost in sight of our American cities and towns I see no ray of hope for the education of the farmers' children until the whole scheme of school machinery is changed and placed on a permanent, democratic, workable, business-like basis with larger units of taxation and administration, embracing cities and towns. Such flagrant discrimination in educational opportunity is growing greater.

In the September number of *World's Work*, T. N. Carver of Harvard University, an authority on agricultural economics, writes that America's greatest rural needs are schools, hospitals, and roads. The greatest of these, he says, is schools. He also says that the largest single factor in American life, either urban or rural, is the school. He further states that the greatest single advantage of living in the city over living in the country is the superiority of the city schools over those in the country. He says that the greatest single thing that



could be done toward making country life as attractive as city life would be to place in reach of every country child as good a school as is provided for the city child.

Webster Parish has reached the goal that Dr. Carver has mentioned so far as educational democracy is concerned. There is nothing phenomenal about any individual school in Webster, either in the matter of buildings, equipment, or course of study. There is this fundamental and wide difference, however, that makes Webster's schools outstanding. The real intent of the framers of both our state and national constitutions is being carried out in giving to all the children the same educational opportunity.

This democratic transformation has been brought about gradually after a careful planning with a definite aim in view. January 1, 1921, found Webster with a parishwide tax of five mills for school maintenance, with one large and three small high schools, and with thirty-five one and two-room schools. Most of them were located in a haphazard way, some on dry weather roads, others on no roads at all. During the year a careful survey was made of the parish schools with a view of inaugurating a business-like program of consolidation on a parishwide basis; a program that when achieved would enable every child in the parish to live at home and at the same time be given the same advantages that the parish was then giving a few fortunate children who happened to live near one of the high schools. This program also contemplated that the wealthy centers would assist in the maintenance of the schools located in the poorer communities. The plan was presented to the parish board where it met with unanimous approval. From that time until now, with a constant changing personnel of the board, not a single vote has been cast against the original program. In view of the road conditions at that time and the existence of a large number of small communities, the board's plan seemed a little ambitious and impracticable. Many citizens prophesied failure and bankruptcy of the parish. The idea of "equal educational opportunities for all the children" had to be "sold" to the people gradually. The story is too long to relate, covering seven years of hard work by school officials but the people caught the idea and are now heartily in favor of the parishwide program.

During these years under the county unit form of school government Webster Parish schools have attained the following standards of efficiency: Today there are ten high-school centers instead of thirty-nine. Each community enjoys a commodious, modern, up-to-date school plant, each located on sites ranging from eight to thirty acres. All buildings are brick except one. All buildings are electrically lighted, steamheated, equipped with sanitary appliances, hot and cold baths, furnished with deep well water served through sanitary drinking fountains. Principals' homes are being provided. Each school is in charge of a competent trained principal of known educational leadership and ability who is required to devote at least one third of his time to actual classroom supervision. The children are being taught by competent faculties paid according to a uniform salary schedule. Teachers are carefully selected and supervised by competent supervisors. Elementary teachers are required by law to have at least two years of teacher training work above graduation from a four-year high school. Teachers of high-school subjects are required to hold college diplomas. Elementary teachers have charge of not more than one grade.

In order to give all the children of the parish the advantages of such schools and equipment as mentioned above, fifty-three auto buses, with a capacity ranging from thirty-five to seventy-five, have been provided to bring children from the farm homes that are over two miles from the schools. The classrooms are equipped with the necessary teaching materials for the respective grades. The health of the children is carefully guarded by an efficient health staff. Extra food is provided for malnourished children. Serums for the most common local preventable diseases are furnished free. The sanitary staff furnishes to the school board monthly a sanitary report on each of the school plants.

The farmers of the parish are greatly pleased with the new order of things for the reason that their children can receive the advantages of high-school training without the parents having to board them or move to town. They have their children around their fireside at night and at the same time they are getting the same type of training as is being given the children of the merchants, bankers, and business men in the towns and cities.

Their farms have been greatly enhanced in value due to the parish-wide school organization. The bankers and merchants are pleased because the country and town are now one and the same great community. Urban and rural prejudices have been eliminated.

We have only one superintendent to the county (parish) in Louisiana. The schools in the country enjoy the same standard of supervision as do the schools in the city. In the centralized county unit system there is no duplication of effort in school administration. The parish board of Webster is composed of seven members, elected by the people for a period of six years; one third of them go out every two years, which makes our board stable and free from politics. The election of school board members is not held at the time of the general election, but at the time of the congressional election, when local politics are not so agitated. The parish superintendent is the secretary-treasurer of the board, nominates all teachers, and appoints the office staff and all supervisors with nominations subject to the approval of the board.

The county unit method of operating schools is simply the application of business methods to school procedure. Can we expect to get the best results educationally for the people's money when we continue to operate schools on the antiquated system of twenty-five years ago?

In addition to giving urban and rural children the same educational advantages, the taxpayers are saved thousands of dollars annually by a reduction in overhead expenses in the matter of handling of all funds, purchasing of supplies, furniture, equipment, etc., in large quantities. We save annually in insurance alone \$1000.

The board has located at Minden, the capital of the parish, a large fireproof general store and warehouse where all supplies are purchased in large quantities and delivered to the schools as needed. Part of the profits made on supplies is used in defraying the expenses of the construction foreman or utility man who is furnished with a truck and devotes his whole time to keeping the school plants and buildings in good repair.

When our law makers and educational leaders give a wider interpretation to the meaning of democracy educationally, when they interpret its meaning in terms of society's responsibility to the child, then America will have "equal educational opportunities for all the children."

A Guidance Nursery

ARNOLD GESELL, M. D.

PERHAPS the best way to explain the guidance nursery of the Yale Psycho-Clinic is to relate briefly how this new field of work came to be developed. The clinic was established in 1911. Its first headquarters were in the public schools of New Haven. Its purpose was to make psychological examinations of backward and handicapped pupils and to give advice in regard to their educational treatment.

The office of the clinic was soon moved to the New Haven dispensary of the Yale School of Medicine. The dispensary had the usual medical clinics to which children of all ages were referred. In the same building was an infant welfare center to which the mothers brought their tiny babies for periodic examinations. Although in the beginning our clinic limited itself chiefly to children of elementary school age, we naturally took a marginal interest in the non-school going infants across the hallway, who by their presence (and by their crying!) seemed to say, "You will have to reckon with us later."

Weekly and monthly these infants were carefully weighed to determine their physical growth. This early systematic supervision of bodily nutrition is of first importance. In no small measure the *physique* of the school child is determined in the foundational years of infancy.

But while the body grows, the mind grows too. No false distinctions indeed should be made between these two forms of growth. We became interested in the early mental growth of both normal and handicapped infants. Several hundred infants and young children were studied at 4, 6, 12, 18, 24, 36, 48, and 60 months of age to determine their characteristic behavior at these advancing age levels. The children were observed in their homes and in the clinics and records were made of their motor capacities, their language, their adaptive behavior, and their personal habits. It became increasingly evident that infants show individual psychological differences and also deviations in mental health similar to those of school children. It also became evident that the foundation of mental health, like that of

physical health, is in no small measure laid in the preschool years.

Not only were there young children of subnormal intelligence, and children with defects of seeing, of hearing, or of motor control; but large numbers of relatively normal children as follows: (a) Children



AT THE brink of the playpond. By using the floating toys, the sticks to poke with, and the strings to pull with, the children have endless opportunities for constructive play.

with defects of speech and with repressed conversation. (b) Children with faulty personal habits of eating, sleeping, rest, play, elimination. (c) Children with faulty emotional or personality trends—over-timid, over-aggressive, over-dependent, negative, and unstable.

Individualized child guidance measures are needed to meet these numerous problems of mental hygiene. And if our measures are to be timely and preventive, they must begin early. They must begin in the kindergarten years and in the important home years while the child is undergoing his fundamental growth.

In 1926 a grant of funds by the Laura Spelman Rockefeller Memorial made possible the extension of the work of the Yale Psycho-Clinic in the field of child development. A program of intensive investigation of the mental growth of normal infants in the first year of life was undertaken. It was also determined to

develop procedures in the field of early child guidance.

The Guidance Nursery was established as an adjunct of the service division of the clinic. It is a device for the observation and guidance of young children; and also for the guidance of parents who are perplexed with the behavior problems which their children present. The Guidance Nursery lacks many of the characteristics of a school, and yet it is designed to be an educational tool. It is operated like a service unit on an appointment basis. The procedure is constantly varied to meet the special needs of the individual child or parent. The guidance work is on a dispensary basis.

The Guidance Nursery, therefore, has no fixed enrolment like the ordinary nursery school. Its activities and attendance vary from week to week and even from day to day. It is in charge of a guidance worker who has a background of experience with children of kindergarten and preschool age. Sometimes she works intensively with one child; more frequently she works with small groups of three, four, five, and six children, usually from eighteen months to five years of age. The number of times which any given child comes to the nursery is indeterminate and depends upon the amount of adjustment or education which is needed. At first a child may attend two or three times a week; later, only once a month. Much depends upon the nature of the problem and upon the needs of the parent.

Child guidance and parent guidance are carried on conjointly in natural relations with each other. One of the aims of the Guidance Nursery is to demonstrate methods of child care which can be carried out in an ordinary home and, to a large extent, even in an ordinary schoolroom. These methods are simple in principle and require no unusual equipment.

The purpose of the equipment of the nursery is not merely to furnish amusement for the child; but to give him a chance to show his true traits and abilities, both in independent and in social situations. There are plenty of opportunities for him to "work" at problems

requiring intelligence, motor coordination, conversation, and emotional control. Best of all he is anxious to come back on the morrow. With the oversight of the guidance worker, he learns to make new adjustments. The guidance worker does not "teach" him in the ordinary sense. She "guides" him. There are no set lessons, but there are genuine life lessons in his new experiences.

The mother also may get a fresh and more wholesomely detached point of view by observing his behavior through the segregative screen of the observation alcove. This screen is so constructed that the mother can see her child at close range, while she herself remains invisible. Of course she may take a station in the nursery itself; but there is a distinct psychological advantage in the more detached view of the child's behavior, which she gets from her special observation post.

It should be emphasized that the nursery equipment is simple and that the essentials could be duplicated anywhere. Even the playpond is of very simple construction. It consists of nothing more than a shallow basin (four feet by six feet) made of galvanized sheeting. The basin is painted a marine green and supplied with a central fountain which makes a pleasant sound when it is playing. Planks serve as bridges. Water has great educational value as well as interest for young children.

A large observation room is not, of course, indispensable. The panels of the door of the cloakroom (indicated by H on the diagram) are provided with an

observation screen which can be advantageously used by one or two observers. This screen is made of ordinary commercial wire screen (sixteen mesh) painted with several thin coats of white enamel on the surface which faces the nursery. These observation arrangements serve to reinforce the actual guidance work.

This guidance procedure varies with each individual case. Typically the different steps are as follows:

A request for an appointment and a consultation concerning a concrete report of the behavior problem. Usually the mother brings the child to the clinic on the first visit.

A psychological examination of the child in the service clinic.

Observation of the spontaneous behavior of the child in the guidance nursery.

A conference of the guidance worker and of the clinical examiner, which leads to the planning of a special guidance program.

Return visits of the child to the guidance nursery, once, twice, or oftener, a week.

Occasional return visits by the mother to give her an opportunity to observe the child and to learn, through the demonstration of the guidance nursery, the methods to be used.

Conference with the mother to show how similar methods may be used at home.

Follow-up visits of child and parent to continue guidance and supervision.

The parents, like the children, are, for the most part, seen individually. The guidance takes the form of consultation and conference rather than formal group instruction. The problems of child management are discussed in terms of the specific child and concretely in relation to his reported behavior and his actual behavior at the clinic. Thus the parent guidance and the child guidance are car-

ried on conjointly in a natural context and in direct relation to a concrete situation.

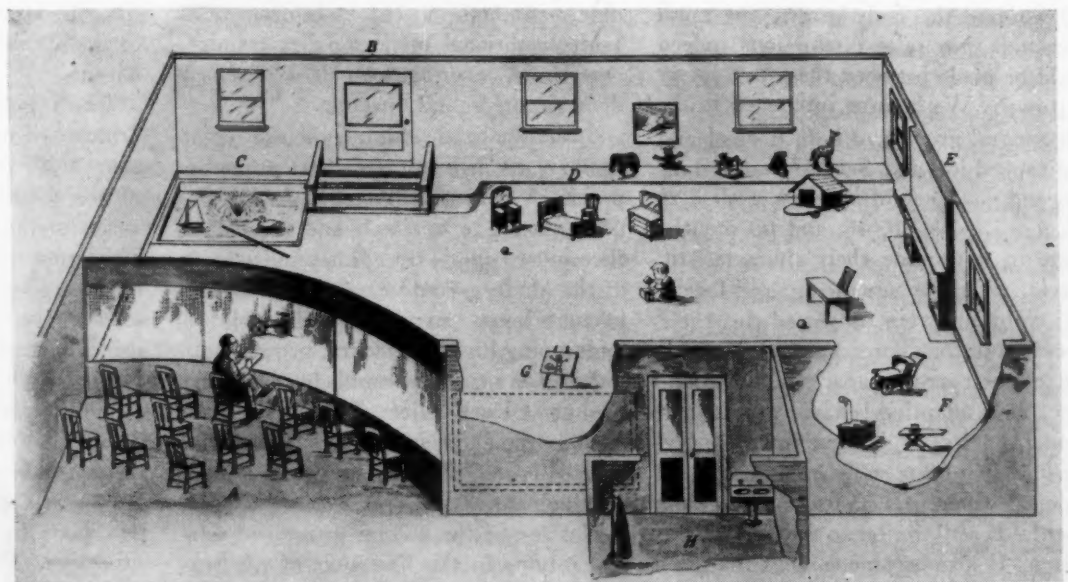
We have tried to demonstrate that in many different types of child development problems *occasional contacts* with a guidance center are effective, and that daily attendance is not necessary to accomplish positive results.

Individualized child and parent guidance, therefore, represents a concept of education and a method of approach which takes us away from the everpresent danger of congregate institutionalization. Even the kindergarten, which is one of the freest agents in our school system, has imitated too closely the organization of the primary school. There is danger that the nursery school will be conceived too much in conventional school patterns.

The modern hospital, the library, the social settlement, and the child health center illustrate individualized flexible methods of procedure which in some measure can be incorporated into school practise. Indeed it is quite probable that the schools of the future, particularly in the kindergarten and prekindergarten fields, will readjust their present methods and adopt a more flexible policy.

Meanwhile there are unlimited ways in which the general idea of individual guidance can be put into operation, even in a crowded schoolroom. It is hoped that the present article is suggestive enough to encourage the teacher to single out one child in his room, and to plan a special individualized program for his educational benefit. It will be worth the venture.

Arrangements of the nursery. At D there is a long bench with toys and a Noah's ark; at G, a blackboard; at F, housekeeping facilities, stove, tea table, ironing board, doll bed, bureau, etc.; C, the playpond with boats, ducks, fountain, and bridge; A, the observation alcove.



The Crucial Problem of the Next Decade

WILLIAM C. BAGLEY

WE NOW face the very serious problem of correcting the tendency to looseness and softness that our policy so easily involves. Here, I believe, is the crucial problem of the next decade in American education. We must justify our democracy by demonstrating that, even with the handicaps of our mobile masses and the diverse standards of conduct represented by our conglomerate population and our tradition of lawlessness, and with an educational system that keeps its doors open to all throughout all of its levels, we can make this educational system an effective source of mental and moral discipline for all—that, even under these handicaps and with this condition, we can make public education the steadying and stabilizing force that it must be if our dreams of a triumphant democracy are to come true.

And our first task, I am sure, is clearly to recognize that the relaxation of standards, while justified in our efforts to realize our democratic ideals, is not in itself a virtue. Quite naturally we have been glad to rationalize our policy, but this tendency has too often been an attempt to justify loose standards *per se*, rather than to recognize clearly and frankly the situation and its needs. As a result, educational theory has gone far beyond the needs of the situation; it has sanctioned looseness when, without in the least curtailing our educational expansion, it might easily have sanctioned rigor.

In short, the net effect of these rationalized justifications of relaxed standards has been to open the paths of least resistance. The influence can be clearly traced in the changes that have taken place in our educational vocabulary. Practically every term suggestive of strength and vigor and rigor has been replaced by a weaker term. Certain words are never mentioned in our discussions except as objects of opprobrium—such words as discipline, thoroughness, and system.

The educational practitioner and the educational administrator, in my judgment, have not been primarily responsible for these weakening tendencies. The spirit of the times has worked increasingly in this direction, and educational theory, in a very emphatic fashion, has compounded this influence.

The extent to which these softening influences have gone is most clearly seen

in the increasing vogue of what I shall call the freedom-theory of education. In its popular form, which I am sure is very far from what the sincere advocates of the so-called Progressive Movement would indorse, this theory deifies individual freedom not only as an *end* of education, but also as the primary and most effective *means* to this end. Learning activities must not be imposed; they must always take their cue from the immediate desires

very wide dimensions which makes them especially dangerous at the present time. Even in their extreme form, they might have a salutary influence upon an educational régime that was ultra-modern, ultra-formal, and ultra-rigorous, or in a nation long oppressed by the iron hand of autocratic rulers. At the present juncture in American civilization, however, they constitute about the last word in perilous adventure. They compound the forces that are already operating to weaken the educational fiber at the very time when a stiffening of that fiber is distinctly in order.

I have already called attention to the social situation reflected by our heavy and apparently increasing ratios of serious crime. May I call attention to another symptom of the *Zeitgeist* with which education should be even more seriously concerned? I refer to the rapidly increasing ratio of divorces to marriages. This phenomenon is particularly significant because it is hailed by many of our intellectual leaders as a sign of an increasing spirit of liberalism and tolerance among our people.

Let us look at the facts. Taking the country as a whole, the divorce rate has doubled within the past generation, starting from an abnormally high initial point. It is still mounting. Today practically one marriage in every six may be expected to end in a divorce. In some of the states the expectancy is one in five; in at least one state, it is as high as one in three. How we compare in this respect with other not unprogressive countries is suggested when we find that in proportion to the population we have nearly fifteen times as many divorces as does Canada.

Now I have no prejudice, religious or otherwise, against divorce as such; I hold no brief for the immutability of the marriage contract; but I do know that broken homes are cruel wrongs to children, and every pertinent investigation shows that from such homes an entirely disproportionate number of delinquents, criminals, prostitutes, and other social misfits are recruited. I do not look upon our scandalous divorce-rates as a gratifying symptom of a growing spirit of liberalism among our people; I see it rather as further evidence of a growing individualism—of an increasing tendency to place personal comfort, personal pleasure, and personal

WITH HIS usual vigor and clearness Dr. Bagley addressed the Department of Superintendence at Cleveland on Handicaps of Character Education in the United States. He pointed out the vast services of education to American life. He then called attention to the pressing need for surer results in character education and pointed out as handicaps:

1. The mobility of our people.
2. Diverse standards of conduct represented by our conglomerate population.
3. The tradition of lawlessness, growing out of resistance to laws imposed by the mother country.
4. The prosperity that education itself has helped to bring about.

He pleaded for rigor in education in this day when material wealth and the effort to humanize the school tend toward softness. This article is from the second part of Dr. Bagley's address.

and purposes of the individual. The continuance of the learning process must be justified at each step by the learner's own recognition of its value. To use the street-phase, the learner must get a "kick" out of each experience. Imposed tasks and prescribed programs of study not only violate the inherent right of the learner to make free choices, but are themselves either futile or negative as educational means. At present the popular emphasis is upon the "creative impulse." Through the simple legerdemain of "taking off the lid," it seems, we shall be able to conjure creative products out of a vacuum. This may be true; but if it is, the millenium should have synchronized with the old Stone Age.

It would be unnecessary to refer to these extreme expressions of a theory which, sanely interpreted, has much to commend it, were it not for the fact that they have acquired a popular vogue of

happiness above the welfare of others—and in this case above the welfare of children. It is an interesting commentary that the identical theory which glorifies freedom as the inalienable right of children in their education can also serve to rationalize a social standard which will inevitably deny to children in ever-increasing numbers the right to a normal home. I ask you which of these two "rights" the children of the coming generations will thank us the more for respecting and preserving.

As I see it, public education today is between two fires. On one side, it is tempted by the soft sentimentalism of the extreme freedom-theory; on the other side, it is assailed by the hard materialism which stigmatizes the budgets for public education as "sanctified squander." In a very real sense, public education is not only between Scylla and Charybdis, not only between the devil and the deep sea, it is between the upper and the nether millstones.

Public education will solve these problems. It will resist these temptations and these pressures. But it will take hard thinking and some heroic action to do it. In the meantime, it is facing a task the magnitude of which we are only dimly sensing. This vast expansion of education

which has so greatly complicated our problem is something more than a mere concomitant of our material prosperity. It is in part a cause of this prosperity, as we have already pointed out; in part, it is an answer to very definite needs which other contributing causes of prosperity have brought about.

It is, indeed, a clear-cut expression of the needs of our industrialized civilization. With increasing acceleration, the routine work, the work that can be done without judgment, is being done by automatic machinery. Fewer and fewer are the opportunities to earn a living in the routine trades; greater and greater are the needs on the stepped-up levels that require intelligent adaptation. There are nearly two million fewer routine workers in agriculture and industry today than in 1920. There are many more workers on the levels represented by the professional and semi-professional callings. The crowding of high schools and colleges is no accident. It is the product of some of the most fundamental forces in social evolution. Even if it is a vague, it is none the less a recognizable demand for a type of instruction, inspiration, and discipline that will mean for the great masses a real intellectual growth. Even though they may be somewhat inarticulate, they are

asking for bread—and we cannot, we must not, give them a stone.

And happily the pessimism that beclouded our thinking for so many years as to possibilities of giving them real bread is now disappearing. The investigations reported last year at Boston demonstrated that intelligence can be, in some measure, influenced by nurture. Since that time, the newer reports are even more encouraging. I have every faith that if we put our shoulders to the wheel we can solve the problem. From between these opposing forces of soft sentimentalism and hard materialism, we can climb to a new plane—the plane of a virile, practical, and dynamic idealism. The only kind of freedom that is thinkable today is disciplined freedom. I told you sixteen years ago that we could not build our democratic structure on the shifting sands of soft pedagogy. That statement still holds. There must be iron in the blood of education and lime in the bone. In the individual, as in the race, true freedom is always as conquest, never a gift.

For the motto of an educational theory meet for the needs of democracy in an increasingly industrialized civilization, I propose the phrase,

"Through Discipline to Freedom."

What Company Should Music Keep?

WHETHER tested by values which are predominantly intrinsic or practical or preparatory or cultural, music is entitled to a large place in the curriculum of both the college and the preparatory school. No other art has so completely possessed the field of human interest during the past quarter century as has music. The applications of science in the improvement of musical instruments, the perfection of the victrola and the radio, the improvement in methods of music instruction, the development of new demands for music in a great variety of individual and social situations, have all combined to emphasize the importance which music holds in modern education.

Music, or what purports to be music, is going on everywhere and always in our present life. If you turn on your radio you are certain to tune in on the voice of Firestone or "There's a Rainbow Round My Shoulder." In the public dining room music is as much an essential of the menu as the soup or the dessert. Whether

the occasion be the celebration of the birth of a prince, the marriage of an heirless, the inauguration of a president, the parade of a striking labor union, the launching of a battleship, the conduct of a prayer meeting, the dedication of an aeronautic field, or the funeral of a bootlegger, it demands equally the services of a band, an orchestra, a chorus, or an organ. How can one live efficiently, happily, and significantly in our world without education in music? The college man without interest in the arts of our day is surely as pitiable an object in terms of culture as the Harvard graduate of a century ago who knew no Latin, if such a creature ever existed.

Let those who will continue the study of the ancient languages, literatures, and philosophies, as means of culture. But the masses of those who seek preparation for life through a college course will find more to refine their taste, to direct their conversation into clean and worthy channels, to fill their leisure hours with wholesome, creative, and enjoyable re-

flections, through the study, practise, and appreciation of the arts which are most prominent in the life of our day. This truth is all the more fundamental because these arts are the modern developments, refined by science and popularized by intercommunication, of those older ones that have always appealed to the imagination and contributed to the satisfaction of men in all ages.—*From an address by Will Grant Chambers, Dean, School of Education, Pennsylvania State College, Pennsylvania.*

EDUCATION is winning recognition as a definitely established profession whose practitioners, having mastered a certain field of technical knowledge and a definite technic, are entitled to recognition as professionals, and in many cases as experts, and have a right to demand that they be freed from the burden of lay interference heretofore imposed to an extent that no other profession would tolerate.—Frank D. Boynton.

Teacher Training As a Career

CHARLES A. McMURRY

George Peabody College for Teachers, Nashville, Tennessee

THE TERM "teacher training" implies a higher order of human beings who would be contented with the noblest task entrusted to mortals, namely, being *teachers of teachers*. Teaching and the training of teachers has one priceless advantage: It is a growing science, a developing art. Its whole, mighty mystery is ahead in the future and just enough is known to awaken the highest energy of thought and zeal for discovery. What is needed is less flummery about teaching and a few more good teachers to set the standard.

The first normal schools established in this country had boundless faith that something incomparably good ought to be done; yet they had no intelligent plan. So they did the only thing that could be done—they began to teach the common branches more conscientiously. In the ninety years since then many hopeful experiments have been tried and much has been learned about education. But our teachers colleges are now much at sea in regard to the curriculum, and the question—how to train teachers—is answered in a variety of ways.

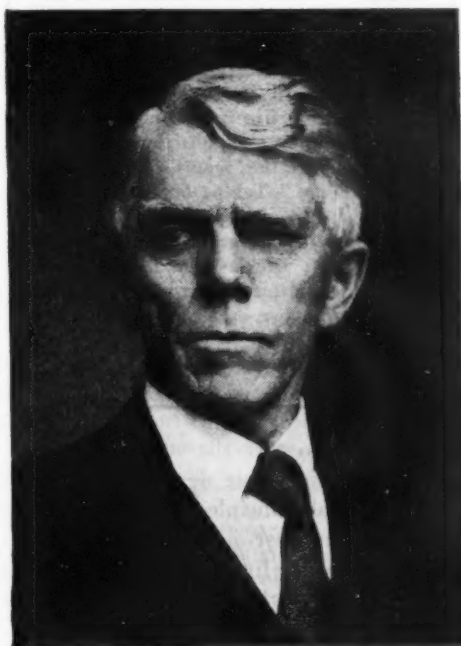
What can be said to young teachers about *teacher training* as a profession? And what can be said to the seasoned and unseasoned instructors in our teachers colleges who have this business of the sacred temple in charge?

The great teachers have been groping their way, just as in other professions, toward a better understanding of their art and even in search of a scientific basis for it. If evolution has had anything to do with the progress of education the study of the work of these wise and heroic leaders is a good starting point for young teachers.

In reality a standard profession, such as education lays claim to be, demands just this historic and world background, a rooted incorporation into the established world-order out of which it has sprung. In truth education is the outcome of profound social changes and growths. It carries within it the seed thoughts of all past ages. From this point of view of its world background, teaching may find not only a respectable place among the standard profession, but, be-

cause of its comprehensive inclusion of all the main factors that make for the progress of civil society, it takes a general precedence over all insofar as it can be grounded on true principles. It contributes a strong reinforcement to every profession and may claim and exercise a general supremacy over all.

The honorable place therefore, already gained and held by the teaching profes-



CHARLES A. McMURRY has been professor of elementary education at George Peabody College for Teachers since 1915. He is one of our leading authorities on training teachers for elementary education.

sion in being linked up with the historic world order and its present enlarged influence in the economic and social system may well awaken the just confidence and pride of teachers.

Education in this country has now grown to colossal proportions and it is built into the life and conscience of the people. The teacher-training schools have of late acquired a strong, if not predominant, influence within this entire organized system. The deeper meaning of all this, its inner controlling spirit, lies in its historic background, its vital and organic union of the superior life forces that have come together and are now solidly embattled in support of the public school program. It is not merely a colossus of

external organization. Back of the front rank of organized officials and including them, the real teachers represent the moral, intellectual, and spiritual resources which put the life energy into all this machinery. Within the bounds of this material growth and organization in our expanding school system is a high-powered energy that is almost magisterial. Without spirited, qualified teachers this whole framework of order and system would shrink into a pitiful formalism, empty of content and wasteful of the people's means. But from what sources do teachers draw life-giving energy and wisdom? What are their resources for mental enlargement, for moral power?

First of all is the direct contact with the life of young people. The fountains of eternal youth gush up fresh and unstinted in younger children and in adolescent boys and girls. It is for the teacher to share the energy and feel the almost startling vigor of these young spirits. Average children are brimming over with elemental power good enough and more than enough for any teacher however competent. This is the teacher's own highway to mental enrichment. The variety of character and capacity in children is the teacher's important asset. It will stretch his powers to the limit to meet their needs. This is the place to know human nature in its original sources and to observe its frank expanding potencies. Here may be seen the fast union of physical, mental, and moral traits shaping into the molds of character. The pleasure which the teacher gets from direct and heartfelt contact with boisterous and energetic or with mild and affectionate children may compensate for minor losses. The failure to make this joyful contact with youth may be a sign of unfitness or it may reveal the fact that one has not yet learned the game or caught its spirit. A wholesome, sensible confidence in children and respect for their ability, a deeper regard for their soul-worth, their mental and moral competency, would solve a thousand problems of discipline and instruction. Even the deviltries of children, by a slight change of motivation, may be transformed into

heroic enterprises. It is a rapidly changing and growing world in which an active-minded teacher lives. Think of laying one's hands upon the heads and hearts of children out of which springs ever anew the progressive order of the world!

In the second place and as a part of the foregoing program, it is the business of teachers to guide children into the fresh, opening fields of knowledge. The school is the springtime of life and the world is unfolding its mysteries. Every topic brought before a child should make a direct bid for his intelligent respect and should arouse his enthusiasm and his sober sense of values. Suitable, vital, rousing knowledge, combined with actual experience, is a thing of vast import in every phase of good teaching. The modern curriculum takes full account of this grand sweep of the sciences. This means the best, the most appropriate in literature, science, history, music, geography, and the industrial and fine arts. Not too much, not loosely scattering, but centered upon vital points that arouse the deeper energies of thought, feeling, and action.

Every teacher of a special subject like history or science has a gold mine to exploit and he may have quick and eager co-workers. By selecting wisely the central topics and projects in each study, a steadily growing interest and the waxing power of organized knowledge may be attained. The curriculum has been lately stocked with the choice products of the world's experience and profitable culture and these best gifts correspond to the needs and healthy desires of children. It is indeed a pity what time and effort are wasted on poor, cheap stuff, when there is close at hand a prodigality of the best in all studies. The variety and scope of these copious gifts correspond to the range and possibilities of human nature. Without detriment to depth and efficiency of knowledge in his chosen specialty, the teacher may well reach abroad into the domain of larger scholarship and world lore. In fact, an earnest, comprehending outlook over the broader fields of human interest and action is a potent function of the teacher's art. By no other means can he adjust himself to the variety of talent which he is under obligation to awaken and cultivate. In no other way can he comprehend the largeness of his own field.

In the third place, the wise and illustrious teachers of the past stand at the portal and challenge the right of the young teacher to enter except as a novice. They show a marked benevolence toward

aspirants who are modest, capable, and willing to learn, but they are uncompromising as to the dignity of their calling and its standards of value. Such men as Erasmus, John Locke, Melancthon, Vittorino da Feltre, Comenius, Pestalozzi, Froebel, Plato, and Immanuel Kant had a farseeing vision and they were prophets of a new and better order. They sought deep and solid foundations

THE TEACHING profession has now come to be recognized as the greatest profession of them all in point of numbers as well as in influence. Ross L. Finney in his recent book, *A Sociological Philosophy of Education* writes: "Within limits, education is the guiding factor in social change. Therefore the educators are running not merely the schools, but, in the long run, the world itself. The control of the collective life is passing from the soldiers, diplomats, politicians, and ecclesiastics to the scientists, scholars, and educators." Taking into account all types of schools there are approximately a million teachers in the United States. Both salaries and training are advancing and may be expected to continue to improve as citizens generally grow in appreciation of the significant work of the school.

upon which to rear the structure of society and their whole design was rooted in educational principles.

Every young person who sets out to be a teacher should live for a while in the home circle of these high-minded and sagacious educators. Biography in its engaging form portrays the inner life and outer circumstances of their aspiring and illustrious careers. Those that are complaining that their salaries are too small might spend a week with Pestalozzi. They would know, then, that they would never receive proportionate salaries, that all the gold in Ophir would not pay the bill.

The very entrance and vestibule of the teacher-training course should open into this hall of nobility, which, while destitute of the trappings of royalty, is yet able to dispense the most princely gifts to the widest circle of votaries. *Nor is it any exaggeration to say that the teachers of mankind in quality of character far outrank the kings, princes, and statesmen who have figured large in world history.* It is in very fact a noble fellowship to which the young teacher may be introduced through the biographies of educational leaders. It is not only a series of striking object lessons in practical teach-

ing, but it furnishes a generous vision of the worthiness and dignity of the profession.

Closely allied with biography and strongly reinforcing it is a second powerful influence—the noble masterpieces of educational literature. Of these are Plato's *Republic*, Quintilian's *Institutes*, Luther's *Letter to Mayors and Aldermen*, Milton's *Tractate*, Bacon's *Novum Organum*, Comenius' *Didactica Magna*, Fichte's *Addresses to the German Nation*, Herbart's *Science of Education*, Locke's *Conduct of the Human Understanding* and *Thoughts on Education*, Rosenkranz's *Philosophy of Education*, Rousseau's *Emile*, Horace Mann's *Seventh Report*, and Spencer's *Education*. This list could be indefinitely enlarged. Such works express in literary form the matured and chastened thought of master minds aroused to full energy by the concept of education. They are not commonplace books. They are charged with the inherent force of powerful minds. They deal with the supreme interests leading to human progress and welfare. The teacher's profession requires this strong reinforcement from the main sources of intellectual and spiritual power.

The general history of education furnishes the setting for the great biographies and for the masterpieces. But the history of education is too schematic and broadly generalized to arouse the deeper interest of teachers, young or old. The real sources of active energy lie in full descriptive biography and in educational masterpieces. A wisely arranged collection of these would make an educational bible, a genuine sourcebook both of inspiration and of practical guidance.

The more recent movements which have transformed education in this country will soon take their place in this historic perspective. The last fifty or sixty years have witnessed a succession of progressive forward movements in education which might be called the educational revival par excellence. Our recent history has been full of educational ferment, and progress has been rapid in many directions. To keep one's balance in this stormy sea of educational progress demands not only a broad historical perspective but a philosophical depth and comprehensiveness in thinking and a sound judgment as to practical values.

The chimes that ring the call to great enterprises in education are clear and strong.

May Day 1929 Play Day

*"Happy hearts and happy faces, happy play in grassy places,
That was how, in ancient ages, children grew to kings and sages"*

WHAT—A day designated by presidential proclamation and joint resolution of Congress, as a time for mobilizing the goodwill of the country toward childhood, through community stock-taking and concerted planning with respect to provision for the fundamental needs of children.

May Day In General

Why—Because in any practical development, as every successful business house knows, it is well to have a fiscal year, to set a definite time to take stock, to measure progress during the past year, and to set reasonable goals of achievement for the year to come.

How—Through the cooperation of all those agencies in the community which minister to child protection and child development, to plan and carry through a wellrounded community Child Health program, interpreting Child Health in its broadest significance as including mental health and right social adjustment, as well as mere physical health. To give special and concerted emphasis to some one phase of the program each year, while taking care not to neglect the other necessary phases.

This Year In Particular

What—Is the goal of special emphasis for this year? *Play for every child*—of the right kind, in the right places, in right amount. The development of fine leisure-time activities and interests for every child—one of the fundamental educational goals which all true educators already recognize and toward which they are working.

Why—Because true play is one of the best means, not only of stimulating the physical and mental development of the child, but of educating his social nature through the formation of attitudes and habits of social cooperation, necessary alike to his individual success in life and to the social soundness and success of our democratic form of government.

How—Through the provision, by every community, of adequate opportunity for *play for every child*, with respect to time, place, equipment, and leader-

ship. The following are some of the points on which every community should agree, as suggested by the Playground and Recreation Association of America:

1. That community leisure-time programs should continue throughout the entire twelve months of the year.
2. That in nearly every community with a population of 8000 or more there is need

THE ONE thing in the world on which everyone, regardless of race, creed, or language, can agree is the worth of a little child. America is committed to the ideal that every child shall have a fair start in life. This means, first and foremost, sound, buoyant, happy health. Every teacher has a part in helping to realize that ideal in school, home, and community. Every effort to build positive health helps to magnify the finer and richer values of our civilization. May Day is a strategic time to mobilize the forces which make her health and happiness. Let teachers throughout the world join in an effort to interest every citizen in this significant project.

of a man or a woman who shall give full time to thinking, planning, and working for the best possible use of the leisure hours of men, women, and children.

3. That each child under ten years of age living in a city or town should be given an opportunity to play upon a public playground without going more than one quarter of a mile from home.

4. That every community should provide space in sufficient area for the boys of the community to play baseball and football.

5. That every community should provide opportunity for the boys and girls to swim in summer and, as far as possible, to skate and coast in winter.

6. That every boy and every girl ought to have opportunity, either on his own home grounds or on land provided by the municipality, to have a small garden where he may watch the growth of plants springing up from seeds which he has planted.

7. That all employed boys and girls should have opportunity in their free hours to enjoy companionship and wholesome social life.

8. That through the community recreation program every boy and girl should come to appreciate the beautiful in life.

9. That even though the beginning of a city or town recreation program be children's playgrounds, other features ought to be added progressively from year to year until music, dramatic activities, discussion of public questions, training for more intellectual uses of spare time, and other valuable activities have

been included, so that all ages and all kinds of people may find vital interest.

10. That the emphasis ought to be not only on maintaining certain activities on playgrounds and in recreation centers but also definitely on the training of the entire people in leisure-time activities, so that within the home, in the church, and through all natural, human relationships there shall be the best opportunity for wholesome good times.

11. That if a suitable meeting place for community groups is not available in the schools or elsewhere, a community building should be provided through community effort.

12. That there is need in every community, even though the municipal recreation administrative body be most effective, for private organization of citizens in their neighborhoods to make the fullest use of the facilities provided, to make sure that what is being done is meeting the deeper needs of the people of the neighborhood.

13. That it is the responsibility of the entire community to maintain recreation opportunity for all the citizens and that there ought, therefore, to be, as early as possible, support of the recreation program through public taxation under some department of the local government.

14. That there should be in every state a home-rule bill which will permit the people of any city or town to make provision under their local government for the administrations of their community recreation.

15. That in new real estate developments of five acres or more, not less than one tenth of the space should be set aside to be used for play just as part of the land is set aside for streets.

The Specific Rôle of the School

What—The use of every opportunity to throw into relief the year-round play and leisure-time activities of the school, for the purpose of focusing consciousness upon them and further developing them.

Why—Because, through a selfsurvey, we may heighten the consciousness of the responsible administrators of the schools as to the strong points and weaknesses of the schools' present program with respect to this play. Because it is desirable to interpret to the *community* what is already being done along these lines by the schools and to secure further support from the community for certain definite needs. Because we desire to create one real play day for the *children*, and to give them a thoroughly good time in harmony with educational objectives.

How—1. Teach every boy and girl in the community to know and to delight in

playing a certain number of games for use indoors and outdoors, and to take delight in the arts of singing, rhythms, drawing, dramatic and plastic art, so that there never will be need for any boy or girl to say that he cannot think of anything to do.

2. Analyze carefully the home-school schedule of the children's time, in order that disproportionate assignments for homework may not rob the child of his play time.

3. Find out what other groups in your community are already enlisted by writing to the director of child hygiene of your state department of health, who is officially in charge of your state May Day program as a first step in cooperation with the other social agencies interested in developing community recreation programs.

4. Make a study of what is being done by all local groups, such as the Recreation Commission, the department in charge of parks, and any private organizations which influence the play life of the children of the community.

5. Bring to the active consciousness of the community the successes and the needs of the present school recreation program through educational publicity in local newspapers and through addresses and demonstrations before church, philanthropic, or social groups such as women's clubs and Rotary clubs.

6. Provide adequate outdoor playfields in connection with all the schools and provide adequate gymnasiums and auditoriums in all of the buildings according to accepted standards. (See the report of the National Education Association Committee on Schoolhouse Planning, Strayer

Some Helps in Developing a Play Program

1. List of publications of Playground and Recreation Association of America—free—315 Fourth Ave., New York City.

2. Play areas, their design and equipment, prepared by the Playground and Recreation Association of America, A. S. Barnes and Co., New York City, 1928. 206p. \$2.50.

3. Recreative athletics, Playground and Recreation Association of America, New York City, 1926 (revised edition) 127p. In preparation.

4. Practise of organized play, W. P. Bowen and E. D. Mitchell, A. S. Barnes and Co., New York City, 1927, 258p. \$2.

5. Organization and administration of playgrounds and recreations, Jay B. Nash, A. S. Barnes and Co., New York City, 1927, 547p. \$4.

6. Play activities for elementary schools; Grades I to VIII, Dorothy LaSalle, A. S. Barnes and Co., New York City, 1926, 179p. \$2.

7. Play days, Helen Norman Smith and Helen L. Coops, A. S. Barnes and Co., New York City, 1928, 45p. 75 cents.

8. Play day—the spirit of sport, Ethel Perrin and Grace Turner, American Child Health Association, New York City, 1929, 80p. 35 cents.

and Englehardt's *Standards for High-School Buildings*).

7. Provide adequate leadership and appropriate organization for recreational activities, as suggested, Chapter 24, Part III of the Sixth Yearbook of the Department of Superintendence (1928).

8. Write to the Playground and Recreation Association of America for their list of publications, then select for local

use those which seem most appropriate in this connection, such as *School Play* and *Home Play* (useful for parent-teacher associations).

9. Develop the spirit of sport through recognition by the school authorities of May Day—1929—as a play day for children, with the organization of suitable play-day activities such as those suggested in the pamphlet—*Play day—the Spirit of Sport* published by the American Child Health Association.

Play Day—1929 *What*—A plan for athletics, for the purpose of fostering in our American youth the true spirit of sport.

Why—“Relaxation and fun for all instead of overexertion for the few and bleacher seats for the many.”

How—By focusing in one joyous program, participated in by all children, their delight in plays, games, dramatics, music, and pageantry, to create a new appreciation of the place of healthful play in a wellrounded child health program. To do this through the provision of place and equipment and of adequate leadership (instruction and organization in advance for all teachers).

Note: Remember that in this work schools are not standing alone, and that if there is a need for special equipment or funds for the transportation of the children to a suitable place, there are other community agencies standing ready to assist, such as the American Legion, men's commercial clubs and women's clubs, and church groups.—LUCY OPPEN, staff associate, American Child Health Association.



Getting Ready for Geneva

AUGUSTUS O. THOMAS

President, World Federation of Education Associations, Augusta, Maine

GENEVA, situated in the heart of Europe, picturesque and interesting, will be the Mecca from July 25 to August 3, 1929, for hundreds of teachers from all lands, attracted by the opportunity which the Federation affords for teachers of all kindred and tongues to meet socially, recreationally, and around the conference table for the discussion of education from the standpoint of methods, materials, and ideals. Why is it that not only teachers but representatives of all business and professional interests as well as statesmen attend such meetings? We do not need to go far for an answer. The Federation is both an idea and an ideal. It is a selfevident road to international understanding and friendship. Education is recognized as one of the most important factors in understanding. Much of the understanding between nations is intellectual and based upon a better knowledge of each other. The future depends upon how the young are taught, for ideals and attitudes can be cultivated and few are those who do not believe in education as a great force in individual and national life as well as in the life of a world community such as we have at the present time.

Geneva is a veritable key city for pleasurable trips and excursions of all sorts. The local committee plans to make Thursday, August 1, Recreation Day and trips on the lake and in the mountains are being planned. A large, but at the same time a restricted, exhibition is being prepared with the collaboration of several special committees. This exhibition will not be of a commercial nature but will be purely pedagogical, consisting of the following: Atlas of Civilization: An exhibit of national contributions to civilization and their important factors; auto-didactic material; general teaching material; children's books typical of national life and those stressing international goodwill; material showing how to teach international understanding, based upon the work of Herman-Jordan Committee No. 5; international school correspondence under the direction of the League of Junior Red Cross Societies; Declaration of Geneva: International competition of children's drawings.

Reports which will be presented to the section meetings will be printed before the Conference opens, in English,

majority of the delegates attending the sessions of that section. Badges will be distributed to be worn by the delegates showing which languages they speak—blue for English, red for French, yellow for German, and green for Esperanto.

All Geneva has been mobilized to lodge the members of the Conference. The cost per day for room, including three meals, (noted by the Swiss people "without wine"), will be from two to four dollars. Room and breakfast in private families will cost from four to ten francs a day, a franc being approximately twenty cents.

The local committee at Geneva wishes the names of delegates from the United States, Canada, and Great Britain to be sent in block by the central agencies. Therefore, persons who wish to attend and wish accommodations in Geneva provided for them should send their intention either to the president at Augusta, Maine, or the secretary, Charles H. Williams, at the University of Missouri. Persons sending in these requests should indicate as nearly as possible the type of accommodation desired.

In connection with the Conference there will be the usual arrangement of departments, including some twenty phases of education, so that persons who attend will be able to find the particular type of work in which they are most interested. It is hoped that the various Herman-Jordan committees may be able to make a satisfactory report of progress on their several particular phases so that following the Geneva Convention definite suggestions and procedure containing outlines, materials, and methods of teaching broadmindedness, understanding, and cooperation may be given to the teachers who are interested.

President Lamkin of the National Education Association is appointing delegates to Geneva. It is hoped that all of these delegates will be able to attend the Atlanta Convention as the time is being adjusted to the trip abroad. Interested persons will have no difficulty in going directly from Atlanta to New York or other harbors and joining the party of N. E. A. representatives on the way to Geneva.

Tentative Schedule of Meetings

Thursday, July 25

Registration and billeting
2 p. m.—Directors' meeting
8:30 p. m.—Informal gathering of all delegates

Friday, July 26

Registering and billeting
5 p. m.—General meeting—address on an international subject
8:30 p. m.—Official reception to delegates by the Canton of Geneva

Saturday, July 27

9 a. m.—Section meetings
2 p. m.—Meeting of Herman-Jordan committees
5 p. m.—General meeting—address on Labor and Education—M. Albert Thomas
8:30 p. m.—Festival—Jacques-Daleroze

Sunday, July 28

11 a. m.—Protestant service in St. Peter's Cathedral
Roman Catholic service in Notre Dame Cathedral
Undenominational service in Victoria Hall
Afternoon

Excursions
8:30 p. m.—Festival—Jacques-Daleroze

Monday, July 29

9 a. m.—Section meetings
2 p. m.—Open sessions of Herman-Jordan committees
5 p. m.—General meeting—Address on The International Aspect of Education—Gilbert Murray
8:30 p. m.—General meeting—Messages from representatives of different countries

Tuesday, July 30

9 a. m.—Section meetings
2 p. m.—Open sessions of Herman-Jordan committees
5 p. m.—General meeting—The Needs of Rural Districts (speaker to be announced later)
8:30 p. m.—General meeting—visual education—films

Wednesday, July 31

9 a. m.—Section meetings
2 p. m.—Open sessions of Herman-Jordan committees
5 p. m.—General meeting—Address on Some Behavior Problems
8:30 p. m.—General meeting—Messages from representatives of different countries

Thursday, August 1

Excursions around lake
8:30 p. m.—National Fête

Friday, August 2

9 a. m.—Section meetings
5 p. m.—General meeting—Address on Home and School (speaker to be announced later)
8:30 p. m.—Delegate Assembly—reports and resolutions

Saturday, August 3

9 a. m.—Delegate Assembly
2 p. m.—Meeting of directors
5 p. m.—Farewell meeting

French, and German. The language chosen for the discussions in each section will be according to the desire of the

The Child-Centered School

CAN THE teacher, as creative artist, "break through the thick crust of imitation and superficiality" that has bound other arts than that of teaching? Can the school be active, instead of passive, a place where children work, rather than merely "listen?" Can we have in education maximum growth of individuality instead of social efficiency alone?

These are the fundamental questions raised by Harold Rugg and Ann Shumaker in *The Child-Centered School*, a book that seems likely to be one of the significantly controversial documents of our period. It is critical evaluation, rather than glorification, that the authors have tried to give. Nevertheless, enthusiasm for the work done in some of the new-type "progressive schools" is on nearly every page. The very frontispiece presents two pictures intended to contrast the new and the old in education. The upper picture shows an informal group of about twenty children, each working at a different task—some painting, others writing, at least one sawing a board across a chair. The caption reads: "Freedom! Pupil initiative! Activity! A life of happy intimacy—this is the drawing-out environment of the new school." The lower picture shows an equally attractive class of children but there are forty or more of them, sitting in stiff, conventional rows of seats, arms behind

their backs, and the label under the picture reads: "Eyes front! Arms folded! Sit still! Pay attention! Question and answer situations—this was the listening régime."

That the "new school"—the "child-centered school"—is distinctively different from the ordinary school is insisted upon by the authors. It is different, they assert, "in atmosphere, housing, furniture; different in its basic philosophy and psychology; different in the rôle that it assigns to pupil and teacher initiative." For contrast the history of the conventional school is traced with some care; the authors describe the evolution of the curriculum and the American system of grades, and the determined efforts of reformers from William T. Harris down to "undo the evils of a rigid graded system." The charge made in the 1927 Yearbook of the National Society for the Study of Education—that "not once from the signing of the American Constitution to the present time has the school caught up with American life"—is reiterated.

The Child-Centered School is by no means merely destructively critical, however. Actual programs of work in the new schools are given, set side by side with the older type of programs. Methods by which "rhythm" may be made to develop both physical grace and emotional stability; what creative art signifies as compared with the "copybook régime in art";

selfexpression through words, as illustrated in the poetry of the Lincoln School under Mearns; the children's theater; the physical setting of the newtype school—all these are detailed in such wise that the teacher who reads with the ever-present question: "Which of these things in the so-called new education are worthwhile and how can I use them," will receive direct encouragement and help.

The new schools are justly criticized, say the authors, for their lack of attention to scientific procedure; their planlessness; their failure to evaluate their results objectively. But these faults must not lead us to be blind to their importance, they insist, for—

The progressive schools of today, for the first time in history, are actually working out in practise something which Rousseau perceived and only vaguely described to his contemporaries; which Pestalozzi apprehended only in the personal love and goodness of his heart; toward which Froebel strove through an obscure mysticism; which Dewey partially phrased and could not entirely exemplify. In spite of the errors and gropings and mistakes of an imperfect methodology one fact stands supreme: The new education has reoriented educational thinking about its true center—the child.

[A book review by W. Carson Ryan, Jr. based on *The Child-Centered School* by Harold Rugg and Ann Shumaker. Yonkers-on-Hudson, World Book Company, 1928. 359p. illus.]

First Class Ideas from Cleveland

A CLEAN, adequate schoolhouse in an attractive setting serves to advertise a school system better than eight columns of type in the newspaper. Of equal importance with the schoolhouse is the teacher. Teachers who are informed, interesting, and competent, and who are liked by the community carry with them in every contact that they make the impression that the school system of which they are a part is sound.—R. G. Jones.

The function of play and of art is to supplement adaptation in making more complete the integration of the personality. Such a supplementary process has an essential place. When it is made the whole of life and of education, to the exclusion of socially responsible activity, it not only impairs the individual's adaptation to his environment but it results in

grave disorders of the personality.—Frank N. Freeman.

It is not fair to children to permit local authorities to certificate a poorly trained person when trained teachers are available. It is not fair to the great body of American teachers who are endeavoring to professionalize their calling to have such a door opened to those who are for the most part mere job hunters.—William John Cooper.

It is our business, first of all, to teach the young of the land how to think, that is education. It is our business next to teach the young of the land how to discipline themselves mentally as well as physically. And it is the business of all educators to teach the young of the land not only to know but to understand and to be willing to accept the responsibilities of citizenship.—Paul V. McNutt.

Character education is not merely a matter of importance, it is the outstanding end of our education. To the degree that we achieve it, we succeed; to the degree that it eludes our grasp, in that measure we fail. Once we learn how to accomplish it, our major problems are solved.—William F. Russell.

The most important social task that lies before us to accomplish is to analyze the cultural core of American civilization. This can be arrived at only by selecting cultured people and then investigating their interests, their qualities, their problems, and their obligations. When this difficult task has been performed, it is a relatively simple matter to determine what the schools should do. Until it is completed, the school curriculum is in confusion so far as articulation is concerned.—W. W. Charters.

A Remarkable Editorial

The Cleveland Resolutions

FOR MORE than seven decades the keenest minds, the finest hearts, and the noblest spirits in America have been writing resolutions for the National Education Association and its departments. Each committee has studied carefully the work of its predecessors; has preserved the best; and has added its bit of new revelation and persuasion. The cumulative force of this effort operating through several generations has been far-reaching. More than any other factor it has built up educational ideals and practices. No amount of arbitrary requirement could have forced what the people have gladly done for themselves following the ideals set forth in these significant policy-determining documents which are really the work of more than a thousand authors—men and women of insight and devotion to children. Let every school faculty in America give at least one meeting to a careful consideration of these resolutions and the problems raised by them.

Education is coming to occupy a larger and larger place in the life of the nation. It is of the utmost importance that its policies be sound and that they be understood by teachers and citizens throughout the country. Only on this basis will the people give gladly the increasing funds and personal attention which are necessary for the finest flowering of American education.

1. The Main Purpose of the Public Schools

Again we remind ourselves that our state systems of education were established in accord with the proposals of Washington, Franklin, Jefferson, and a long line of farseeing statesmen for the purpose of preserving and improving our political institutions. Again we recall that our wages are paid and our equipment provided by a tax on all the people whether or not they be parents. Thus reminded, we pledge ourselves anew to the direct teaching of the duties of citizenship in all the school grades. Not culture, not scholarship, nor selfsupport, nor compliance with the entrance requirements of more advanced schools shall turn us from the duty of teaching our youth the needs of our civic life and from inspiring our citizens with a determination to improve it.

2. Federal Department of Education

Again we commend to the Congress of the United States the establishment of a Department of Education not inferior in importance and dignity to the Department of Agriculture, or Commerce, or Labor, or War, or the Navy, and give to this Department the standing and honor appropriate thereto. To consider that the levying of import duties, the operation of banking systems and of the postal service are more national and less local in scope than is Education, is to deny to Education the recognition which is its due. By national legislation we now seek to protect the republic against a flood of illprepared immigrants. It is no less than a national matter to protect the nation as a whole against the ignorant fanaticism of improperly trained citizens growing up within our borders. The fundamental purposes of this nation, equal rights to life, liberty, and happiness, equal duties to promote justice, domestic tranquillity, common defense, and the general welfare are thwarted so long as the human product of a less fortunate state is free to carry his dangerous ignorance to any other state. We urge that a Department of Education be established as a means to secure a more perfect Union.

3. A Fair Chance for the Rural Districts

We renew our pledges to secure better support for rural schools through our advocacy of larger units of financial support, to the end that the country child, and his parents may fully enjoy that equality of educational opportunity which is our national boast.

4. Extension of Public Schools

Convinced by the amazing increase in enrolments of the colleges and universities that our people are awake to the need of school training beyond the age of childhood, we commend the addition of junior colleges as an integral part of the public school system, and we advocate the establishment and generous support of one or more state universities in every commonwealth of the Union.

5. Fitness for Educational Service

If the nation's purpose is to be realized, and if the teaching profession is to profit through the improved technics developed by a notable increase of scientific

educational research, a higher degree of professional skill than is now common will be required. We pledge ourselves to continued alertness in professional study; to more effective provision for the training of teachers in service; to demanding better preparation before the appointment of teachers, and to more drastic dismissals of those who fail to give adequate attention to improving their usefulness.

6. War

We repeat our belief that war is an outworn barbarism which should be rejected by civilized nations. Education is life. It is inherently obligated to secure the use of intelligence and reason in the settlement of disputes. It proposes agreements in advance of difficulties so that settlements may be made without the destruction of life and property. We join with our fellow teachers overseas in devotion to the duty of training mankind to adjust disagreements without the shedding of blood.

[In addition to the above resolution, there was printed in the official program of the Department of Superintendence, the following statement regarding the Pact of Paris:

To the teachers of America—Your attention is called to the following Pact of Paris signed by the leading powers of the world, whereby thinking men in control in the nations have agreed to bring their differences to the council table and to beat their swords into plowshares. Ours is distinctly a work of peace, preparing the boys and girls of this generation to promote international goodwill when they shall succeed to the control of affairs. Let us take advantage of this opportunity which perhaps more than any other one thing in the memory of men now living will promote the principles of the Prince of Peace.

Article I—The High Contracting Parties solemnly declare, in the names of their respective peoples, that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

Article II—The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they

may be, which may arise among them, shall never be sought except by pacific means.]

7. Child Labor

We continue our indorsement of intelligent legislation aiming at the liberation of children from the stunting effects of severe labor. The main and real purpose of public education cannot be realized unless all children are kept out of industry so long as school is more profitable to the nation than is their presence in factory, mine, or store. We insist that adequate provision be made by the schools to assure through varied curriculums equal opportunity to all children.

8. American Education Week

Although every week of the school year is an education week, we believe that to concentrate the attention of the people upon the work and needs of the schools during a common period observed throughout the nation has proved a valuable project. We recommend a continuance of this observance as a period of demonstration of the purposes and work of the schools.

9. Boy and Girl Scouts, Camp Fire Girls, Girl Reserves, High Y's, Pioneers, and Similar Organizations

We are convinced that the work of scout and similar organizations is strongly contributing to the training for character sought by the schools. We do therefore, in our several communities, continue to advocate provision for meeting places, aids to the instruction of adult leaders, and other helps which may be given by the school.

10. Parent-Teacher Organizations

We compliment and commend the parent-teacher associations for their increasing attention to the problems of public education. We shall encourage reasonable participation in their activities by public school workers and shall assure them of our cooperation in their efforts for the good of children.

11. Other Supplementary Service

By sad experience, we know that too much dispersion of effort impairs the value of school service. Success in school work depends largely upon plans made well in advance of action. We pledge ourselves once more to persuade our communities to abstain from using or misusing the schools for the collection of money from children; for the celebration of the numerous special weeks and special days, and other similar interruptions other than those approved by school boards and superintendents at least a year in advance. We recommend that solicitations for re-

plies to questionnaires be referred to the Research Division of the National Education Association—an obligation to which superintendents may consider themselves bound by the passage of this resolution.

12. Economics

We urge upon every community an honest study of its school budget. We remind those whom we serve that the average emolument of physicians, lawyers, architects, of all those persons in charge of interests no more precious than those in our care, is higher than formerly and is not being reduced. We condemn the attacks made upon school costs by uninformed persons whose intentions are good, by informed persons whose intentions are bad, and by paid objectors who are more concerned with their own fine salaries than with the good of the state. We believe that expenditure for public education is recognized by the best minds of the day as the most generally profitable investment the nation can make. We hold that failure to pay good wages for educational service is failing in securing the best results.

13. Support of the Federal Bureau

We commend the Congress for its increasingly generous appropriations for the Bureau of Education pending the establishment of a Federal Department of Education.

14. Propaganda

We reiterate our belief that the public schools shall offer no lodgment for literature of the propaganda type, nor any encouragement to speakers who have propaganda to spread through contacts with school children. We pledge ourselves to protect our schools against the insidious wiles of all agencies which seek to serve private ends through misuse of school publicity.

15. Restricted Immigration

We indorse present legislation restricting the flood of an unassimilable immigration, whose only effect is to lower the American standard of living, American wage rates, and American ideals. We pledge our support to any legislation having for its object the maintenance of a thoroughly restricted immigration, and a close enforcement of such restrictions.

16. Teacher Retirement Funds

We affirm our belief that an equitable and actuarially sound teacher retirement system is essential to the best interest of the nation and we therefore recommend a thorough study of such retirement program by all persons interested in education.

17. Appreciation

We desire to express to the good people of Cleveland, to its municipal administration, and especially to Superintendent R. G. Jones and his coworkers in the schools of this city our appreciation of their endeavors to make of this convention a successful event, and to convey to all of them our heartiest thanks for their assistance.

18. Our Own People

We record our satisfaction with the work of our officers, committees, and permanent staff, who have conducted the business of the department with fidelity, intelligence, and efficiency. Especially do we urge and commend the continuance of studies having for their object the elimination of waste in school procedure, the introduction of more successful methods of teaching, and the realization of the important aims embodied in these resolutions.

19. Conclusion

Continuing in the public employ with intent to serve our country to the best of our ability; convinced that no line of national activity is of more importance, we pledge ourselves to the support of these resolutions and to a fearless, energetic conduct and defense of the public school system to the end that it may approach to the peerless consummation visioned by its founders.

Adopted this twenty-sixth day of February 1929 by the Department of Superintendence, National Education Association, convening in Cleveland, Ohio.

These resolutions were worked out by a committee consisting of the following persons: William McAndrew, editor, *Educational Review*, New York City, chairman; L. C. Ward, superintendent of schools, Fort Wayne, Indiana; Harvey O. Hutchinson, superintendent of schools, Elmira, New York; Norman R. Crozier, superintendent of schools, Dallas, Texas; Leonard Young, superintendent of schools, Duluth, Minnesota; O. B. Strong, superintendent of schools, Savannah, Georgia; L. W. Mayberry, superintendent of schools, Wichita, Kansas; Irving W. Small, superintendent of schools, Bangor, Maine; Leslie A. Butler, superintendent of schools, Grand Rapids, Michigan; G. O. Swing, superintendent of schools, Covington, Kentucky; J. Harry Winstrom, superintendent of schools, Springfield, Illinois. In the absence of the chairman, Mr. Ward served as acting chairman and presented the resolutions to the convention.

Principles of Educational Articulation

JOHN DEWEY

THERE are two ways of approaching the problem of elimination of waste in the educative processes of the schools. One is the administrative. This takes the existing system as a going concern, and inquires into the breaks and overlappings that make for maladjustment and inefficient expenditure of time and energy on the part of both pupil and teacher, useless and therefore harmful mental notions, harmful and not merely useless because they set up bad habits. The other may be called personal, psychological, or moral. By these adjectives is meant that the method starts from the side of personal growth of individual needs and capacities, and asks what school organization is best calculated to secure continuity and efficiency of development. It sets out from the side of pupils and asks how the successive stages of the school system should be so arranged that there shall be a minimum of blocks, arrests, sudden switches and gaps, futile repetitions and duplications, as the children and youth pass from one stage to another.

This statement of two modes of approach does not imply that there is a necessary opposition between the two. They should be complementary. What is common to both is that each looks at the educational system as a whole and views each part with respect to what it does in making education really a whole, and not merely a juxtaposition of mechanically separated parts. Each avenue of approach is equally concerned to eliminate isolations and render the function of each part effective with respect to the others.

It is recognized that *adequate treatment* of this fundamental problem—the mutually complementary character of the administrative and the moral psychological development of individuals—must wait upon command of greater knowledge of the actual process of normal growth than anybody now possesses. Nevertheless, reference to the latter is important, for it indicates, in the first place, the necessity of continued study of personal growth as an inherent factor in the problem of articulation from the administrative side. And, in the second place, it serves as a warning, a caveat. *It cautions us against a too ready assumption that the present institutional division into separate units has necessary inherent value on account of corresponding*

"epochs" of personal development. It warns us against attaching too great value, decisive value, to matter of administrative habit and inertia. *A complete examination of the question of articulation can be attained only when the experiences of classroom teachers in immediate contact with pupils are procured and utilized, as well as the experiences of administrators.*

Conceding that we have not *adequate* knowledge of the course of mental development in individuals, I propose now to consider the bearing of what is available in this respect upon the general problem of articulation. I begin with a statement which is so general that it can hardly arouse dissent. The ideal is that the achievements at any one period of growth be the tools, the agencies, and instrumentalities of further growth. Whatever the pupils gain at any period, whether in skill or knowledge, should be promptly funded into something actively employed in gaining new skill and knowledge. *A new level of intellectual achievement should mark off each successive month and week of school life, and not be thought of as occurring only in the transition from one unit to another.*

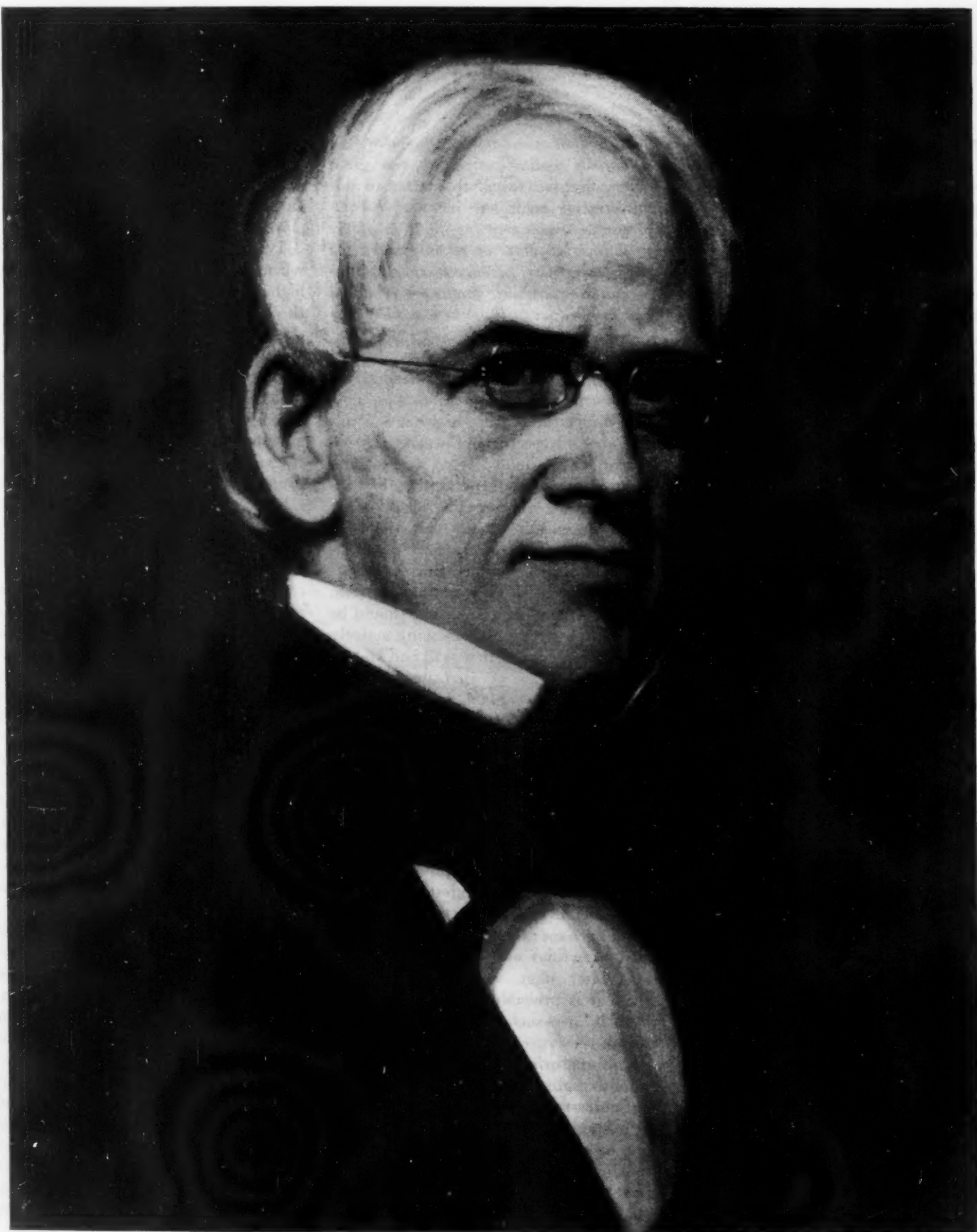
The idea of ripening, maturing, is evidently fundamental in the question of individual growth. Now what needs to be especially borne in mind with reference to maturing is that it is plural, that is, various powers and interests mature at very different rates. Maturing is a continuous process; the mature fruit may appear, as with fruits on a tree, only at some later stage, even if we assume, which it is probably wrong to do, that there is any such completely matured fruit in the case of a human being.

Since maturing is a continuous process and also a plural one, it is not a uniform four-abreast thing. No parent ever makes the mistake of overlooking this plural nature of maturing. When we come to schooling, however, I wonder if there is not too much of a tendency to assume an equal, uniform, four-abreast maturing, and if that does not underlie the conception of "epochs" of growth which correspond to various units of the school system? If the assumption is not made in a positive form, it is made in a negative way. It is this neglect which is responsible for the idea that each stage is merely

preparation for some later stage, particularly that the aim of the early years of the elementary school is chiefly the purpose of gaining social tools to be employed and enjoyed later on.

I am always surprised and disturbed when I find persons who insist that the high school must not be dominated by the idea of college preparation ready to assume as a matter of course that the first two or three primary years must have as their main purpose the securing of "social tools" for later use, instead of being devoted to gaining those experiences which are appropriate to the powers that are ripening at the time. *I must express my profound dissent from the position that sets up a dualism between the actual experience of children in the early years and the requirements imposed and dictated by the needs of later school years.*

The way to get possession and command of a tool for later use is by having the experiences proper to the immediate time—experiences which awaken new needs and opportunities and which, just because they are achievements, matured developments, form the natural agencies or tools for later activities. Any theory which sets out by denying that this is possible so misstates the problem of articulation that its "solution" is bound to be defective. Unless powers as they ripen are put to immediate use in acquiring new knowledge and skill, tools are not shaped for later use. The real problem is not one of early maturing for a fruitage to come in a later unit. It is, from the side of earlier years, the problem of discovering those particular needs, interests, and capacities which are ripening, not attempting a premature introduction and forcing of others; and then of finding that use and application of them which passes insensibly into the ripening of other more complex tendencies. From the side of later years, it is the same problem, with the added factor of adjusting subjectmatter and methods so that the powers already relatively ripened shall be used in developing new powers that are showing themselves. Only in this way can the maximum of continuous growth be secured and an internal rather than mechanical articulation be secured.—From an address before the Department of Superintendence, Cleveland, Ohio, February 26, 1929.



© Malcolm E. Robb, Salem, Mass.

THIS IS Horace Mann. He is the friend of every boy and girl. During his lifetime (1796-1859) poor children had few school opportunities. Through education he helped to build the nation as did Washington and Lincoln by their efforts as statesmen. On the anniversary of his birth, May 4, special honor should be paid to his name and the ideals for which it stands.

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

Mental Health and Social Adjustment

DANIEL WOLFORD LA RUE

SOCIAL maladjustment is due largely to lack of personality culture. On the one hand stands an imperfect world, making certain demands; on the other, ourselves, with our individual traits, struggling to fulfil those demands. We can inventory the two and see how they agree. We can develop what might be called a standard personality. And we can then sing true though all the world go flat.

The most general rule is a corollary of the Golden Rule: you will get as good, or bad, as you send. The Germany of 1914 declared she was surrounded by a ring of enemies. This hostile attitude caused her to be so surrounded. He who would have friends must show himself friendly. And mental soundness has something contagious about it. Clow tells of a teacher who had trouble with mischievous boys. One day, one of them hit the front of her white shirtwaist with a paper wad soaked in ink. She quietly went on with her work, and forthwith the boys became her backers.

He who finds the people of one community bad frequently finds all communities bad. The trouble is wrapped in his own skin.

One of the chief difficulties, no doubt, is that so many of us are ignorant both of ourselves and of the natural effect to be expected from our type of words and actions. *We naively take ourselves as the haphazard environment has left us and assume that our point of view is universal, whereas we may be so unsocial that we are better adapted to keeping a light-house than to anything else.* We must not only look in our mirror, but study our minds by introspection and comparison till we know our mental figure as well as we do our backhead. President Lowell tells a story of a Bostonian who, whenever he was very indignant about anything, would case his anger in a letter and drop it into the mail—addressed to himself! The reading of such a letter was a revelation of the kind of dents he was likely to make in the world.

Some day, perhaps, we can afford to use the vitaphone in teacher training. When we have brought out the voice and action of the model teacher, we shall

exhibit the thunder and lightning of the cross one, the timid one who by his manner invites pupils to pick on him, the disgusted one who by word or look condemns all within reach, and so on. Then we shall give each candidate a vision and audition of himself at work, affording him a kind of behavioristic introspection.

Perhaps we lack social experience; for some do grow up without ever participating thoroughly in a natural group, and so seem as naive as a Johnny penguin. Just as one acquires units for world interpretation by studying home geography, so a little observational home sociology must fix an apperceptive social basis. All study and no social experience make even the valedictorian a dull freak. Others apparently never can be social. One such young man failed in teaching and in several other things, including his mental health, until he got a position in an isolated department in a business house, where he succeeded handsomely.

A mental frailty not infrequently brings social scorn, and social scorn is mental poison. Let us glance at a few of the germinal difficulties. Here is the mental thief, seizing unearned elation through fantasy, or "big talk," or bluff; the chronically suspicious, whose swollen and sensitive ego feels itself the object of divers forms of evil intent; the hare-hearted, too shy to be happy; the grouch in his barbed-wire entanglement; the clan-minded, creating division rather than union; the sentimental, whose feelings cannot bridge the way to deeds; the ever-injured, fluttering his weak wings; the rebellious, fortified and armed against all authority; the much-depressed, deserving of all pity; the domineering, deserving of none; and even the verbal egotist, the machine-gun talker who forsakes conversation for monolog. The list is incomplete and merely suggestive.

Turning from the many diverging negatives to the focal positive, what shall we do that we may live? *Society approves most one who:*

1. Earnestly identifies himself with a great cause, especially a social cause. This is fortunate, for the pursuit of such a cause integrates and renders healthy both the individual and society.

2. Next, is cheerfully kind, a good fellow everywhere, but without the good fellow's bad habits. The intellectual differences which you have with your associates need not result in emotional clashes. One can be frank and still be kind. To cherish enmity against anyone, anywhere, is simply selfish folly.

3. Is orderly. In your mind take everything intellectually, not with sobs, shrieks, or moans. In the community, conform as far as possible to the best custom.

4. Is progressive. This does not mean that you shall call down fire on the community, nor try to reform it in six weeks. If zeal is consuming you, read history and cool off. Get the confidence of your peers. Then they will follow you—if they ought to. But if you cherish the ideal of immediate perfection, it will make you very imperfect.

The time will come when our training schools will give courses involving emotional-social development. If you have not had such a curriculum, plan your own self-study in it now, grading it carefully to avoid discouragement.

An emotionally developed and mentally healthy person, on entering the schoolroom, usually has little trouble there. It helps immensely if we remember that, as "the customer is never wrong," *the child is never to blame.* Investigation indicates that twenty percent of first-grade children are not ready to begin reading; and doubtless there is much similar unreadiness in higher grades. Emotional unreadiness is still greater—whereas we are likely to assume, unconsciously, as so many mothers do, that the child is an adult in character, and expect adult behavior. We taught the child's mind for centuries before we discovered his body. At last we are discovering his emotions, and realizing that if these do not grow, he can never be fully grown.

As to your professional "superiors," treat them as you want your "subordinates" to treat you.

In dealing with your public, remember you are not compromising your personality if you aim to please. Why not take pleasure in pleasing? Fitting into the interstices and intricacies of other people's natures is a real art and good exercise.

And again, if you want to be the keenest villain in the whole pack and win indescribable happiness and mental health, just be kind to everybody. Love does grow, especially if it has a good nurse.

Teachers' Salary Trends and Buying Power

Prepared by the Research Division of the National Education Association

States and other units	Average salary in:			Purchasing power of average salary in 1913 dollars in:			Index of purchasing power of average salary on 1913 base in:			Rank of states as to amount of average salary in:			Index of average salary in 1926; average salary of United States equals 100
	1913	1920	1926	1913	1920	1926	1913	1920	1926	1913	1920	1926	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States.....	\$512	\$871	\$1,277	\$512	\$418	\$729	100	82	142				100
Alabama.....	320	484	678	320	232	387	100	73	121	43	42	47	53
Arizona.....	677	1,279	1,575	677	613	899	100	91	133	7	2	5	123
Arkansas.....	330	477	686	330	229	392	100	69	119	39	43	45	54
California.....	1,153	1,272	1,905	1,153	610	1,087	100	53	94	1	3	3	149
Colorado.....	599	929	1,290	599	446	736	100	74	123	14	16	17	101
Connecticut.....	578	1,124	1,572	578	539	897	100	93	155	16	8	6	123
Delaware.....	381	848	1,356	381	407	774	100	107	203	35	24	15	106
Florida.....	292	518	831	292	248	474	100	85	162	45	40	39	65
Georgia.....	323	426	684	323	204	390	100	63	121	42	46	46	54
Idaho.....	584	932	1,134	584	447	647	100	77	111	15	15	26	89
Illinois.....	662	1,081	1,515	662	518	865	100	78	131	9	10	7.5	119
Indiana.....	547	964	1,361	547	462	777	100	84	142	17	13	14	107
Iowa.....	460	827	1,241	460	397	708	100	86	154	25.5	25	19	97
Kansas.....	534	761	1,114	534	365	636	100	68	119	18	30	27	87
Kentucky.....	359	413	777	359	198	443	100	55	123	37	47	42	61
Louisiana.....	373	723	892	373	347	509	100	93	136	36	33	36	70
Maine.....	393	603	844	393	289	482	100	74	123	33.5	38	37	66
Maryland.....	533	902	1,353	533	433	772	100	81	145	19	20	16	106
Massachusetts.....	667	1,262	1,618	667	605	924	100	91	139	8	4	4	127
Michigan.....	520	911	1,510	520	437	862	100	84	166	21.5	19	9	118
Minnesota.....	460	882	1,215	460	423	693	100	92	151	25.5	21	21	95
Mississippi.....	234	291	582	234	140	332	100	60	142	48	48	48	46
Missouri.....	490	797	1,153	490	382	658	100	78	134	24	27	24	90
Montana.....	657	958	1,096	657	459	626	100	70	95	10	14	28	86
Nebraska.....	520	765	1,047	520	367	598	100	71	115	21.5	29	30	82
Nevada.....	635	1,163	1,479	635	558	844	100	88	133	11	7	10	116
New Hampshire.....	418	759	1,164	418	364	664	100	87	159	30	31	23	91
New Jersey.....	816	1,282	1,930	816	615	1,102	100	75	135	3	1	2	151
New Mexico.....	398	803	1,028	398	385	587	100	97	147	32	26	31	81
New York.....	936	1,256	2,025	936	602	1,156	100	64	124	2	5	1	159
North Carolina.....	243	464	781	243	223	446	100	92	184	47	44.5	40	61
North Dakota.....	516	728	905	516	349	517	100	68	100	23	32	34	71
Ohio.....	729	1,088	1,411	729	522	805	100	72	110	4	9	13	110
Oklahoma.....	393	768	979	393	368	559	100	94	142	33.5	28	32	77
Oregon.....	529	870	1,267	529	417	723	100	79	137	20	22	18	99
Pennsylvania.....	451	920	1,468	451	441	838	100	98	186	27	17	12	115
Rhode Island.....	681	1,070	1,478	681	513	844	100	75	124	6	11	11	116
South Carolina.....	252	464	761	252	223	434	100	88	172	46	44.5	43	60
South Dakota.....	426	696	923	426	334	527	100	78	124	28	34	33	72
Tennessee.....	328	494	778	328	237	444	100	73	135	41	41	41	61
Texas.....	422	612	837	422	294	478	100	70	113	29	37	38	66
Utah.....	633	992	1,204	633	476	687	100	75	109	12	12	22	94
Vermont.....	329	667	899	329	320	513	100	97	156	40	35	35	70
Virginia.....	309	546	746	309	262	426	100	85	138	44	39	44	58
Washington.....	708	1,229	1,515	708	589	865	100	83	122	5	6	7.5	119
West Virginia.....	337	639	1,072	337	306	612	100	91	182	38	36	29	84
Wisconsin.....	623	915	1,237	623	439	706	100	70	113	13	18	20	97
Wyoming.....	410	869	1,143	410	417	652	100	102	159	31	23	25	90
Alaska.....	*	1,325	1,561		635	891							122
Hawaii.....	*	1,181	1,365		566	779							107
Porto Rico.....	*	635	875		305	499							69

YOU can obtain the figures for your state as follows: In Colorado the average annual salary of teachers was \$599 in 1913; \$929 in 1920; and \$1290 in 1926. Due to the rapid loss in purchasing power of the dollar between 1913 and 1920, the 1920 average salary (\$929) purchased the same as \$446 bought in 1913. This amount (\$446) is 74 percent of, or 26 percent less than \$599, the average salary in 1913. The 1926 average (\$1290) purchased the same as \$736 bought in 1913. This amount (\$736) is 123 percent of \$599, the average salary in 1913. Colorado ranked 14th among the states as to average salary of teachers in 1913; 16th in 1920; and 17th in 1926. In 1926 the average salary of Colorado teachers was 101 percent of the average for the United States.

In studying the table note that:

First, in all states the average salary increased between 1913 and 1920 (compare columns 2 and 3). Second, the buying power of 1920 salaries was less than that of 1913 in all states except Delaware and Wyoming (compare columns 5 and 6; also note column 9). Third, between 1920 and 1926 salaries increased in every state in union (compare columns 3 and 4). Fourth, the average salary in all states except California and Montana was greater both in amount and in buying power in 1926 than in 1913 (compare columns 5 and 7; also note column 10). Fifth, some states lost in rank even though their average salaries increased both in dollars and in purchasing power between 1913 and 1926, due to the fact that the gain in these states was less than that in most states. Sixth, the states differ greatly in average salary. Mississippi's

average in 1926 (\$582) was 46 percent of that of the United States (\$1277), while New York's average (\$2025) was 159 percent of the nation's average.

Sources of data: Figures as to average salaries in columns 2, 3, and 4 are from Bulletins of the United States Bureau of Education. The index numbers used in calculating the figures of columns 5, 6, and 7, to adjust those of columns 2, 3, and 4 for changes in purchasing power of the dollar, are from U. S. Bureau of Labor Statistics. In the calculations to correct for changes in purchasing power of the dollar, it is assumed that the changes in all states were the same, namely, that for the United States as a whole.

* Figures for territories not available for 1913, consequently the data given for territories are not complete.

Vitalized Group Study and Faculty Meetings

TEACHING is a growing profession and its stock of ideas and method is increasing every year. A teacher who neglects professional reading and study is missing the joy that comes from growth and achievement.

J. L. Oppelt, principal of the Avon Lake, Ohio, High School writes: "There are twelve welltrained and competent teachers in our school. The fact that there are regular semimonthly faculty meetings for professional study and discussion is evidence of a superior teaching personnel. When the hour is up, no one wants to leave. The entire group will remain fifteen or thirty minutes afterward engaged in enthusiastic and friendly discussion. Is this unusual?"

Such faculty meetings are not unusual as teachers and administrators in increasing numbers are working on the problems of the profession and are finding genuine satisfaction in achievement and growth. Leadership and teacher participation are always present in live faculty meetings.

In the Avon Lake school mentioned above is another secret of professional growth: "Another indication of merit is 100 percent enrolment in county, state, and national teachers' associations. Membership in these organizations has been voluntary for the past three years."

Every teacher in such a school has every month educational magazines which give the new trends of thought and definite help for classroom practise. Faculties which use THE JOURNAL and other educational magazines for one meeting each month have fresh material which is a part of the educational advance, "moving like a mighty tide."

What to study—Child guidance, the teacher's health, the school library, the adolescent, summer school courses, supervision and demonstration lessons, individual differences, world goodwill program, Child Health Day, selection of normal school entrants, teacher supply and demand.

For elementary schools—Suggestions for the summer and for child study are in the following JOURNAL articles:

Opportunities in summer schools—Adele Humphrey, April 1929, p123

Getting ready for Geneva—Augustus O. Thomas, April 1929, p113

A guidance nursery—Arnold Gesell, April 1929, p105

The crucial problem of the next decade—William C. Bagley, April 1929, p107

For junior and senior high schools—

Material for classroom and personal use is in the following JOURNAL articles:

Schoolroom poster—Horace Mann, April 1929, p118

Selecting the national flower—Paul Han-nah, April 1929, p131.



EVA G. PINKSTON, principal of the Sam Houston School, Dallas, Texas and president of the Department of Elementary School Principals. Principals now recognize that they are the natural leaders in the schools over which they preside and are taking the initiative in the development of their teachers through constructive faculty meetings and group study. The use of the journals of state and national associations as the basis of one meeting each month helps teachers to share in the educational advance.

May Day 1929 Play Day—Lucy Oppen, April 1929, p111

Mental health and social adjustment—D. W. La Rue, April 1929, p119

The teachers' own health card—April 1929, p122

A remarkable editorial—The Cleveland resolutions—April 1929, p115

For colleges—Teachers and administrators will find the following JOURNAL articles helpful:

Teacher training as a career—Charles A. McMurtry, April 1929, p109

The county unit in Webster Parish—E. S. Richardson, April 1929, p103

The Cleveland convention—editorial, April 1929, p101

Teachers' salary trends—statistics, April 1929, p120

Principles of Educational Articulation—John Dewey, April 1929, p117.

What the JOURNAL checkup shows—

Readers who answered the JOURNAL checkup for February ranked first, "A prophetic experiment" by Edwin Osgood Grover; second, "What about posture?" by Thomas D. Wood; and third, "Mental health and environment" by Daniel W. La Rue. You will enjoy comparing your own preferences with these rankings.

State education journals—Some of the interesting articles in February issues of these journals are:

Teachers that superintendents seek by Leo B. Baisden in *Washington Education Journal*
Put away your books by Rachel Stein in *Montana Education*

An experiment in reports to parents by Adelaide M. Ayer in *Wisconsin Journal of Education*

Teacher retirement by Telfair Hendon in *New Mexico School Review*

The value of athletics in the high school by Tom McCabe in *Common Ground* (Massachusetts).

The Honor Society in the junior high school by Mary S. Grier in *South Carolina Education*.

Sick leave benefits for Arizona teachers by Harold W. Smith in *Arizona Teacher and Home Journal*.

THE JOURNAL in the classroom—J. C. Muerman, director of rural education in the State Teachers College at Durant, Oklahoma, recently wrote: "You are making THE JOURNAL the best ever. I have marked over twenty-five articles for my class use during the summer term."

Mrs. Blanche E. K. Evans, director of piano music in the Cincinnati, Ohio schools writes: "Many articles in THE JOURNAL have been helpful in a course on 'Experimental problems in the secondary school' that I have been taking at the University of Cincinnati this winter."

An appreciative reader—Ethel A. Hughes, a teacher in the fifth and sixth grades at Sherwood, Oregon writes: "I always plan my work so that I may have one evening a week to read THE JOURNAL. I read it from cover to cover and some of the articles I read many times. I enjoy reading it and derive a great deal of good from it. I am sure that THE JOURNAL's articles are as much help and inspiration to thousands of other teachers as they are to our small group here."

Your faculty meetings—What use do you make of THE JOURNAL? What are you studying? How are your meetings planned? What you are doing if written to the editor of THE JOURNAL will reach the largest group of teacher-readers in the world.

The Teacher's Own Health Card

Prepared by the Committee on Hygiene and Physical Education of the Massachusetts Teachers Federation

I. SIGNS OF HEALTH		Score	I	II	III	IV
1. Can you work and play without being more than naturally tired mentally or physically at bedtime?	40					
2. Are you rested when you get up in the morning?	40					
3. Is your appetite good for wholesome food?	30					
4. Are you free from persistent trivial worry?	30					
5. Do you enjoy mingling with other people?	30					
6. Have you confidence in yourself?	30					
*7. Is your weight within 10 percent below or 15 percent above the average for your height and years?	40					
8. Does your posture indicate health and efficiency?	30					
9. Are your arches normal and are you free from pain in your feet and legs?	20					
10. Are your muscles resilient?	20					
11. Is your vision either normal or corrected by glasses?	20					
12. Can you hear ordinary conversation at 16 feet?	20					
13. Is your skin clear; color good?	20					
14. Is your hair glossy, but free from excessive oil? (Not brittle and dry.)	20					
15. Are your teeth either sound or filled?	20					
16. Are you free from constantly recurring infections including colds?	30					
17. Are you free from constant or recurring pain?	30					
II. HEALTH HABITS						
1. Are you eating some dark bread daily?	20					
2. Do you drink 6 glasses of water every day?	20					
3. Do you average at least 8 hours' sleep every night?	30					
4. Do you eat sweets in moderation and only at the end of a meal?	30					
5. Do you eat only at mealtime? (Fruit may be excepted) ..	10					
6. Do you eat 2 vegetables exclusive of potato every day? ..	20					
7. Is one of these an uncooked vegetable? (celery, lettuce, cabbage, etc.)	20					
8. Do you eat fruit at least once a day?	20					
*9. Do you eat one of the following every day? (meat, milk, cheese, nuts, fish, egg)	20					
10. Do you take your meals regularly?	20					
11. Do you eat slowly?	20					
*12. Do you take a full bath at least twice a week?	10					
13. Do you clean your teeth at least twice a day?	10					
14. Do you have a bowel movement each day (without a cathartic)?	30					
15. Do you average at least an hour outdoors every day? ..	30					
*16. Do you exercise vigorously at least ½ hour every day (either outdoors or in)	20					
17. Do you take at least ten hours each week for recreation, social activity, reading, etc. (in addition to the daily exercise?) ..	20					
*18. Have you a vital and satisfying interest outside of your work?	30					
19. Do you have your bedroom window open at night?	10					
20. Do you endeavor to maintain your best standing and sitting posture?	20					
21. During business hours do you wear comfortable walking shoes?	10					
22. Do you have a thorough physical examination once a year? ..	50					
23. Does your dentist examine your teeth twice a year?	40					
*24. If you have physical limitations do you know them and live within them?	20					
Total Score	1000					

Other Information

Height

Weight

Average Score

* See note.

THIS scorecard is planned for the purpose of enabling teachers to score themselves regularly upon their health status and upon those health practices which are necessary for the maintenance of "fitness for work and for enjoyment of life." Careful consideration has been given to the selection of the various items and to the relative values placed upon them. It is recognized, however, that even the most careful selection cannot represent a final authority. This piece of material is offered not as a substitute for careful medical diagnosis, but rather as a means of helpful stimulation.

Most items included in the scorecard need no elaboration; their meaning is obvious. There are a few, however, which may require some interpretation.

No. I-7. Overweight. The problem of overweight is one which is frequently attacked in an unhygienic way by people who do not realize the dangers involved. A person who is only slightly overweight may lose weight safely by intelligent control of diet and exercise. Those who are extremely overweight should not attempt to reduce except under the care of a competent physician or hospital clinic.

No. II-9. Protein. It has long been known that an excess of certain proteins is undesirable. Recent research indicates that many people are under-proteinized rather than over-proteinized. The minimum daily requirement of an adult is said to be the equivalent of one egg, one glass of milk, and one serving of meat. It has been found that many obscure conditions are due to lack of protein.

No. II-12. Bathing. In addition to the warm bath which should be taken before retiring at least twice a week for the purpose of cleanliness, a daily cold bath which results in a healthy stimulation or tonic of the body is an excellent practice. It may seem to some too rigorous a habit to subject themselves to a cold tub bath each morning. These people will find a beneficial effect from a quick cold sponge of the body, or even of the face, chest, and arms. It is one of the best means for hardening the skin against the sensitiveness to colds which accompanies the present fashion of wearing furs.

No. II-16. Exercise. Daily exercise is as important in many ways as daily food or sleep. The body cannot be maintained in an efficient working condition if we lump all of our exercise into periods which occur only at long intervals. The "Daily Dozen" type of exercises, the morning radio exercises, serve a good purpose for the city dweller, who finds it impossible to obtain more satisfactory ways of exercising. Much better than this, however, would be a rapid walk of at least two miles every day; a good game in the open air, and there are many which are possible: Skating and skiing, swimming or paddling in season. After other health requirements are fulfilled, there is perhaps no better contribution toward good health and a long life than this matter of regular exercise carried on in the spirit of play.

No. II-18. Interest outside of work. It is commonly recognized that people who work constantly with other people are especially subject to mental and nervous fatigue. In addition to the strain occasioned by the nature of their work, many teachers suffer because they live wholly outside of a normal family life. For these reasons, it is particularly important that teachers should safeguard their mental health in every reasonable way. One important factor is the possession of vital and satisfying interests outside of work. If a teacher has naturally found these through outdoor sports, theater, books, music, arts, and the like, he is fortunate indeed; if he has not acquired such interests naturally, he should seek them intelligently and persistently, knowing that vital interests which have the power to stimulate and satisfy are among the first requisites for a wholesome personality.

No. II-24. Physical Limitations. Many adults have brought with them from childhood or have acquired in some way certain physical defects which place limitations upon their manner of living—a weak heart, a postural defect, or some chronic organic affliction. Such a person, in order to secure the highest efficiency, should have the defect cared for to the utmost of scientific skill, and then learn the limitations within which he must live to maintain his best condition. This item on the scorecard should not be interpreted as giving approval to the type of self-pampering which is characteristic of the neurasthenic.

Opportunities in Summer Schools—1929

ASSEMBLED BY ADELE HUMPHREY

Viceprincipal, Polytechnic High School, Los Angeles, California

DURING the next few years hundreds of thousands of American teachers face the task of raising the level of their education to the standard represented by four years beyond the four-year high school. There are two phases to the problem. The minor phase involves mastery of the increasing scientific technics of education. The major phase involves mastery of the ideals, purposes, history, and institutions of our rich and varied modern civilization. The fact that no one can teach more than he is, is a supreme argument for the most liberal education of teachers that can be provided.

The inspiring opportunities set forth in these pages are designed to help teachers make wise use of their time and energy during the summer. Present indications point to an attendance of more than 250,000.

Abbreviations and special marks have the following meaning: FT, first term, ST, second term, 1928E, last year's enrollment, and SF, special feature. All institutions marked by one or more asterisks (*) are paid up members of the American Association of Teachers Colleges—a department of the National Education Association—which is rendering priceless service by its efforts to improve teacher training. Two asterisks indicate that the school is on the list of schools approved by the American Association of Teachers Colleges for two years of work. Three asterisks show that the school is approved for four years of work. The letters "a" and "b" refer to the rank of the school as a class A or class B institution.

Alabama

**** State Normal School, Troy: 1919 June 3-August 16, 1928E 677.

University of Alabama, University: 1929 FT June 10-July 19, ST July 20-August 23, 1928E 1749. SF 300-acre campus on Warrior River. Trips to coal mines, factories, and historic places, State conference for school superintendents, supervisors, and principals with George D. Strayer of Columbia as special lecturer. Ten days intensive course for football coaches.

Howard College, Birmingham: 1929 June 5-August 19, 1928E FT 755; ST 506. SF In picturesque Alleghanies. Trips to coal mines, steel plants, and chemical laboratories and much outdoor recreation.

FOR the second time THE JOURNAL is privileged to present this monumental piece of work by Miss Humphrey. It is a fine service to the many thousands of teachers who spend a part of their summer in professional study. The spirit which Miss Humphrey has shown in doing this labor of love is an example of the helpful attitude which is making teaching the noblest profession of them all.

It is not aimed to include in this list schools distinctly local in character however fine they may be. If any schools that should be in the list have been omitted it will be appreciated if they will write to the editor of THE JOURNAL, 1201 Sixteenth Street Northwest, Washington, D. C., so that when the list is compiled for 1930 provision may be made for them.

Arizona

*Northern Arizona Teachers College, Flagstaff: Held jointly with session of University of Arizona. Dates not given. 1928E 958. SF Courses leading to two-year diploma, and A. B. and A. M. degrees. Field courses in botany, zoology, and geology. Trips to Grand Canyon, Painted Desert, lava beds, extinct volcanoes, Indian ruins, and villages, etc.

University of Arizona, Tucson: 1929 June 17-August 16, 1928E 964. SF Field courses in the natural sciences conducted by research men of national repute. These will take advantage of the resources of the state as a whole.

Arkansas

****Arkansas State Teachers College, Normal Station, Conway: 1929 June 10-August 30, 1928E 1950.

University of Arkansas, Fayetteville: Two five-week sessions beginning June 5, 1928E 1000. SF Delightful summer climate in Ozarks; trips to points of scenic interest; carefully chosen faculty of resident and out-of-state instructors.

California

*Humboldt State Teachers College, Arcata: 1929 June 24-August 2, 1928E 231. SF Ideal climate; on Pacific Ocean with forest-clad hills to the rear. Weekly excursions to redwood forests, lumber mills, whaling station, etc. Courses for professional requirements and for bachelor's degree.

*State Teachers College, Fresno: 1929 July 1-August 9, 1928E 275. Session at Huntington Lake in Sierra Nevada Mountains. 7000 feet altitude. Recreational advantages unexcelled. SF Courses in field surveying and in dramatic art.

**** State Teachers College, San Diego: 1929 FT June 24-August 2, ST August 5-August 27, 1928E 742. Exchange of professors with University of Mexico. Attendance of thirty public school teachers from Mexico in 1928 who were taught American school methods. SF Courses in Mexican backgrounds, the parent-teacher movement, and preschool child.

*State Teachers College, San Francisco: 1929 June 24-August 2, 1928E 1200. SF Training for rural teachers; demonstration school for technic of individual instruction; work for handicapped children; special credential courses for administration, supervision, art, music, and physical education. Climate conducive to summer work.

*State Teachers College, San Jose: 1929 June 24-August 2, 1928E 1119. SF Courses in art, English, science, psychology, social science, commerce, library, education, speech arts, industrial arts, physiology and health, music, physical education, and home making.

**** State Teachers College, Santa Barbara: 1929 July 1-August 9, 1928E 350. SF New home economics building; special lectures daily to entire student body by noted persons. Fine program of ocean and mountain outings. Tours by bus of the United

WHAT courses shall be offered in the teacher training institution which seeks to serve workers who return from the field to increase their teaching equipment? Obviously it should offer those courses which the teachers themselves need. No ambition to be regular or traditional or to achieve degrees should take the place of training which will enable these teachers in service to do better the work upon which they have already entered. Such subjects as Latin and higher mathematics, however good in themselves, should not be loaded upon teachers whose primary need is for children's reading, for physical culture, for music, for social studies, or for courses in the newer methods in teaching reading. The teachers themselves have a right to a voice in determining what shall be taught in the summer schools. In every state there may well be committees of teachers working with officers of teacher training institutions on this problem. An example of such cooperation is found in Massachusetts where the Elementary Principals Association and Boston University School of Education worked out jointly a summer program for special service to elementary school principals.

States to study educational advancement in various states. Limited to twenty educators.

University of California, Berkeley: 1929 July 1-August 10. Intersession from May 20 to June 29. 1928E 5227 (Intersession, 2090). SF Adult education conference under direction of Harry Allen Overstreet of College of City of New York. New courses arranged by American National Red Cross in subjectmatter and technic in the teaching of home hygiene, care of the sick, etc; also a course in Junior Red Cross. Eighty courses in education—all fields, including Americanization, speech disorders, vocational education, special problems.

University of California, Los Angeles: 1929 July 1-August 10. 1928E 3658. SF 230 courses in thirty-three departments. In vocational and partime work two courses will be given by Monette Todd in principles and problems of teaching salesmanship, and methods and observation of retail selling. Another new course is occupational therapy. Demonstration school: Nursery kindergarten and six grades. Special clinic for the hard of hearing to supplement a course in lip reading under Martha E. Bruhn of Müller Walle School of Lip Reading in Boston.

Stanford University, Stanford University P. O.: 1929 Academic Quarter, June 20-August 31. Six Weeks Division, June 20-August 2. 1928E 1345. SF Strong program of same credit value as other quarters of the year. Six distinguished professors from European universities.

University of Southern California, Los Angeles: 1929 Eight weeks session June 17-August 8. Six weeks session July 1-August 8. Post session August 12-September 3. 1928E 3378. Post session, 1200. All academic work leading to degrees, graduate and undergraduate; credential work for high-school teaching, etc. Summer climate conducive to study, with sea and mountains near for recreation.

Mills College, Mills College P. O.: 1929 July 1-August 9. 1928E School of Adult Education 175; Field hockey and sports camp, fifty (limit). SF School of Music, Drama, and Art will bring teachers of note in these three fields. Luther B. Marchant and Samuel J. Hume will direct the departments of music and drama. Piano, voice, organ, ear training, harmony, advanced composition; stagecraft, the speaking voice, marionettes, make-up, dancing, general design, costume, applied art, landscape painting will be taught. Field hockey and sports camp June 29-July 28 on the campus. Rosalind Cassidy and Hazel Cubberly, directors.

Pomona College, Claremont: 1929 June 24-August 2. 1928E 333. SF Small classes and individual attention to student.

Colorado

**** Colorado State Teachers College, Greeley: 1929 FT June 15-July 20. ST July 22-August 24. 1928E FT 2325. ST 2008. Outstanding lecturers from different parts of the country in addition to resident faculty. Weekend trips to close-by mountains.

**** Western State College of Colorado, Gunnison: 1929 FT June 15-July 19. ST July 20-August 24. SF Altitude of campus 7678 feet; in heart of Rocky Mountains. Ideal summer climate for study. Lecturers of nationwide reputation.

State Agricultural College, Fort Collins: 1929 FT June 17-July 26. ST July 27-August

30. 1928E 648. SF Courses in agricultural, trade, and industrial education, home economics, library methods, rural education. The National Red Cross will conduct a school of home hygiene and care of the sick.

University of Colorado, Boulder: 1929 FT June 17-July 20. ST July 22-August 23. 1928E 3436. SF Field geology and geography at Science Lodge, University Camp. Special courses for coaches and directors of athletics; public speaking; public school music and



Library of the Colorado State Teachers College, at Greeley. Many teachers prefer Colorado because of its high altitude and stimulating climate conducive to study.

dramatic art. Trips to mountain peaks and glaciers.

Colorado School of Mines, Golden: 1929 July 1-August 23. 1928E 132. SF Location in proximity to mines of all types—for gold, silver, coal, clay, oil fields, quarries, etc., gives opportunity for field study in mining and geology. Altitude 5700 feet. Climate healthful and invigorating. Twelve miles from Denver.

University of Denver, Denver: 1929 FT begins June 17. ST June 24-August 30. 1928E 820. SF Guest professors, George Melcher, Supt. of Schools, Kansas City, Mo.; Mabel Carney and Sarah M. Sturtevant, associate professors, Columbia University, and Melvin E. Haggerty, dean of College of Education at Minnesota. Institute of Politics with distinguished advisory council. National track and field championships of the A. A. U. will take place in the new stadium. Botany courses in Estes Park (Rocky Mountain National Park).

Colorado College, Colorado Springs: 1929 June 17-July 26. 1928E 166. SF Dr. Spaeth of Princeton will lecture on English literature. Mrs. Inez Johnson Lewis, superintendent of schools of El Paso County, will offer a course on problems in rural education.

Connecticut

Arnold College for Hygiene and Physical Education, New Haven: 1929 July 15-August 24. 1928E 12. SF Water sports, tennis, dancing. Physiotherapy work.

District of Columbia

George Washington University, Washington: 1929 Nine weeks session (Liberal Arts) June 17-August 17. Six weeks session (Education) July 1-August 10. Law School FT June 17-July 27. ST July 29-September 14. 1928E 1416. Courses offered for the higher degrees.

Howard University, Washington (colored): 1929 June 17-August 14. 1928E 410. SF Educational advantages of nation's capital. Trips to historic places. Courses in education.

Florida

Florida State College for Women, Tallahassee: 1929 June 10-August 2. 1928E 766.

University of Florida, Gainesville: 1929 June 10-August 2. 1928E 1686. SF Situation in highlands of Florida. Excellent summer climate. Special emphasis in summer session on teacher training, especially on athletic coaching. Large variety of graduate courses offered.

Georgia

* Georgia Normal School, Statesboro: 1929 June 10-July 20. 1928E 605. SF Observation school on campus, playground activities, community singing, motion pictures, radio programs, barbecues, and watermelon cuttings.

**** Georgia State College for Women, Milledgeville: 1929 June 12-July 20. 1928E 1055. SF Enlarged departments in education. English, and languages. Entertainments and plays by student body.

**** Georgia State Womens College, Valdosta: 1929 June 10-July 19. 1928E 309.

**** University of Georgia, Athens: 1929 June 24-August 23. 1928E 2667. SF Institute of Public Affairs; Music Conference and week of grand opera.

Hawaii

*Territorial Normal and Training School, Honolulu: 1929 June 17-July 26, 1928E 1001. SF Courses designed to give teachers added skill in the various practical arts in order that they may know how to "make things" in conducting the activity program.

University of Hawaii, Honolulu: 1929 July 1-August 9. 1928E 320 (Fifty-eight from mainland of U. S.). SF Course in history and civilization of countries about the Pacific Ocean. Lecturers from U. S., Japan, China, and Australia added to resident faculty. Sightseeing tours and entertainment in Hawaii.

Idaho

*State Normal School, Lewiston: 1929 June 3-August 2. 1928E 327.

Illinois

**** Eastern Illinois State Teachers College, Charleston: 1929 FT June 10-July 19. ST July 22-August 30. 1928E FT 803. ST 202. SF Elementary training school for observation and demonstration. No practise teaching in summer term.

**** Northern Illinois State Teachers College, De Kalb: 1929 FT June 10-July 19. ST July 22-August 30. 1928E FT 758. ST 250.

**** Southern Illinois State Normal University, Carbondale: 1929 June 13-August 28. 1928E FT 1611. ST 894.

**** Western Illinois State Teachers College, Macomb: 1929 FT June 10-July 19. ST July 19-August 28. 1928E FT 1053. ST 347. SF Work in visual education from primary into college science. Noted lecturers and entertainment.

**** Illinois State Normal University, Normal: 1929 FT June 8-July 19. ST July 20-August 28. 1928E FT 2394. ST 926. SF Geographical and industrial excursions on Saturdays. During second term motor bus excursion to Washington, Boston, Niagara Falls for geographical and historical studies.

University of Illinois, Urbana: 1929 June 17-August 10. 1928E 2208. Regular quarter of school year.

University of Chicago, Chicago: 1929 FT June 17-July 25. ST July 25-August 30. 1928E 6480. SF Regular quarter of year's program. Augmented faculty. Sixth Institute under the Harris Foundation to be held during first term. Lectures by authorities from our own country and from abroad. Special courses in sight conservation. Dr. Spearman of University of London on psychology of learning, and Dr. Blatz of Toronto University on psychopathic, retarded, and mentally defective children, will be notable lecturers. Courses on curriculum construction. The presidents of Kentucky and Minnesota universities and of Iowa State College and the Carnegie Foundation for the Advancement of Teaching will contribute six lectures each to a course on problems of higher institutions to be given by Floyd W. Reeves, University of Kentucky. Courses in psychology of the child by Helen L. Koch, University of Texas. Field courses in geology and geography in Wisconsin, Missouri, Washington, Idaho, and Montana, in Great Lakes region and Alaska. Marine biology at Wood's Hole.

Northwestern University, Evanston-Chicago: 1929 June 24-August 16 for College of Liberal Arts, the Graduate School, and Schools of Education, Commerce, and Journalism. Music and speech close August 2; Law closes August 23. 1928E 2282. Special lecturers, recitals, and concerts.

Wheaton College, Wheaton: 1929 June 17-August 9. 1928E 201. SF New courses in education and psychology and possibly in religious education for Sunday School workers.

Special Schools—National Kindergarten and Elementary College, Evanston: 1929 June 24-August 3. 1928E 220. SF Courses for nursery, kindergarten, and elementary teaching and supervising; for directors of church schools, playgrounds, and parent education. Demonstration in school methods based on recent scientific studies.

Pestalozzi-Froebel Teachers College, Chicago. 1929 June 24-August 2. 1928E 65. SF Nursery school education, playground work in folk dancing, festivals and pageantry, applied art and costume, story telling.

Columbia School of Music, Chicago: 1929 June 24-July 27. All departments of music. Special courses leading to degrees in public school music methods. Band and orchestra conductors' courses.

American College of Physical Education, Chicago: 1929 June 24-August 3. 1928E 100. SF All various systems of gymnastic teaching represented and latest ideas in technic of teaching. New dancing material for school work. Course in physiotherapy including orthopedics and corrective work.

Indiana

*Teachers College, Indianapolis: 1929 FT June 17-July 20. ST July 22-August 24. 1928E 278.

**** Ball State Teachers College, Muncie: 1929 FT June 17-July 20. ST July 22-August 24. 1928E FT 1504. ST 780.

**** Indiana State Normal School, Terre Haute: 1929 FT June 17-July 20. ST July 22-August 24. Classes six days a week. 1928E FT 2500. ST 1400. SF Graduate department leading to degree master of arts in education. Two-year courses leading to life licenses for grade work; four-year courses for licenses of all kinds for high-school work.



THE CAMPANILE of Iowa State College at Ames. The beauty of the tower is indicative of the charm of the other buildings.

Library of 110,000 volumes. Smith-Hughes courses.

Indiana University, Bloomington: 1929 June 13-August 9. Special three-weeks session, August 10-27. SF Plans to take the summer school of music abroad for three months. Also research tour, with six semester hours of credit, to the World Federation of Education Associations in Geneva, Switzerland, July 26 to August 3; schools in six countries will be visited and lectures will be given by educators of those countries. For the session on the campus there is a good offering of courses both undergraduate and graduate. Zoology, embryology, and limnology will be given at the biological station at Winona Lake, Indiana.

De Pauw University, Greencastle: 1929 June 10-August 14. 1928E 122. SF Courses especially arranged for high-school teachers.

University of Notre Dame, Notre Dame: 1929 June 25-August 6. 1928E 1023. All regular college subjects fully treated, including advertising, journalism, astronomy, religion, salesmanship, and law.

Iowa

**** Iowa State Teachers College, Cedar Falls: 1929 June 5-August 23. 1928E 3699. On campus 2457. In five branch schools 1242. SF Full quarter of twelve weeks. Diploma and degree courses in all educational departments. Private instruction in voice, piano, string and wind instruments. Opportunities for golf, canoeing, swimming, and social activities. Dormitories for women.

Iowa State College, Ames: 1929 FT June 8-July 17. ST July 16-August 29. 1928E FT 1533. ST 805. SF Civil engineering summer camp; geology field course; forestry camp; travel courses; work in horticulture.

University of Iowa, Iowa City: 1929 FT June 10-July 19. ST July 22-August 23. 1928E 4473. SF Full complement of experimental schools as laboratories for advanced students. Iowa Lakeside Laboratory offers exceptional facilities for research workers in natural sciences.

Drake University, Des Moines: 1929 June 11-August 9. 1928E 656.

Kansas

**** Kansas State Teachers College, Emporia: 1929 May 30-July 27. 1928E 1697. SF Several prominent educators will be added to regular faculty; others will come to give special lectures.

**** Kansas State Teachers College, Hays: 1929 opens May 28. 1928E 892. SF Rural life conference; consolidated school conference; series of dramatic productions for English teaching; special course in physical education and coaching under men of national reputation. Emphasis on community health education.

**** Kansas State Teachers College, Pittsburg: 1929 May 27-July 26. August session July 27-August 23. SF Lectures by E. E. Slosson, Will Durant, Lorado Taft, and others. Vocational conference week of June 3. Excursion to heart of the Ozarks.

Kansas State Agricultural College, Manhattan: 1929 May 31-July 31. 1928E 918. SF School for community leadership; special course for principals of rural schools; course for athletic coaches.

University of Kansas, Lawrence: 1929 FT June 12-July 20. ST July 22-August 16. 1928E 1685. SF Graduate work, especially in the School of Education.

Rocky Mountain Summer School of McPherson College (Kansas), Palmer Lake, Colorado. 1929 FT June 10-July 19. ST July 22-August 16. SF A beautiful mountain retreat. Excellent instruction, superb climate, excursions featured, nature study a specialty. All work accredited.

Kentucky

**** Western Kentucky State Teachers College and Normal School, Bowling Green: 1929 July 5-August 23. 1928E 2500. SF Lectures by outstanding educators of the country. Attention to needs of rural school teachers.

University of Kentucky, Lexington: 1929 FT June 17-July 20. ST July 22-August 24. 1928E FT 1122. ST 681 SF Cooking school; conference for agricultural teachers; special work in higher education, particularly for college registrars and deans.

Louisiana

*Louisiana State Normal College, Natchitoches: 1929 June 11-August 31. 1928E 1194. SF Discussion of live educational questions by prominent educators. Emphasis on games, play, swimming, boating, and other forms of physical education. Convocation of parish superintendents of Louisiana in connection with supervisory program of the state.

Louisiana State University and Agricultural and Mechanical College, Baton Rouge: 1929 FT June 12-July 23. ST July 24-August 21. 1928E FT 1000. ST 400. SF Library school; courses in nursing education as well as general courses in education. National Institute of Cooperative Marketing in session during second term.

Tulane University of Louisiana, New Orleans: 1929 June 17-July 27. 1928E 1133.

SF Educational courses of practical value to teachers are added to the regular courses.

Maine

Bates College, Lewiston: 1929 July 8-August 16. 1928E 258. SF School for teachers of secondary education, and graduate work.

State Normal School, Farmington: 1929 July 1-August 9. 1928E 415. SF Rural school work and primary methods.

Maryland

State Normal School, Frostburg: 1929 June 24-August 2. 1928E 110. Special subjectmatter courses. Advanced theory courses.

University of Maryland, College Park: 1929 June 26-August 6. 1928E 626. SF Special opportunities in chemistry, Romance languages, agriculture, high-school music. Located in country, eight miles from Washington.

Johns Hopkins University, Baltimore: 1929 June 24-August 2. 1928E 1107. SF Demonstration school. All grades from kindergarten through ninth grade in junior high school.

Massachusetts

Boston University, Boston: 1929 July 18-August 17. 1928E 1375. SF Large offering of courses for superintendents of schools, principals, and teachers. Courses in English literature and history to be given in London by Boston University professors.

Clark University, Worcester: 1929 July 1-August 9. 1928E 220. SF Concentration on geography, history, and economics. Transcontinental trip by motor coach July 1-August 23, for field work in geography and history.

Massachusetts Agricultural College, Amherst: 1929 July 1-August 10. 1928E 165. SF Professional courses in education, home economics, and the sciences. Instruction in riding.

Harvard University, Cambridge: 1929 July 8-August 17. 1928E 2713. SF Special lecturers in education will be: Leonard Seif of Munich, Germany; Jerome Davis of Yale University; Walter V. Bingham, director, Personnel Research Federation, New York City. The field course in geology will be held in the Canadian Rockies for five weeks beginning June 24.

Massachusetts Institute of Technology, Cambridge: 1929 June 3-September 21. 1928E 1415. SF Special courses for teachers of mathematics, science, and education.

Simmons College, Boston: 1929 July 1-August 9. 1928E 266. SF Household economics, secretarial studies, library science, social work, and nursing. College dormitories open to women students.

Michigan

**** Western State Teachers College, Kalamazoo: 1929 June 24-August 2. 1928E 1944. SF Fine program of special events educational and entertaining. Weekend excursions and matinee tours.

**** Central State Teachers College, Mount Pleasant: 1929 June 28-August 2. 1928E 1404. SF Lecturers, entertainments, and excursions.

**** Northern State Teachers College, Marquette: 1929 June 24-August 2. 1928E 794. SF Location on Lake Superior. Cool climate conducive to summer study. Weekend excursions to points of interest in northern Michigan.

**** Michigan State Normal School, Ypsilanti: 1929 June 22-August 2. 1928E 2206.

Michigan State College of Agriculture and Applied Science, East Lansing: 1929 July 25-August 2. 1928E 632.

University of Michigan, Ann Arbor: 1929 All colleges except law June 24-August 16. Law School June 18-August 29. (Two terms of five weeks each.) School of Education includes demonstration and observation courses; instruction in athletic coaching and administration, in hygiene, public health, and physical education. Weekend Institutes. Biological Station, Douglas Lake, Northern Michigan; School of Forestry and Conservation, camp in Upper Peninsula of Michigan.

Battle Creek College, Battle Creek: 1929 June 24-August 2. 1928E 245. SF Health information and training in better health habits.

Minnesota

**** State Teachers College, Bemidji: 1929 June 17-July 26. 1928E 300. SF Location on beautiful lake in northern Minnesota; climate conducive to summer study. Special program of lectures, concerts, and nature excursions.

**** State Teachers College, Duluth: 1929 opens June 15. 1928E 487. Two hundred of the students were doing upper division, i. e. graduate work.

**** State Teachers College, Mankato: 1929 June 18-July 27. 1928E 448.

**** State Teachers College, Moorhead: 1929 opens June 17. 1928E 362. SF Rural demonstration school. Pupils from rural district brought to college and taught by expert rural teacher. Excursions to interesting nearby places. A trip to Yellowstone Park is offered after the session with credit possibility.

**** State Teachers College, St. Cloud: 1929 June 17-July 26. 1928E 740. SF New courses in the senior college and in industrial arts. Unusual opportunities in rural education.

**** State Teachers College, Winona: 1929 June 17-July 26. 1928E 387. New courses for teachers who are candidates for degree in education which Minnesota teachers colleges are now authorized to grant, thus preparing for high school as well as elementary teaching.

University of Minnesota, Minneapolis: 1929 FT June 18-July 27. ST July 29-August 31. 1928E-5444. SF Fine arts project; an institute of physiology, biochemistry, and chemical kinetics; an institute on the problems of the small town.

Mississippi

*State Teachers College, Hattiesburg: 1929 FT May 27-July 5. ST July 8-August 16. 1928E 1127. SF Courses in forestry added to regular college work. Demonstration school of twelve grades.

University of Mississippi, University P. O.: 1929 June 10-August 9. 1928E 309. SF Course in parent-teacher association work. All courses lead to degree.

Missouri

**** Southeast Missouri State Teachers College, Cape Girardeau: 1929 May 28-August 2. 1928E 1033. SF Lecturers and entertainers of note.

**** Teachers College, Kansas City, Mo.: 1929 June 10-July 19. 1928E 450. SF Survey course in education given by eight or nine different lecturers from various parts of the country.

**** Northwest Missouri State Teachers College, Kirksville: 1929 May 31-August 7. 1928E 1452. SF Training of kindergarten, primary, grade, and high-school teachers.

**** Northwest Missouri State Teachers College, Maryville: 1929 June 4-August 7. 1928E 1200.



LEFT—Corridor in Kamola Hall, Washington State Normal School at Ellensburg. Right—Students' residence at the Center of Historical Studies, Madrid, Spain. Notice of this school appeared in *Notes and Announcements* in the February JOURNAL.

**** Southwest Missouri State Teachers College, Springfield: 1929 June 3-August 7. 1928E 1931. SF Noted lecturers and musical artists.

**** Central Missouri State Teachers College, Warrensburg: 1929 May 27-August 1. 1928E 1950. SF Courses for superintendents, principals, and teachers in city, town, or rural schools. College rank Class A with liberal arts colleges in North Central Association.

University of Missouri, Columbia: 1929 June 10-August 2. 1928E 2105. SF Graduate work in education and in arts and science. 720 graduate students. Masters degree work can be completed in four summers. School of Mines at Rolla.

Washington University, Saint Louis: 1929 June 14-July 26. 1928E 938. SF Graduate courses. Special courses in social work; also treatment of behavior problem children in school. Trips about St. Louis and season of openair opera.

Montana

University of Montana, Missoula: 1929 June 17-August 16. SF Regular college courses and special courses for teachers, principals, and superintendents. Program of social events and weekend excursions to mountains, lakes, waterfalls, hot springs, Indian reservation, bison preserve. Glacier Park and Yellowstone Park trips possible before or after session.

Nebraska

**** Nebraska State Normal College, Chadron: 1929 FT June 7-July 17. ST July 16-August 23. 1928E 747. SF N. L. Engelhardt of Teachers College, Columbia, lecturer. The Coffer Miller Players will present a group of plays. Annual picnic in Nebraska State Park; excursion to the Black Hills, scene of the summer White House in 1927.

**** State Teachers College, Kearney: Opens June 10, 1929. 1928E 1174.

**** State Normal School and Teachers College, Peru: 1929 FT June 10-July 17. ST July 18-August 23. 1928E 758. SF Classes in vitalized agriculture and in character education.

**** Nebraska State Teachers College, Wayne: 1929 FT June 10-July 19. ST July 22-August 23. 1928E FT 790. ST 447.

University of Nebraska, Lincoln: 1929 June 10-August 8. 1928E 3319. SF 110 grad-

uate courses offered. Field courses in botany, geology, agronomy, and surveying. Travel courses in geography in both eastern and western United States.

Nevada

University of Nevada, Reno: 1929 June 17-July 26. 1928E 120. SF Serving the needs of rural teachers who cannot afford to go out of the state.

New Jersey

Rutgers University, the State University of New Jersey, New Brunswick: 1929 June 24-August 2. 1928E 1532. SF Classes in journalism and guidance. Courses in clinical psychology at the Training School, Vineland, N. J.

New Mexico

*New Mexico Normal University, East Las Vegas: 1929 FT June 8, six weeks; ST July 18-August 21. 1928E 1200. First session will be five days a week with weekend tours to interesting places; second session will be six days a week. SF Courses in Spanish, southwestern art, history, and education. Complete college curriculum.

*New Mexico State Teachers College, Silver City: 1929 FT June 10-July 20. ST July 22-August 31. 1928E 350. SF Agreeable summer climate in Rocky Mountain area; opportunities for outdoor recreation. Several prominent educators will be added to regular faculty.

New Mexico College of Agriculture and Mechanic Arts, State College: 1929 June 3-July 27. 1928E 90. Regular college work and work especially for teachers in education, methods, music, and art. Lectures and entertainments.

University of New Mexico, Albuquerque: 1929 June 10-August 3. 1928E 405. SF Affiliation with School of American Research at Santa Fe. Field school of archaeology in August. Theme "Man and Nature in the Southwest" Students assist in excavation, recovering, recording, and museum installation of material.

New York

**** State College for Teachers, Albany: 1929 July 8-August 17. 1928E 825. SF Courses in pedagogy for college graduates wishing to teach in high schools of the state; courses in administration to prepare young men for principalships or superintendencies.

**** State Teachers College, Buffalo: 1929

July 1-August 9. 1928E 1026. SF Courses carrying credit for degree for teachers in elementary and junior high-school field. Special curriculum for school nurses. Courses for home economics teachers.

*State Normal School, New Paltz: 1929 July 1-August 9. 1928E 359.

*State Normal School, Oswego: 1929 July 2-August 10. 1928E 669. SF Vocational conference; ten days of lectures and discussions on all phases of trade education and vocational guidance.

Columbia University, New York City: 1929 July 8-August 17. 1928E 14,007. SF Special emphasis on economics, comparative literature, government, history, library service, religion, the social aspects of law, college administration, child development, health education, and music. Excursions in and about New York.

Teachers' College of Columbia University, New York City: 1929 July 8-August 16. 1928E 9991.

Cornell University, Ithaca: 1929 July 6-August 16. 1928E 2150. SF Strong courses for teachers, especially high and junior-high teachers. Campus on Cayuga Lake, with streams and waterfalls in vicinity. Excursions to Niagara Falls and other places of interest.

New York University, Washington Square East, New York: 1929 July 1-August 9. 1928E 4800. SF Course in problems of aviation in the public schools with cooperation of Guggenheim Fund. Physical education camp in Palisades Interstate Park.

University of Rochester, Rochester: 1929 June 26-August 2. 1928E 852. Full program of courses leading to degrees. Courses in kindergarten, elementary, and junior high-school education with public schools open as laboratory.

Syracuse University, Syracuse: 1929 FT July 2-August 9. ST August 12-September 13. 1928E 1766. SF General teachers courses, public-school music, and school and public library courses. Also regular academic work in all departments.

Institute of Euthenics, Vassar College, Poughkeepsie: 1929 June 24-August 3. 1928E eighty-nine adults. For parents and teachers. Nursery school for children from twenty-one months to fifty-four months, and a progressive school for children from five to seven years. Courses in mental hygiene, child guid-



LEFT—Stanford University, California. Memorial Church forms an inspiring center to the inner quadrangle. Right—Trinidad Head, near Arcata, California. Magnificent scenery is an added attraction at Humboldt State Teachers College at Arcata.

ance, religious education, nutrition, speech defects, the family, food production, and household technology.

North Carolina

**** East Carolina Teachers College, Greenville: 1929 June 11-August 23. 1928E 714. SF New practise school; dormitories for 800; weekend trips to Pamlico bathing beaches.

*Appalachian State Normal School, Boone: 1929 June 4-August 23. 1928E 1354. SF Advanced courses; climate cool and delightful at altitude of 3700 feet.

North Carolina College for Women, Greensboro: 1929 FT June 12-July 20. ST July 23-August 30. 1928E FT 1211. ST 415. SF observation school, graduate work, home economics, library science.

North Carolina State College of Agriculture and Engineering, Raleigh: 1929 June 10-July 19. 1928E 308. SF Karl C. Garrison, psychologist, and Merle Showalter, specialist in science teaching, will be visiting professors. Industrial arts training will be featured. Courses will receive college credit. Graduate work materially increased.

University of North Carolina, Chapel Hill: 1929 begins June 13. 1928E 1753. SF Travel study groups, with credit, in France and Germany. Engineering and geology groups in western part of North Carolina. Special emphasis on graduate work; also special division of elementary education with college credit.

Duke University, Durham: 1929 FT June 11-July 20; ST July 22-August 29. 1928E FT 992; ST 402. SF Graduate field work in botany in western part of state.

North Dakota

*State Normal School, Dickinson: 1929 June 15-August 30. 1928E 511. SF Summer session is a regular quarter of the year. All required courses are continued for the whole session. Complete courses are offered, however, to students who cannot remain throughout.

**** State Normal and Industrial School, Ellendale: 1929 June 17-August 30. 1928E 324. SF Good summer climate.

**** State Teachers College, Mayville: 1929 June 17-August 30. 1928E 486. SF Rural education with rural training school on campus. State conference on rural education to be held during session. Lectures by specialists.

**** State Teachers College, Minot: 1929 June 17-August 3. 1928E FT 776. ST 645.

**** State Teachers College, Valley City: 1929 June 17-August 30. 1928E 1187. SF Excursions to Badlands, Lake Itasca, and to Iron Range of Minnesota. Rural demonstration school. Special courses for rural teachers.

North Dakota Agricultural College, State College Station, Fargo: 1929 June 11-July 20. 1928E 189. SF Emphasis on courses leading to master's degree. Special work in agriculture, biology, physics, and chemistry and in education.

University of North Dakota, Grand Forks: 1929 June 17-August 9. 1928E 351. SF Special methods and practise teaching in high-school subjects, for teachers of the deaf and for mental defectives; for bandmasters and orchestra leaders. Increased facilities in graduate division.

Ohio

**** School of Education, Cleveland: (conducted jointly by Western Reserve University and Cleveland Board of Education.) 1929 June 24-August 2. 1928E 1983. SF Observation school; reading clinic; speech correction clinic; modern language school with French House where only French and Spanish are spoken; nature guide school and camp at Hudson, Ohio, where campfire naturalists, playground and scout leaders are trained; (parents, teachers, and hobbyists

THE CONTRAST between the best trained and the poorest trained teachers in America is still very great. Improvement however is now so rapid as to suggest the possibility of reaching a satisfactory general standard by 1937, which is the centennial of Horace Mann's secretaryship. The rapid growth of the American school system is emphasized by a realization that in 1837 Horace Mann became secretary of the Massachusetts State Board of Education, the first state school officer in America. By 1937, the centennial of that event, every beginning teacher may well have four years education beyond the four-year high school. Some states have nearly reached that standard already and others are definitely planning to do so. In making these advances teachers already in the service are given opportunities to take courses which will bring them the required academic standard and at the same time make them better human beings and better teachers.

welcome); complete offering in music and art; graduate school.

Ohio State University, Columbus: 1929 FT June 18-July 24. ST July 25-August 30. 1928E 3504. SF Dalton Plan demonstration school under personal supervision of Helen Parkhurst.

University of Cincinnati, Cincinnati: 1929 Liberal Arts and Education, June 24-July 30 and July 30-August 31. Premedical courses, June 17-August 10. 1928E 1648. SF Unit courses in health and hygiene education. Demonstration school on campus featuring reorganized primary, and sight conservation. Graduate courses in education, Superintendent Beveridge of Omaha supplementing regular faculty in educational administration.

**** Ohio University, Athens: 1929 June 17-August 16. 1928E 1500. All courses in liberal arts and education. Special emphasis on physical education and playground work.

University of Akron, Akron: 1929 June 24-August 2. 1928E 549.

Oklahoma

**** Northeastern State Teachers College, Tahlequah: 1929 May 27-July 26. 1928E 1803. SF Conferences on rural education, extracurriculum activities, and secondary school administration. These will be conducted by specialists and will be of two and three days duration.

University of Oklahoma, Norman: 1929 June 5-August 2. 1928E 2373.

Oregon

*Oregon Normal School, Monmouth: 1929 June 17-August 31. Three programs: first, full session; second, first half; third, second half. Emphasis placed on special departments in the platoon school systems, as auditorium work, nature study, science, geography, physical education, music, and art. Popular lectures and entertainments in the evenings.

University of Oregon, Eugene and Portland: 1929 sessions held simultaneously June 24-August 2. Post session in Eugene August 5-August 30. Total enrolment 1928, 1404. SF Geology camp, clinic on atypical children; class in first aid. Trip to Alaska last two weeks of post session.

Pennsylvania

**** State Teachers College, Bloomsburg: 1929 June 24-August 2. 1928E 378. SF Elementary student teaching and demonstration school; special opportunity to work for B.S. degree; opportunity to qualify for standard certificate.

**** State Normal School, Clarion: 1929 June 25-August 3. 1928E 419.

**** State Teachers College, East Stroudsburg: 1929 June 24-August 3. 1928E 384. Special work in health education. Situation in Delaware Water Gap conducive to delightful outdoor sports and recreation.

**** State Teachers College, Indiana: 1929 dates not determined. 1928E 1140.

**** State Teachers College, Kutztown: 1929 June 24-August 2. 1928E 272. SF Practise teaching and demonstration school; art supervisors course; educational sightseeing trips.

**** State Teachers College, Slippery Rock: 1929 opens June 24, 1928E 538. SF Advanced work for degree; special courses in health education work.

Pennsylvania State College, State College: 1929 July 1-August 9. 1928E 2799. SF Two nature camps in Stone Valley, fifteen miles from college. Continuation of Institutes of French Education, English Education, and Music Education. An Institute of Progressive Education under joint auspices of Progressive Education Association and Pennsylvania State College, July 1-July 20. Composite course in rural school organization and administration by six specialists. Special program in geography. Demonstration school from kindergarten through junior high school.

University of Pennsylvania, Philadelphia: 1929 July 1-August 10. 1928E 2272. SF Full selection of courses in arts, sciences, education, physical education, fine arts, and commerce. Increased number of graduate courses and visiting professors. Penniman Memorial Library of Education. Demonstration school.

University of Pittsburgh, Pittsburgh: 1929 Regular six weeks session July 1-August 9. Eight weeks science course July 1-August 23. Downtown session June 10-July 19. Branch sessions at Johnstown, Erie, and Uniontown.

Carnegie Institute of Technology, Schenley Park, Pittsburgh: 1929 School of Architecture, June 17-July 26. Courses for engineers and for teachers of music, art, and industrial education, June 17-August 9, and July 1-August 9. 1928E 755.

Lehigh University, Bethlehem: 1929 July 1-August 10. 1928E 466. SF Graduate and

undergraduate courses in languages, social science, history, engineering, economics, business administration, and education.

Temple University, Philadelphia: 1929 July 1-August 9. 1928E 1244. SF Health Education; correction of speech defects; public school music; school library management; commercial education.

Porto Rico

University of Porto Rico, Rio Piedras: 1929 July 1-August 14. 1928E 1249. SF Graduate work in Spanish. Visiting professor from University of Granada, Spain, Don Fernando de los Rios. Many courses in education and attractive social program.

South Carolina

University of South Carolina, Columbia: 1929 opens June 18. 1928E 480. SF Graduate work for teachers. Conferring of degrees at end of summer session. Specialization for teachers in field of secondary and higher work.

Winthrop College, the South Carolina College for Women, Rock Hill: 1929 June 25-August 2. 1928E 878. SF Training school for observation.

South Dakota

**** Northern Normal and Industrial School, Aberdeen: 1929 June 10-July 19. 1928E 932.

**** Eastern State Normal School, Madison: 1929 June 6-July 19. 1928E 368. SF Course in orchestra and band conducting.

Spearfish Normal School, Spearfish: 1929 June 10-July 17. 1928E FT 479. ST 165. Sightseeing and study trips through the Black Hills and to Homestake Mine, Crystal Cave, and other places of interest.

*Southern State Normal School, Springfield: 1929 June 10-July 19. 1928E 212. Special courses in art and possibly in social hygiene.

South Dakota State College of Agriculture and Mechanic Arts, Brookings: 1929 June 11-July 19. SF Courses for teachers as well as for regular college students. Popular courses for those seeking general culture. Advanced work for graduate students. Work for master's degree offered.

University of South Dakota, Vermillion: 1929 June 17-July 26. 1928E 254. SF Lectures, plays, and social programs.

Tennessee

**** East Tennessee State Teachers College, Johnson City: 1929 June 10-August 28. 1928E 1000. SF Location in mountains. Trips to Washington, D. C., Magnolia Gardens in South Carolina, Great Smoky Mountain Park, etc.

George Peabody College for Teachers, Nashville: 1929 FT June 10-July 20. ST July 22-August 26. 1928E 2837. SF Course in college and university administration by Dr. Suzzallo. Courses in philosophy of education and relation of psychology to education by Sir John Adams. Courses in modern methods of teaching foreign languages by Mr. Marchand.

University of Tennessee, Knoxville: 1929 June 10-August 23. 1928E 1423. SF Graduate courses in vocational agriculture and industrial education, in home economics, especially nutrition and child care, and in many departments of the university. A nursery school will be held from June 10 to July 17.

Texas

*Sul Ross State Teachers College, Alpine: 1929 June 4-August 23. 1928E 774. SF Altitude 4600 feet. Fine climate, sports, and excursions.

*West Texas State Teachers College, Canyon: 1929 June 5-August 27. 1928E 915. SF Elevation 3600 feet; summer climate comfortable. Weekend trips to Carlsbad Cavern and Santa Fe in New Mexico. Special lecture course and musical entertainments.

For Educators Who Spend the Summer at Home

A TEACHER who was kept from attending summer school by illness in the family, once remarked that that summer with odd moments spent in reading had so deepened her insight that it proved the turning point in her career. For those who remain at home during the summer the editor of THE JOURNAL wishes to suggest the reading of the following twelve books in the belief that they will open many doors and windows of understanding:

How to make the best of life, by Arnold Bennett, Doran

A history of the freedom of thought, by J. B. Bury, Holt

The teacher's philosophy in and out of school, by William DeWitt Hyde, Houghton

A sociological philosophy of education, by Ross L. Finney, Macmillan

The prophet, by Kahlil Gibran, Knopf

Talks to teachers, by William James, Holt

Education for a changing civilization, by William Heard Kilpatrick, Macmillan

Play in education, by Joseph Lee, Macmillan.

The ideal teacher, by George Herbert Palmer, Houghton

The philosophy of loyalty, by Josiah Royce, Macmillan

Education and the good life, by Bertrand Russell, Boni

All the children of all the people, by William Hawley Smith, Macmillan

*East Texas State Teachers College, Commerce: 1929 June 4-August 23. 1928E 2207. Faculty of trained specialists; lectures by nationally-known men and women.

**** North Texas State Teachers College, Teachers College Station, Denton: 1929 June 2-August 23. 1928E 3434. SF Summer term one full third of year's work. Many of the instructors are successful teachers in elementary or high-school work during year. Several exchange professors. Full recreation program for evenings.

Sam Houston State Teachers College, Huntsville: 1929 June 3-August 23. 1928E 1671. Wide range of college credit courses; outstanding lecturers. Excursions to sea coast at Galveston and to San Jacinto battlefield.

South Texas State Teachers College, Kingsville: 1929 June 3-August 24. 1928E 787.

SF "The most southerly state-supported institution of learning in the United States."

**** Stephen F. Austin State Teachers College, Nacogdoches: 1929 June 5-August 30. 1928E 1130.

**** Southwest Texas State Teachers College, San Marcos: 1929 opens June 3, 1928E 1943. SF Courses for experienced teachers as well as those preparing to teach. Bachelors' degrees conferred at close of summer term.

Agricultural and Mechanical College of Texas, College Station: 1929 FT June 10-July 20. ST July 22-August 31. 1928E 1041. SF Graduate and undergraduate work in all technical departments and short course (three weeks) for vocational teachers.

University of Texas, Austin: 1929 FT June 4-July 15. ST July 15-August 26. 1928E 3158. SF Special graduate work for students interested in southwest history, geology, and education.

Utah

Utah Agricultural College, Logan: 1929 June 10-July 19. 1928E 500. SF Music course under Osbourne McConathy, editor of Progressive Music series; education under Frank W. Hart, University of California; dramatic art under Lee Emerson Bassett, Stanford; field geology class under E. B. Branson, University of Missouri; athletic coaching under Robert Zuppke of Illinois and Forrest Allen of Kansas; child welfare under Mary Sweeney of Merrill-Palmer school; recreation under Mary Wood Hinnman of Chicago.

**** University of Utah, Salt Lake City: 1929 June 10 (six weeks). 1928E 741. SF Course in British politics by Prof. Charles McKinley of Reed College, and one in Chinese history and civilization by Prof. O. S. Johnson of Stanford. Courses in educational supervision and administration by John G. Rossman, assistant superintendent, Gary, Indiana.

Vermont

University of Vermont, Burlington: 1929 July 5-August 14. 1928E 912. SF Location on Lake Champlain. Trips to Adirondacks, Montreal, and Quebec. Graduate and undergraduate work in education, psychology, mathematics, and languages. Demonstration school. Courses for superintendents and principals as well as teachers.

Middlebury College, Middlebury: 1929 June 28-August 16. Four distinct schools as follows: English at Bread Loaf Inn in Battell Forest. Faculty of successful creative writers. French in separate house with French the exclusive language in dormitory, classroom, and social life. Teachers all native French except a few specialists in method, etc. Spanish conducted in same manner. Concha Espina, Spain's foremost woman writer will be on teaching staff. Chemistry, the fourth school, is recognized as giving the best premedical courses. 1928E English 115; French 286; Spanish 83; Chemistry 33.

Virginia

****State Teachers College, East Radford: 1929 FT June 10-July 19. ST July 20-August 23. SF Strong academic courses; also home economics, industrial and fine arts. Board is twenty-five dollars a month. Pleasant climate in the heart of the Alleghenies.

**** State Teachers College, Harrisonburg: 1929 opens June 17. 1928E 542.

University of Virginia, University: 1929 FT June 17-July 27. ST July 29-August 30. 1928E 2209. Graduate students, 247. SF Institute of Public Affairs during second term. Speakers of international note. Music festival. Pleasant summer climate. Beautiful campus; comfortable and reasonable accommodations.

University of Richmond, Richmond: 1929 June 17-August 17. 1928E 200. Regular work of winter session with emphasis on premedical courses.

College of William and Mary, Williamsburg: 1929 FT June 17-July 27. ST July 27-August 31. 1928E 413. SF Courses in Colonial and Western U. S. history; courses for teachers and school administrators; library science; premedical courses.

Washington

*Washington State Normal School, Bellingham: 1929 June 10-August 23. 1928E 1050. SF Special courses at Puget Sound Biological Station and Mt. Baker Cabin. Special provision for third and fourth-year students. Unusual recreation program with both mountains and sea as its arena.

*State Normal School, Cheney: 1929 June 3 to August 15. 1928E 800.

*Washington State Normal School, Ellensburg: 1929 June 2-August 16. 1928E 400. SF Location in foothills of Cascade mountains; dry, temperate climate. Lecturers of national repute. Outdoor sports including instruction in horseback riding and archery. Dramatic and musical productions. New fire-safe dormitories for men and women.

State College of Washington, Pullman: 1929 June 12-August 10. 1928E 400. SF Courses for secondary teachers, principals, and superintendents. Private instruction in voice, piano, pipe-organ, and violin; also in teaching of piano. Attractive summer climate; altitude 2500 feet.

University of Washington, Seattle: 1929 FT June 19-July 25. ST July 26-August 29. 1928E 3057. SF Courses in business admin-

istration, engineering shop, geology, music, philosophy, sociology, zoology, and education from elementary teacher to high-school principal and superintendent; for industrial and vocational teachers. Nineteen visiting professors of note from twelve states.

West Virginia

*Concord State Normal, Athens: 1929 June 10-August 9. 1928E 710. SF Altitude 2700 feet. Special lecturers; course in Scouting; dramatic productions; geographic and historical excursions.

**** Marshall College, Huntington: 1929 June 10-August 10. 1928E 1323. SF Practise teaching facilities; emphasis on industrial and social studies and excellent facilities for recreation.

*Shepherd College State Normal School, Shepherdstown: 1929 June 10-August 9. 1928E 370. SF Location in the beautiful Shenandoah Valley.

*West Liberty State Normal School, West Liberty: 1929 June 10-August 9. 1928E 312.

Wisconsin

*** Central State Teachers College, Stevens Point: 1929 June 17-July 26. 1928E 533. SF Third Annual Rural Setting-up Conference, also Home Economics Conference. Nationally recognized leaders at head of these conferences.

**** State Teachers College, La Crosse: 1929 June 17-July 26. 1928E 457. SF Degree course in secondary education and physical education. Special coaching school in athletics. Lectures on elementary, secondary, rural, and physical education.

**** State Teachers College, Oshkosh: 1929 June 24-August 2. 1928E 520. SF Courses for teachers, supervisors, and directors of vocational education; also courses leading to bachelor's degree. Rural education and supervision of rural schools will be stressed.

**** Superior State Teachers College, Superior: 1929 June 17-July 26. 1928E 650. SF Coaching school, nursery school, excursions to iron mines and steel plant. Leading educators will give special lecture courses.

**** State Teachers College, Whitewater: 1929 June 17-July 26. 1928E 387. SF Lectures by leading educators of the country. Special courses in the principal department of the college—commercial education. Entertainment and recreation.

**** Stout Institute, Menomonie: 1929 June 17-August 15. 1928E Industrial education 307; home economics 142. SF Parent education. Special consideration to newer curriculum content distributions.

University of Wisconsin, Madison: 1929 General six weeks session, July 1-August 9. Special nine weeks session of Graduate School, July 1-August 30. Ten weeks session of Law School, June 24-August 30. 1928E 5065. SF Nine weeks session carries one half semester of residence credit toward master's or doctor's degree. Course for workers in industry for selected workers. Work includes elementary economics, English, speech, and physical education. Special lecturers in psychology from Edinburgh, Utrecht, Berlin, London, Leeds, and Amsterdam. Special courses for superintendents and principals and teachers.

Marquette University, Milwaukee: 1929 June 22-August 2. 1928E 796.

Wyoming

University of Wyoming, Laramie: 1929 FT June 17-July 24. ST July 25-August 30. 1928E 1159. SF "Coolest summer school in America." Summer camp in mountains for courses in geology, botany, zoology, general science, and art. Geology School affiliated with Columbia; graduate courses in education.

Mexico

National University of Mexico, Mexico City: 1929 July 2-August 17. 1928E 325. SF Wide variety of courses for students and teachers of Spanish; several general culture courses for persons having no knowledge of Spanish; weekend excursions, under university supervision, to pyramids, ruined cities, and other points of archeological, historical, or scenic interest; a cool climate (average summer temperature of Mexico City, sixty-two degrees).



GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville, Tennessee, has been a pioneer in the education of practise teachers and one of the most persistent advocates of the highest scholarship and technical skill. Above is pictured one of its handsome buildings—the library.



Selecting the National Flower

PAUL F. HANNAH

American Nature Association, Washington, D. C.



A WELLKNOWN educator once said, "Every child has the right to know six flowers, six birds, and six stars."

The national flower poll, which was instituted last November by the American Nature Association of Washington, D. C., to get a countrywide opinion from school children and adults on the best flower to represent the nation, was undertaken so that both child and adult could exercise his right to know more than six flowers. Knowledge of flowers was not the only goal, however; the poll, in addition to establishing a national emblem, was to serve as a conservation force, to enlist both young and old as crusaders to prevent further flower extermination.

A quick and enthusiastic response from schools, nature clubs, women's clubs, and civic organizations was made to the first call for votes. Hundreds of classes balloted. Many more will do so during this spring and fall. And while the poll was planned so that the voting would take but a few minutes if schedules were crowded, yet a large percent of the teachers have reported successful flower and conservation studies built around the in-

terest which was aroused in the campaign.

Just as the concern engendered by a presidential election has been capitalized by the teacher to instruct in political science and history, so has the interest in the national floral referendum been utilized in many classes. The children, in this campaign, are voting for the first time on a parity with their elders; their voice, regardless of age, has here national significance. Every child is proud of the chance to make himself heard. In studies of citizenship, the poll has been used to inculcate a sense of civic responsibility.

The study of national flowers of other lands creates a new interest in the history class and the student, when he learns that America is the only important nation in the world without a floral emblem, and that he, now, has the opportunity to help select one for his own country, feels a greater pride in casting his vote.

In the field of nature study, the state flowers, lists of which may still be had from the Wild Flower Preservation Society at Washington, D. C., might be discussed before voting. Surveys have been made of the flowers loved nearly to extinction by the American people, such

as the columbine in Colorado, the dogwood in the East, and the golden poppy of California, and the lesson driven home that the children, by becoming crusaders against promiscuous picking, may signally serve the nation. In reading and biography classes the enthusiasm evoked by the poll makes excerpts from Thoreau, Burroughs, and other naturalists understandable and timely, and the stories of their lives more significant. The question of which flowers offer themselves best for decorative designs and emblems has kindled the imagination of art classes.

The American Nature Association has been supplying, upon request from principals and teachers, bulletins containing ballots and information on the flowers, to help prepare programs. Flower books and the writings of naturalists are suggested for supplementary work. Yet if time presses, the first right of the children—that of voting—may be asserted by a short survey of the flower candidates, a ballot, and a letter to the American Nature Association at Washington, D. C., giving the number of votes cast for winners of first, second, and third places. A vote from each child is the goal.



Here are some of the candidates in the national flower campaign—above, the wild rose and the mountain laurel, and below, from left to right, the black-eyed susan, the columbine, and the phlox. There are many others. All native wild flowers are candidates. Has your school voted yet? Send the returns to the American Nature Association, Washington, D. C.

The Rights of the Child—Habit

HAROLD SAXE TUTTLE

Assistant Professor of Education, University of Oregon, Eugene, Oregon

THE CHILD is the victim of society. In his physical environment he is helpless until he has been trained by his elders. The laws of the state control him, though he has no voice in their enactment. Social heredity conditions all his thinking and feeling and acting.

If he is to live normally and happily the child must acquire habits which do not run counter to society's needs and traditions; he must have a broad foundation of experience out of which to build sound judgments; and he must have tastes and ideals which will lend themselves to the happiness of both himself and others. For these habits, judgments, and ideals the child is so largely dependent on society that it is no exaggeration to assert that the child is the victim of society.

He is born without habits, but with the capacity to acquire them. His habit mechanism provides for the ready formation of habits which secure social approval and the prompt abandonment of those which meet with social rebuke. So economical of thought and energy are habits that much of life is purely mechanical. New situations can be met intelligently only when habit takes care of the familiar phases, releasing attention for the unfamiliar tasks that demand it. But this very slavery to habit in the daily routine emphasizes the need of guiding that routine in keeping with the highest interest of society.

A school boy, when asked why he used profanity, replied, "You can't help it when you hear it all the time; and the fellows call you sissy if you don't." What objectionable habit of childhood is not the product of similar group pressure? "You gotta smoke before you can be a man," echoed a twelve-year-old boy, when called to task for using cigarets.

These simple instances crudely illustrate the fact that acts are performed, and corresponding habits formed, not by sheer "choice" of the child but as "responses" to social stimuli and under social

EVERY smallest stroke of virtue or of vice leaves its never-so-little scar . . . The great thing in all education is to make our nervous systems our allies instead of our enemies.—WILLIAM JAMES: *Psychology*

THE virtuous man is in a kind of bondage to righteousness. In view of this no one can overestimate the ethical importance of habit.—J. R. ANGELL: *Psychology*

HABITS can be shaped and changed. There is no mystery about them. It is only when we think of changing character that mystery begins. But what is one's character?—only predominant habit systems.—HARRY A. OVERSTREET: *Influencing Human Behavior*

HABITS are conditions of intellectual efficiency . . . The more flexible they are the more refined is perception in its discrimination, and the more delicate the presentation evoked by imagination.—JOHN DEWEY: *Human Nature and Conduct*

pressure. The child's habits are not of his own choosing; they are social products.

The grip of alcohol, opium, or tobacco is no more real, and at times hardly more distressing than the grip of habits of speech, of voice, of manner of eating, of dressing, of play, of honor, of respect for property, or of reverence. The child is entitled at the hands of society to such training in habits as will give him a feeling of ease and propriety in the most refined and morally exacting social groups.

As the child performs an act he is conscious neither that he is initiating—or

perhaps confirming—a habit, nor that the habit will in later years meet with a different sort of response from that of the present group. The act of ruthless vandalism perpetrated on Hallowe'en wins gleeful approval from the gang, just now. Fighting a boy from the other side of town establishes the possession of a degree of courage questioned (for effect) by one's backers. Mild gambling in a local fair or benevolent raffle wins only immediate praises. "Swiping" a cake from a rival class picnic is smart in the eyes of one's own set. A sip of moonshine from a bottle cleverly secured by a high-school boy represents only a "lark" for the bunch. But the day will come when society will inflict sharp penalties upon those who destroy property and fight and gamble and steal and become intoxicated. Does not society owe it to the child to direct his habits if it is to hold him responsible later for acting upon them?

So much of his future happiness depends on the acquisition of habits—truthfulness and honesty and chivalry and respect for the rights of others—that the child could justly insist, could he but see the future, that society equip him with such habitual tendencies as it will demand of him later.

No system of education which rests on knowledge and skill alone can give any generation of children their rights. Habits must be built, of the sort that will bring no social censure, but will rather bring social approval.

"Only the best is good enough for the child." And only the best will discharge society's moral obligation to him. "The best" is not a catalog of facts which will enable him to pass examinations, but deeply ingrained character tendencies will make him a wholesome, serving, happy member of society.



Builders of Our Profession

WHEN WE, as teachers, catch the vision of the possibilities of organized education; when we dedicate ourselves through sympathetic guidance of youth to the mission of the development of intellectual, social, moral, and emotional life, to the end that we shall have an intelligent citizenship where right is might, a nation of home builders who forget not the God of their fathers, and a beginning of world fellowship—then we may know that we have not stood in vain by the brink of the great river of Education, trying to gather a bit from its current as it sweeps on into eternity.—L. M. Fort, president, South Dakota Education Association.

New Life Enlistments

A HALF century spent in the public schools! What an opportunity—what a service! This is the record of Mary E. McCarty of Sioux City, Iowa. That some slight recognition might be given her, friends and former students who are now prominent in the business and professional world, presented her with a life membership in the National Education Association. What a fine reward for one who has served the profession so long and faithfully! There are many who are completing years of outstanding service and who should receive recognition. If there is such a teacher in your community why not start the movement and give him this slight reward for his years of service and sacrifice?

Notable records in life membership enrolment—F. E. Howard, state director for Hawaii, has sent in forty-four life memberships since the beginning of the year. R. P. Jarrett, dean of West Texas State Teachers College, Canyon, has been responsible for the receipt of thirteen life memberships since the first of the year. Mary A. Lord, Woodrow Wilson Junior High School, Sioux City, Iowa, and state director for Iowa, has been stimulating interest in life memberships in her state to the extent of nine life memberships since January 1.

The following life members have been reported since the list was published in the March JOURNAL.

ALABAMA—Marietta Johnson, Clark C. Moseley, Florence Tilman.
ARIZONA—J. P. McVey.
ARKANSAS—Harvey H. Haley.
CALIFORNIA—Charles C. Hughes, George I. Linn, R. E. Rutledge, Mrs. Ora L. Schieber, R. H. Stenback.
CONNECTICUT—Gordon C. Swift.
DISTRICT OF COLUMBIA—Caroline E. Toner.
FLORIDA—William L. Carter.
GEORGIA—W. L. Downs, W. S. Nicholson, Jere A. Wells.
HAWAII—Lily K. Auld, George E. Axtelle, Flora B. Brown, Joseph Cravalho, A. Archie Dorsey, Clarence B. Dyson, Bernice E. L. Hundley, Floyd M. Johns, Edward Kahale, Helen Kangley, Eleanor A. Kellogg, Frank Kinnison, M. B. Olival, Paul B. Sanborne, Lucy A. P. Seong, James Heen Wong.
ILLINOIS—J. C. Wiedrich.
INDIANA—John H. Hines, Homer L. Reeves.
IOWA—E. E. Bovee, Margaret Coulter, Gertrude Dennison, Fannie Foster, Meta Grandy, Luey E. Hobbs, Agnes M. Samuelson.
LOUISIANA—William J. Avery, John T. Cupit, Ruby V. Perry.
MARYLAND—Angela M. Broening, Eunice K. Crabtree.
MICHIGAN—Deland A. Davis, Elna E. Nelson, Anna T. Reardon.
MISSISSIPPI—W. F. Bond.
MISSOURI—Mary M. Fisher.

NEW JERSEY—Barbara V. Hermann.
NEW YORK—Frank D. Boynton, Rollo G. Reynolds.
NORTH CAROLINA—T. Wingate Andrews.
NORTH DAKOTA—Agda Olson, Mrs. Myrtle B. Porterville, Merle S. Ward.
OHIO—Emma J. Clark, Claude C. Gossett, Margaret E. Hasemeier, W. C. Kunce, J. V. Nelson, James P. Pollock, E. V. Stephan.
OREGON—Mrs. Blanche D. Williams.
PENNSYLVANIA—Ernest T. Chapman, Galen Jones, Grover W. Mueller.
SOUTH CAROLINA—James P. Coates.
TEXAS—L. T. Callicutt, Elva Fronabarger, James O. Roark.



Harris & Ewing

SECRETARY J. W. Crabtree who was re-appointed at the Cleveland convention for a fourth term of four years. Mr. Crabtree has been active in the Association since 1890 and has been its fulltime secretary during the past twelve years of its remarkable development. Among the many expressions of appreciation for his service was a luncheon which was given him by the headquarters staff.

VIRGINIA—J. J. Kelly, Jr.
WEST VIRGINIA—Eldred H. Batson, S. Key Dickenson.
WISCONSIN—Josephine Benson, Mrs. Clara W. Ginty.
WYOMING—Edward M. Thompson.

Teachers Colleges Lead

TEACHER training institutions are the fountain-heads of professional spirit. They set the pace for their students. The following professional schools for teachers, having more than five fulltime members on their staff, have reported a 100 percent enrolment of their faculties for the current year:

Tempe State Teachers College, Tempe, Ariz.
Department of Education, Stanford University, Calif.
Atlanta Normal School, Atlanta, Ga.
State Normal and Industrial College, Bowdon, Ga.
Department of Education, University of Kansas, Lawrence, Kans.
Department of Education, University of Kentucky, Lexington, Ky.
Dingley Normal Training School, Lewiston, Me.
Washington State Normal School, Portland, Me.
Aroostook State Normal School, Presque Isle, Me.
School of Education, Boston University, Boston, Mass.

Training School, State Normal School, Bridgewater, Mass.
Western State Teachers College, Kalamazoo, Mich.
State Teachers College, St. Cloud, Minn.
Teachers College of Kansas City, Kansas City, Mo.
Northeast Missouri State Teachers College, Kirksville, Mo.
College of Education, University of New Mexico, Albuquerque, N. Mex.
New Mexico State Teachers College, Silver City, N. Mex.
Teachers College, University of Syracuse, Syracuse, N. Y.
Teachers College, University of Akron, Akron, Ohio
Columbus Normal School, Columbus, Ohio
Department of Education, Wittenberg College, Springfield, Ohio
Warren City Normal School, Warren, Ohio
Northwestern State Teachers College, Alva, Okla.
State Teachers College, Bloomsburg, Pa.
State Teachers College, Indiana, Pa.
State Teachers College of Slippery Rock, Slippery Rock, Pa.
Department of Education, University of South Carolina, Columbia, S. C.
West Tennessee State Teachers College, Memphis, Tenn.
Armstrong Elementary Normal School, Richmond, Va.
Ashland County Normal School, Ashland, Wis.
Marathon County Normal School, Wausau, Wis.
Territorial Normal School, Honolulu, Hawaii

Several institutions take pride in the fact that all members of their faculties are life members. The following are among those which have achieved this goal:

Teachers College, University of Florida, Gainesville, Fla.
Department of Education, Dartmouth College, Hanover, N. H.
School of Education, Rutgers University, New Brunswick, N. J.

West Texas State Teachers College, Canyon, Texas, boasts the largest total N. E. A. life membership of any teacher training institution in the country. It has sixteen.

Completed Enrolments

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

Ten years

COLORADO—Greeley, North Ward.
OREGON—Salem, Englewood.

Nine years

ILLINOIS—Rock Island, Washington Junior High.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Park, Whittier Junior High, Willard.
TEXAS—Beaumont, Junker.

Eight years

NEBRASKA—Lincoln, Belmont, Bryant, Elliott, Hartley, Longfellow, Normal, Randolph, Saratoga.

Seven years

CALIFORNIA—Bakersfield, McKinley; San Francisco, Golden Gate.
HAWAII—Mt. View, Mt. View.
MICHIGAN—Grand Rapids, Walker.
NEBRASKA—Omaha, Minne Lusa.

Six years

CALIFORNIA—Oakland, Melrose.
HAWAII—Hakalan, Hakalan.
NEBRASKA—Lincoln, Lake View, Prescott.
OHIO—Mansfield, Carpenter.
TEXAS—Beaumont, Averill.

Five years

ARKANSAS—Wilson, Wilson Public Schools.
CALIFORNIA—Oakland, Cleveland, Crocker Highlands, Durant, Elmhurst Junior High, Emerson, Garfield Junior High, Hawthorne, Highland, Jefferson, Lafayette, Laurel, Maxwell Park, McChesney, Peralta, Piedmont Avenue, Rockridge, Stonehurst, Tompkins.
HAWAII—Olaa, Olaa.
INDIANA—South Bend, John F. Nuner.
MINNESOTA—Minneapolis, Hiawatha, Lowry.
MISSOURI—Kansas City, Searitt.
NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany, Bryant, Capitol, Clinton,

Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson High, Lake View, Lincoln High, Longfellow, Normal, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Supervisors Department, Twenty-sixth and O Streets Junior High, Van Fleet, Whittier Junior High, Willard; Omaha, Madison.

OREGON—Portland, Vernon.

SOUTH DAKOTA—Sioux Falls, Meredith.

TEXAS—Beaumont, Magnolia.

WASHINGTON—Bellingham, Roosevelt.

Four years

CALIFORNIA—La Jolla, High; Long Beach, Luther Burbank; Los Angeles, Garvanza; Oakland, Bella Vista, Charles Burckhalter, Dewey, Lakeview Junior High, Lockwood Junior High, Roosevelt High, Toler Heights, Webster; Santa Maria, Mill.

COLORADO—Kremmling, Grade, Union High.

FLORIDA—Fort Lauderdale, South Side.

IDAHO—Gooding, Junior High.

ILLINOIS—Brookfield, Brookfield Public Schools; Rock Island, Lincoln; Sannemin, Township High.

INDIANA—Butler, High.

KENTUCKY—Louisville, California.

MAINE—Bar Harbor, Emerson.

MICHIGAN—Grand Rapids, Buchanan, Fairmount.

NEVADA—Verdi, Public.

NEW HAMPSHIRE—Pittsfield, Memorial.

NEW JERSEY—Atlantic City, Household Arts Department.

OREGON—Marshfield, Harding.

PENNSYLVANIA—Chester, Larkin Secondary.

TEXAS—Dallas, Cumberland, Sam Houston, Stephen J. Hay, William Lipscomb.

VERMONT—Newbury, Junior-Senior High.

WISCONSIN—Madison, Doty, Lowell.

Three years

CALIFORNIA—Oakland, Chabot, Clawson Junior High, Fruitvale, Golden Gate Junior High, Horace Mann, John Swett, Lincoln, Montclair, Parker, Prescott Junior High, Sequoia.

HAWAII—Alae, Holuolua, Hookena, Honaunau, Honokohau, Kalaea, Kapapala, Keauhou, Konawaena High and Grammar, Milolii, Napoopoo, Pahala, Puuanahulu.

ILLINOIS—Chicago, Walter Scott; Cicero, Woodrow Wilson; Harrisburg, Dorrisville; Pinckneyville, Pinckneyville Public Schools; Springfield, Palmer.

KANSAS—Augusta, Garfield.

KENTUCKY—Ashland, Coles Junior High, John F. Hager, Means.

MAINE—Bath, Mitchell.

MASSACHUSETTS—Somerville, Morse.

MICHIGAN—Ludington, Lakeview; Muskegon, Angell.

MINNESOTA—Minneapolis, Sumner.

NEW JERSEY—Dunellen, Lincoln, Whittier; Ocean City, Central Avenue Grade, Wesley Avenue Grade.

PENNSYLVANIA—Kresgeville, Polk Township High.

TEXAS—Dallas, Mirabeau B. Lamar.

UTAH—Grand County, Grand County Public Schools, Elementary, High.

VERMONT—Johnson, Junior-Senior High.

WASHINGTON—Bellingham, Sehome; Onalaska, Union High.

Two years

CALIFORNIA—Fort Bragg, Fort Bragg Public Schools; Oakland, Cole, Franklin, Glenview, Lazear, Luther Burbank, Merritt High; San Diego, Cabrillo.

COLORADO—Canon City, Harrison.

CONNECTICUT—Norwalk, Putnam; Westport, Green's Farms.

HAWAII—Helemano, Lanai City.

ILLINOIS—Champaign, High, Lottie Switzer; Cicero, Goodwin.

INDIANA—Evansville, Third Avenue.

IOWA—West Liberty, West Liberty Public Schools.

KANSAS—Girard, Girard Public Schools, Emerson,

High, Junior High, Lowell, Whittier; Lawrence, Cordley.

KENTUCKY—Ashland, John Grant Crabbe, Oakview.

MAINE—Bath, North Grammar; Islesboro, Grade.

MASSACHUSETTS—South Ashburnham, Emeline Jewell Whitney.

MICHIGAN—Detroit, Burt; Pontiac, Bagley.

MINNESOTA—Minneapolis, Pierce.

MISSOURI—Kansas City, St. Joseph's Orphans Home.

NEVADA—Hawthorne, Public.

NEW HAMPSHIRE—Keene, Symonds.

NEW JERSEY—Newark, Elliott Street.

OHIO—Rocky River, Kensington.

Current year

ALABAMA—Jasper, Union Chapel.

ARIZONA—Phoenix, Alhambra.

CALIFORNIA—Bakersfield, Washington; Fresno, Pomona; Guadalupe, Grade; Lemoore, San Jose; Los Angeles, Alpine Street, One Hundred and Eighty-fourth Street; Oakland, Camden, Dimond Heights, Fremont High, Hamilton Junior High, Lakeview, McClmonds High, Washington, Whittier; Pasadena, Thomas Edison; Santa Maria, Cook, Elementary, Fairlawn.

COLORADO—Las Animas, Columbian.

CONNECTICUT—Westport, Bedford Junior High.

GEORGIA—Albany, Broad Street, MacIntosh; Bowdon, State Normal and Industrial College; Columbus, Sixteenth Street; Dalton, City Park; Metter, Metter Public Schools; Monroe, Johnston Institute; Monticello, Monticello Public Schools.

HAWAII—Kona Kau Teachers Association, Kailua, Naalehu.

ILLINOIS—Cicero, Morton Park Elementary, Roosevelt; Putnam, Senachwine Community High; Riverside, A. F. Ames.

INDIANA—Martinsville, Martinsville Public Schools; Monticello, Monticello and Union Township Schools; New Castle, New Castle Public Schools, Benjamin S. Parker, Charles S. Hernley, Holland, James C. Weir, Junior High, Omar Bundy, Senior High.

IOWA—Sioux City, West Junior High, Woodrow Wilson.

KANSAS—Lawrence, Pinckney; Wichita, Carleton Elementary.

LOUISIANA—Lecompte, High.

MAINE—Canton, Canton and Livermore District; Madison, Weston Avenue; Monson, Grade, Monson Academy; Waterville, Grove Street.

MASSACHUSETTS—Ashburnham, Dolly Whitney Adams; Somerville, Burns; Springfield, Frederick Harris; Stoneham, Center; Uxbridge, Wheelock; Waltham, Lawrence.

MICHIGAN—Alpha, Mastodon Township Public Schools; Detroit, Cerveney; Hurd, Hurd Training; Kalamazoo, Western State Teachers College; Mecosta, High; Paw Paw, Paw Paw Training; Portage, Portage Training; Richland, Richland Training; Sault Ste. Marie, Washington.

MINNESOTA—Duluth, Bryant; Pipestone, U. S. Indian Training.

MISSOURI—Springfield, Opportunity.

MONTANA—Busby, Tongue River Boarding.

NEVADA—Baker, Public; Eureka, Eureka Public Schools, County High, Grade; Tonopah, Grade.

NEW HAMPSHIRE—Ossipee, High and Grammar.

NEW JERSEY—Ridgewood, Union Street; Trenton, McKinley, Washington.

NEW MEXICO—Toadlena, Toadlena Boarding.

OHIO—Barberton, Route 2, Norton High; Cambridge, Ninth Street; Cincinnati, Whittier; Cleveland, East Clark, Fruitland, Giddings, Kentucky, Larchmont, Mayflower, Moulton, Nottingham, Parkhurst-Florian, Rawlings Elementary, Settlement, Thomas Jefferson Junior High; Dayton, Gorman School for Crippled Children; East Cleveland, Prospect; Lorain, Highland; Mentor, Junior-Senior High, Mentor Village; Willoughby, Willoughby Public Schools, Browning, Memorial Junior High, Union High.

OKLAHOMA—Oklahoma City, Walnut Grove.

OREGON—Springbrook, Public.

PENNSYLVANIA—Bloomsburg, High, Junior-Senior High; Hummelstown, Hummelstown Public Schools; Jersey Shore, Jersey Shore Public Schools; Mifflin, Public; Pottsville, Pottsville Public Schools, Bunker Hill, Centre Street, Fishbach, Garfield, High, Jackson, Jalappa, Minersville Street, Mount Hope, Orchard, Patterson, Race, Yorkville.

SOUTH DAKOTA—Pine Ridge, Public.

TENNESSEE—Cleveland, Central High; Memphis, Lions Open-Air; St. Elmo, South St. Elmo.

TEXAS—Big Spring, Midway; Dallas, Cedar Valley, Fair Park, John F. Peeler, Lisbon; Fort Worth, West Van Zandt; Haslet, Public.

WASHINGTON—Tacoma, Edison, Larchmont, Mary Lyon, Mt. View Sanatorium, Oakland, Parental Girls, Park Avenue, Rogers, Washington; Vancouver, Columbia, Harney, Roosevelt.

WEST VIRGINIA—McComas, Crane Creek; Norton, Public.

WYOMING—Evanston, Brown.

THIS letter from a school principal in North Dakota is typical of many received at headquarters:

Dear Mr. Crabtree, I believe it was Cromwell who said, "Not only strike while the iron is hot, but make it hot by striking." You are a good salesman. I am so tired of putting your membership letters in the wastebasket that I am willing to succumb. Keeping everlastingly at it has at least made you two dollars today and a member of the N. E. A. I have put this thing off a dozen times in half as many years and this is the end.

I imagine a good many school people are in my boat. We go along here from year to year tending to our rounds of duties and forgetting what the world is doing in cooperation among the industries and professions. I guess we will have to go out and get our "relief" by getting together and solving our own problems as a great many of the farm organizations are now doing it, instead of dreaming our way to success and recognition.

I want to make one more admission, or should I say confession? The Seven Cardinal Principles are still O. K. They saved my life recently in having to address the local Kiwanis Club on the subject of education. They make a most excellent outline to follow.

Inclosed find check.

The Journal of the National Education Association

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

President, UEL W. LAMKIN

Secretary, J. W. CRABTREE

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

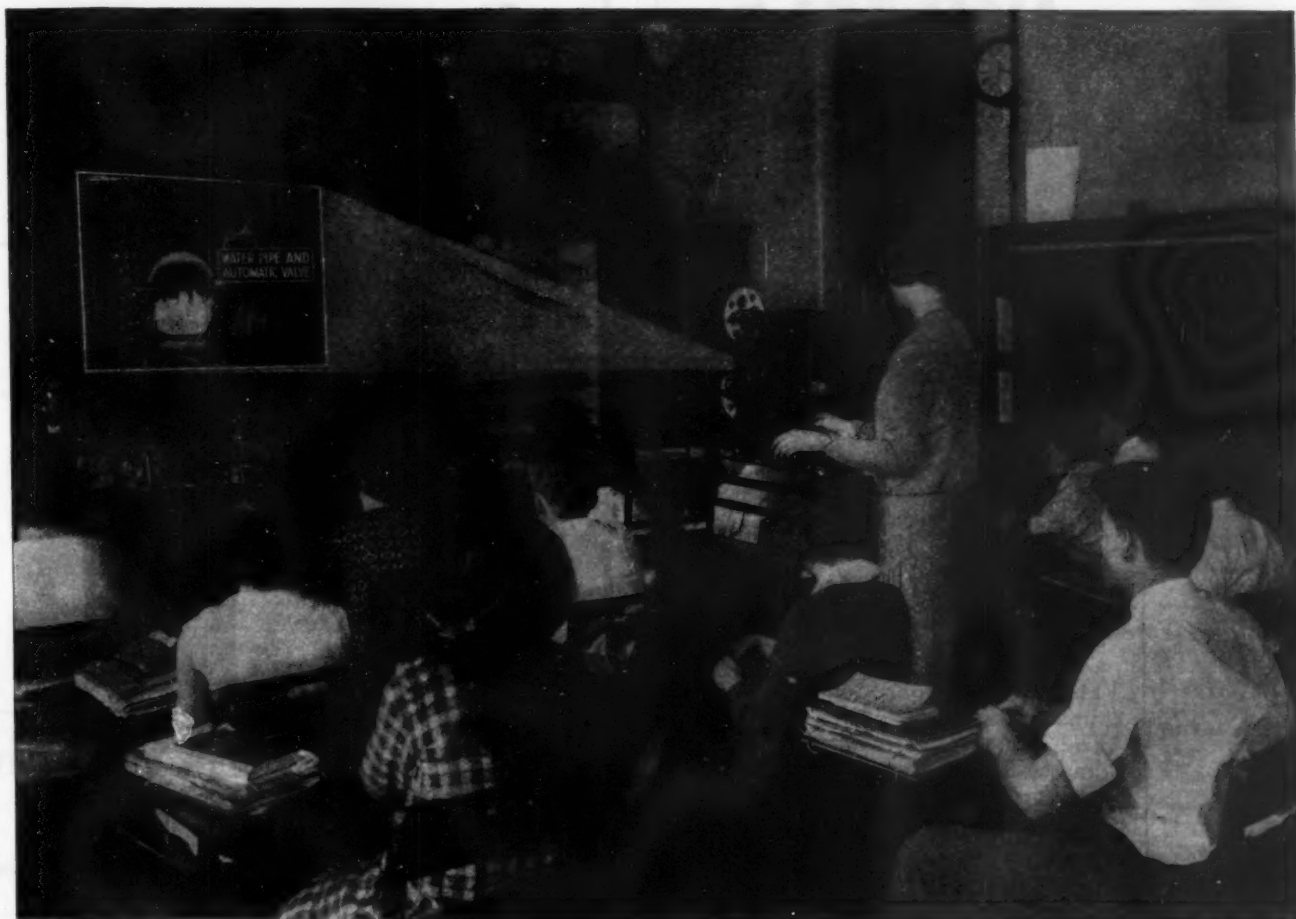
The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Proceedings, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL. The payment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

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

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

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

JOY ELMER MORGAN, Editor Offices: 1201 Sixteenth Street N. W., Washington, D. C. HAROLD A. ALLAN, Business Manager



A FILM LESSON ON HOT AIR HEATING

*Never before have pupils had
the benefits which EASTMAN Classroom
Films now give.....*

ALL of the familiar instruments of education—verbal explanations, text-books, maps, charts, still pictures—are as important today as ever. But now there is a NEW teaching aid—a unique addition to modern classroom practice—**EASTMAN CLASSROOM FILMS.**

These specially prepared motion pictures do not supplant—but supplement—other teaching devices. They fit current school curricula, and they fit the mental capacities of the pupils for whose instruction they are intended. They aid in clarifying the topic being taught and in fixing it in pupils' minds. They afford a wealth of new impressions and visual experiences which children have never had before—and

which only *Eastman Classroom Films* can give them now.

As a result, children taught with the aid of these films outdistance those taught without them. The use of *Eastman Classroom Films* raises standings, eliminates many failures, and reduces the cost of education.

Everyone associated with any phase of teaching should be familiar with this new and highly helpful classroom agency. Write for your copy of the illustrated booklet, "The Story of Eastman Classroom Films."

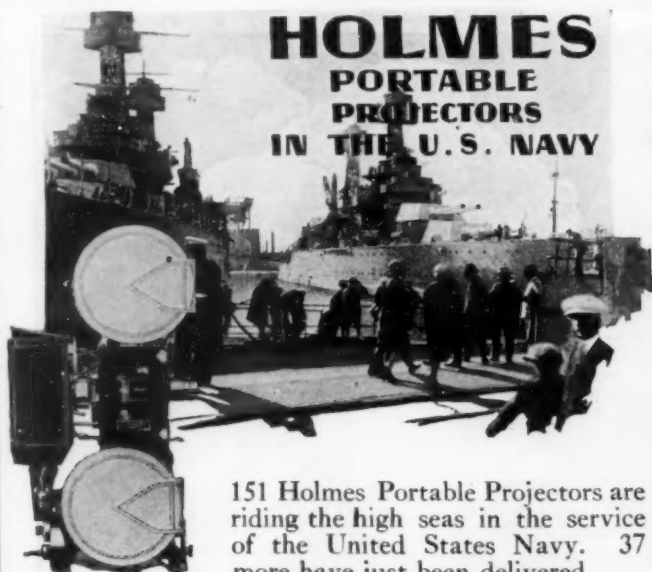
EASTMAN TEACHING FILMS, INC.

Subsidiary of

EASTMAN KODAK COMPANY

ROCHESTER, N. Y.

Mention THE JOURNAL when writing our advertisers.



**HOLMES
PORTABLE
PROJECTORS
IN THE U. S. NAVY**

151 Holmes Portable Projectors are riding the high seas in the service of the United States Navy. 37 more have just been delivered.

Those who know the rigid tests demanded appreciate that a product used in the U. S. Navy must have a mechanical precision unsurpassed. The specifications demanded 800 runs before the film was unusable. The Holmes tested out more than double with the film still serviceable.

HOLMES PROJECTOR CO.
1638 No. Halsted St. Chicago, Ill.

Low in Price
yet projects a 10 ft. x 14 ft. picture up to 100 ft., equal in quality and definition to pictures shown in moving picture houses.

15 Days' Free Trial
Compare it with others; exclusive mechanical features in ease of operation, long-life safety, adjustable take-up, focus, etc.

Practical and efficient



Automatic Stream Control

A distinctive Halsey Taylor feature—water never too high, never too low—practical, efficient and **SANITARY!** A complete line for all school purposes. Write for catalog.

The Halsey W. Taylor Co.,
Warren, Ohio.

No. 605



Wall Type

HALSEY TAYLOR
Drinking Fountains

NOTES and ANNOUNCEMENTS

INTERAMERICAN educational conference—President Lamkin has sent invitations to the ministers of education in nineteen nations of the western hemisphere asking them to send representatives to Atlanta for an informal conference on organizing an interamerican conference on education. Mr. Lamkin says:

The educators in these nations are on most cordial terms with each other. This organization will help to create a better understanding between the people themselves. I look upon this as a most important movement and one which will rapidly improve relationships.

OFFICERS of the Department of Superintendence for 1929-30 are: *President*, Frank Cody, superintendent of schools, Detroit, Michigan; *First vice-president*, Frank D. Boynton, superintendent of schools, Ithaca, New York; *Second vice-president*, Norman R. Crozier, superintendent of schools, Dallas, Texas; *Executive committee*, E. E. Lewis, professor

of school administration, Ohio State University, Columbus, Ohio; Frank M. Underwood, district superintendent of schools, St. Louis, Missouri; Paul C. Stetson, superintendent of schools, Dayton, Ohio; David E. Weglein, superintendent of schools, Baltimore, Maryland. TEN years of achievement—During the past ten years of remarkable growth the Department of Superintendence has come of age. Through changes in the bylaws, it has been made responsible for its own affairs. It has enjoyed the secretarial leadership of a great administrator, S. D. Shankland. It has profited by the able, fearless, and consecrated service of a succession of gifted presidents. It has issued a series of seven yearbooks which have already influenced educational practice throughout the nation more profoundly than any other series of committee reports in the history of American life; it has enlisted in behalf of the educational advance nearly 4000 members

who have been willing to put their money and themselves into the elevation of education.

A PROPHETIC movement—Preschool and parent education was the theme of the meetings of the National Society for the Study of Education. The program was based on the Twenty-eighth Yearbook of that significant society. This yearbook and the Cleveland addresses will give new impetus to a movement which will vitally affect all education because it promises to bring children into the school with better physical, mental, and emotional habits.

THE NATIONAL Council of Administrative Women in Education at its meeting in Cleveland gave the Ella Flagg Young Award for outstanding achievement in public service to Mrs. Susan M. Dorsey for her conspicuous service as superintendent of the Los Angeles Public

(Continued on page A-112)

Mention THE JOURNAL when writing our advertisers.



Snow-coasting on Rainier

*Fashioned
to your
own
ideas!*

Happy, thrill-filled Vacations in the Northwest Wonderland

Yellowstone
(via new Gallatin Gateway)
Rainier
Puget Sound Country
Olympic Peninsula
Alaska



Old Faithful Geyser

Let us know the time and funds at your disposal, give us some idea of the things you enjoy most, social life, sports, roughing it, or the three combined, and we will prepare a sample tour for you, made up to your order.

For instance, for less than \$300, covering all expenses from Chicago, you can follow the trail of the Olympian—The Milwaukee Road's famous transcontinental train—to the Rockies. Via the new, scenic, Gallatin Gateway, visit Yellowstone. See it all; then spend a day or two "dude" ranching.

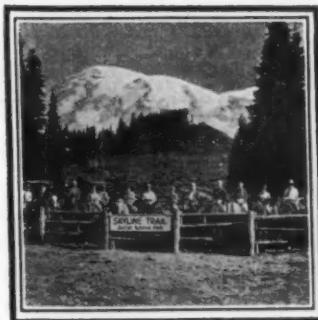
Westward again over the Continental Divide on the world's longest *electrified* railroad; then the Inland Empire—Spokane and its mountain lakes or onward following the *electrified* road through the Cascades to Seattle or Tacoma on Puget Sound.

Trips by rail or steamer to nearby points of interest. Glacier-covered Rainier; the Olympic Peninsula with its Indians, big game, ocean beaches; Mt. Baker—the "Great white watcher"; quaint Victoria and cosmopolitan Vancouver. Wide choice of routes returning.

And for people with more time and money, Alaska via the picturesque inside steamer passage.

We'll guarantee that every day, every hour, every minute will be filled to overflowing with thrilling scenes and activities you'll enjoy. All-expense tours—from Chicago—meals, sight-seeing, hotel, everything included—from \$145 up, traveling individually or with escorted parties. Making a Northwest trip on the all-expense plan or traveling independently, low round trip summer fares apply via The Milwaukee Road.

Read the coupon below carefully. Check it and let us prepare a sample vacation for you.



Along Rainier's Skyline Trail

**Low
Summer
Fares**



Dancing en route

The MILWAUKEE ROAD

Electrified over the Rockies to the Sea

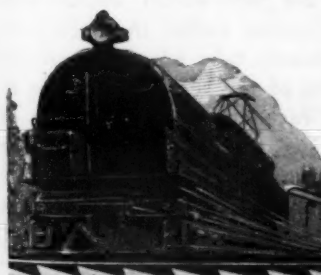
Geo. B. Haynes, Passenger Traffic Manager, The Milwaukee Road
Room 915, Union Station, Chicago, Ill.

450-14

Send me full information about: All-expense tours. ☐ Personally-escorted, all-expense tours. I have a..... days vacation and have about \$..... to spend. I would like to include in my itinerary: ☐ Yellowstone via Gallatin Gateway; ☐ Inland Empire (Spokane and Lake Region); ☐ Rainier National Park; ☐ Puget Sound Country; ☐ Olympic Peninsula; ☐ Alaska; ☐ Black Hills.

Name.....

Address.....



Mention THE JOURNAL when writing our advertisers.



Vacation

~without a care!

With all the accidents that spoil vacation time for so many Teachers every summer, you can understand with what a feeling of relief the Teacher with T. C. U. Protection leaves for vacation. Why not play safe! Let the long arm of the T. C. U. follow you this year, everywhere—on the road, in the wilderness, in camps, hotels, or on trains, even abroad, and

Protect against Accident, also Sickness

Careful as one may be, there can be no assurance of safety. The very best one can do is to exercise the greatest caution—and be prepared for accident or illness away from home.

That's what the T. C. U. will do for you. This *Organization of Teachers for Teachers* stands ready to share the risk of financial loss of time due to Sickness, Accident, or Quarantine.

Learn the T. C. U. Plan by Sending the Coupon

Just send your name and address for complete information as to how we protect you. Your inquiry will place you under no obligation.

TEACHERS CASUALTY UNDERWRITERS
598 T. C. U. Bldg. Lincoln, Nebr.

FREE

An Identification Tag
for Your Traveling Bag

Has space for name and address, with transparent cover. We have only a limited number, but they are free to teachers as long as they last. **SEND THE COUPON.**

FREE Information Coupon

To the T. C. U., 598 T. C. U. Bldg.,
Lincoln, Nebraska

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

My Name is _____

My Address is _____

(This coupon places the sender under no obligation)

(Continued from page A-110)
Schools. This medal will be awarded each year.

The National Council of Administrative Women is planning another award to be given each year for conspicuous service in a particular field of public education. This award will be a life membership in the National Education Association and will be given at Atlanta for the first time.

At its Cleveland meeting, the Council of Administrative Women elected as its first honorary life member, Katherine Lee Bates, in recognition of her writing *America The Beautiful*.

Caroline S. Woodruff, principal of the State Normal Training School, Castleton, Vermont, was succeeded as president at Cleveland by Olive M. Jones of New York University, past-president of the National Education Association.

THE CLEVELAND Convention was unusually successful in offering real help to educational workers in a wide variety of fields. An English teacher from Iowa who is working on curriculum problems referred to it as "The fullest, richest convention program among the five which I have attended."

THE TEACHER surplus—In some sections of the United States there are now more teachers seeking employment than there are available positions. References to "teacher surplus" are beginning to appear in newspapers and educational journals. There are several dangers in this situation. First, that promising talent will be diverted from the profession by the impression that it is already overcrowded. Second, the danger that in their scramble for employment teachers will underbid each other in their dealings with shortsighted school boards which may sometimes be found in the smaller towns and rural communities. All students of education know that it will be many years before there will be an adequate supply of fully trained teachers for the nation as a whole. The time is now here for a continuous campaign of interpretation to acquaint the public with the need for better trained teachers along with a consistent policy of steadily raising the standards for teacher certification until they have reached the level of four years of training beyond the four years of high school, which is the goal set by the National Education Association. The nation is

MULTISTAMP

REG. U. S. PAT. OFFICE

The Portable School Duplicator

MULTISTAMP allows the teacher to supply immediately personal copies of quizzes, tests and examinations without moving from her desk.

Simply write, trace, draw or typewrite on the stencil. Snap it on to Multistamp and roll off the copies, on any grade paper, 40 to 60 a minute.

Multistamp allows personal supervision of more pupils. It gives pupils chance for self-expression.

Economical to buy. Simple to operate. Inks from the inside. **GUARANTEED.** Used by public schools, universities and colleges throughout the country.

No. 6. The Complete School Printing Plant. Includes Nos. 1, 3 and 5 Multistamp. With complete supplies, all packed in handsome steel carrying case. **Price, \$50.00.**

No. 5. Standard School Size. With full complement of supplies. **Price, \$25.00.**

No. 3. One-half Letter Size. With complete complement of supplies. **Price, \$15.00.**

No. 1. A Complete Rubber Stamp Factory. With full supplies. **Price, \$7.50.**

(Prices f. o. b. Factory)

Write for Catalog and Samples of Work

THE MULTISTAMP CO., Inc.

525 W. 21st St.

Norfolk, Va.

now in sight of a professionally trained teaching staff. Would it not be good strategy for the educational leaders of each state to resolve now that by 1937, which is the centennial anniversary of the creation of the first state board of education, no new recruits should be admitted to the teaching staff who have not had this minimum training.

TIME TO Raise Teacher Qualifications?—The number of valid teachers' certificates in Illinois is now at least 2000 greater than the number of teaching positions. Or, to state the same fact in other terms, there is now a large surplus of licensed teachers. This ought to result in the employment of a good teacher in every school, or at least in the employment of the best teachers available; but it does not work out that way. For there are still school boards that want the cheapest rather than the best, and these boards take advantage of the large surplus of teachers to get them to bid against each other in the matter of salaries. This results in some of the poorest teachers getting positions, while some of the wellqualified teachers remain idle. Several graduates of our state

(Continued on page A-114)

Annual Convention

NATIONAL
EDUCATION
ASSOCIATION

ATLANTA, GA.

June 29th - July 5th, 1929

SOUTHERN
RAILWAY SYSTEMprovides modern and convenient through
train service from

NORTH - SOUTH - EAST WEST



For information regarding reduced fares
and Pullman reservations, consult Southern
Railway System representatives in all prin-
cipal cities, or write

W. H. TAYLOE

Passenger Traffic Manager

SOUTHERN RAILWAY SYSTEM

WASHINGTON, D. C.



Alaska

Sail to the top of the world—Alaska! The
Alaskan cruise is like a luxurious voyage
on your own yacht. Over the mountain-
sheltered seas of the Inside Passage—
among inspiring peaks and living glaciers
—for a thousand miles! An 18-day trip can
be made for only

\$250

ALL expenses from Chicago
May we send you more information?



LAUGHING MALAMUTE



AN ESKIMO MOTHER'S PRIDE



2000 MILES OF MOUNTAINS

Mail this coupon to E. E. Nelson, Passenger Traffic
Manager, 55 Northern Pacific Bldg., St. Paul, Minn.

MY VACATION TRIP

Name _____

Address _____

My telephone No. is _____

If student, state grade _____

231

Books or Trips I am interested in (✓)	Round Trip Summer Fare from Chicago
☐ Alaska (all expenses)	\$250.00
☐ Yellowstone Park	59.35
☐ Dude Ranch Vacations	\$59.35 to 65.65
☐ Rocky Mts. (Helena-Butte)	61.95
☐ Inland Empire (Spokane)	85.05
☐ Pacific Northwest } Portland	90.30
☐ Rainier Park } Tacoma	90.30
☐ Mt. Baker National Forest	90.30
☐ Burlington Escorted Tours (all expense)	\$155.25 to 479.81
☐ Canadian Northwest	90.30

"North Coast Limited" The Train West!

To the Heads of School Parties Contemplating a Visit to the Nation's Capital and Mt. Vernon

You are requested to include the Old Presbyterian Meeting House of Alexandria in your itinerary. It is one of the most historic and beautiful of the Colonial churches. In its churchyard rests the Unknown Soldier of the American Revolution; Dr. James Craik, who exposed the infamous Conway Cabal against General Washington; John Carlyle, Quartermaster General of the ill-fated Braddock; some of the pallbearers of General Washington, and dozens of his most intimate friends. Your admission fee of ten cents helps to pay for the work of restoration.

Address, Curator, Old Presbyterian Meeting House, 300 Block, South Fairfax, for further details.

HOLDEN Book Covers

Springfield, Massachusetts

School House Planning

The result of a five year study by experts. Invaluable for those who have school building problems.

164 pages..... \$1.00 per copy

National Education Association

1201 Sixteenth Street N. W.
Washington, D. C.

CANADIAN NATIONAL — TO EVERYWHERE IN CANADA



JASPER National Park

IN THE CANADIAN ROCKIES

See nature in her grandest mood in Jasper National Park. Here mountains crested with eternal snow stand shoulder to shoulder in challenging ranks. Here mighty rivers swirl through cavernous canyons and glaciers gleam on mountain sides. In the heart of this Alpine paradise stands Jasper Park Lodge. From its **Playground of Mighty Horizons** portals you step forth to new adventure. Trail ride, hike or motor to Mt. Edith Cavell and the Angel Glacier, to Maligne Canyon, Pyramid Lake. Climb with Swiss guides, golf on one of the finest 18-hole courses in America or relax in a delightful environment. Season, May 21st to Sept. 30th.

Special Jasper Golf Week—Sept. 7th to 14th

For information and reservations at Jasper National Park, consult the nearest Canadian National office

Send for
this
booklet



CANADIAN NATIONAL

The Largest Railway System in America

OFFICES

BOSTON
233 Washington St.

BUFFALO
Liberty Bank Bldg.
420 Main St.

CHICAGO
106 W. Adams St.

CINCINNATI
Dixie Terminal Bldg.
49 E. Fourth St.

CLEVELAND
925 Euclid Ave.

DETROIT
Statler Hotel Bldg.
1823 Washington Blvd.

DULUTH
430 W. Superior St.

KANSAS CITY
705 Walnut St.

LOS ANGELES
607 So. Grand Ave.

MINNEAPOLIS
618 Second Ave. So.

NEW YORK
546 Fifth Ave.

PHILADELPHIA
Burlington Arcade
1420-22 Chestnut St.

PITTSBURGH
605 Park Building
335 Fifth Ave.

PORTLAND, ME.
Grand Trunk Ry. Sta.

PORTLAND, ORE.
Pacific Building
302 Yamhill St.

ST. LOUIS
314 1/2 N. Broadway

ST. PAUL
83 East Fifth Street

SAN FRANCISCO
689 Market St.

SEATTLE
1329 Fourth Avenue

WASHINGTON, D. C.
901—15th St., N. W.

OPERATING RAILWAYS • STEAMSHIPS • HOTELS • TELEGRAPH AND EXPRESS SERVICE • RADIO STATIONS

Mention THE JOURNAL when writing our advertisers.

(Continued from page A-112)

teacher-training institutions are not teaching although wellprepared and willing to teach. This is a loss to the state in two ways: first, the state is losing its investment in the schools to train teachers; second, the children are being deprived of the services of these trained teachers. Since we have such a large surplus of licensed teachers, it is certainly time to raise our low standards of qualifications for beginning teachers.—*The Illinois Teacher.*

NEW BUILDING for headquarters—The activities and staff of the National Education Association have grown so rapidly during recent years that the buildings now used for Headquarters have become seriously overcrowded. The Board of Trustees has been studying the problem for some months and at the Cleveland Convention presented a tentative plan for a solution. Secretary Crabtree reported that the life memberships have already developed the permanent fund to a point where a sufficient sum is in sight to cover the cost of a new building. He expressed the belief that with the appreciation of the life membership which now exists throughout the country and the earnest efforts of everyone interested in the Association five hundred additional life memberships would be taken out before the Atlanta meeting. This would insure enough funds to build and furnish a fine eight story steel frame building on M Street to replace the old buildings back of the fine colonial building which would be preserved as an entrance to the new structure. Members of the Association may well be proud of this fine showing.

EVERY teacher in America has a large stake in the movement for law observance which President Hoover has taken for the main motive of his administration as Mr. Coolidge took economy. Schools may now renew their teaching of the effects of narcotics with assurance. They will find ways of inculcating right attitudes toward law and social responsibility. Education will do more than force and its results will be permanent.

A RECENT statement by William Green, president of the American Federation of Labor, shows that 165,029 members of local unions are now working a five-day forty-hour week.

CONGRESS has passed a provision for making a study of secondary education, the plan being to use \$50,000 in 1929-30, (Continued on page A-116)



Globe-Trot Around AMERICA for a stimulating vacation

If you want this summer's vacation to be a memorable one here's the recipe... globe-trot around your own America. Take the famous Recreation Route to California via a Panama Pacific liner. On board you meet charming people—join in social games and functions—dance—swim in open air swimming pools. Sail down one coast through the blue Caribbean... stopping en route at Havana for a peek at this glamorous spot—a thrilling voyage through the Panama Canal—5000 miles of fascinating ocean travel.

Every day on the magnificent, new S. S. *Virginia* and S. S. *California* (largest steamers ever built under the American flag) and the popular S. S. *Mongolia*, is brimming with interest and diversion—great oceanliners whose food, service and accommodations—all are of the best.

And at the end of your journey—a vacation land supreme for a few days sojourn, or a few weeks. Then back to your home by train across the country. You have a choice of routes and may stop over at points of interest on the way.

Where can you find so much real travel enjoyment, so varied and interesting a trip, for so little money?

Reduced Summer Rates

First class: Round Trip \$350 (up), including berth and meals on steamer (and fare across continent. Steamer may be taken in either direction. Choice of rail routes and authorized stop-overs. One Way \$250 (up).

Tourist: \$225 (up) Round Trip, water and rail. \$125 (up) One Way.

Panama Pacific Line

INTERNATIONAL MERCANTILE MARINE COMPANY

No. 1 Broadway, New York, N. Y., or any authorized steamship or railroad agent.

GENEVA 1929

World Federation of Education Associations

Get the utmost from your Convention trip... let this oldest and largest travel organization place at your disposal their great resources of experience... their 200 European offices... their vast organization of travel experts.

Our program of tours offer, in addition to the quick trip to Geneva, a tempting opportunity to visit the most interesting places of the Old World before or after the Convention.

Pre-Convention Tours

of varying duration and itinerary... sailings from New York June 14, 15, 21, 26, July 3, 10, 16; all terminating at Geneva for the meetings.

Post-Convention Tours

leaving Geneva after the sessions, and varying in itinerary and duration... to arrive back in New York Aug. 12, 16, 19, 26, Sept. 2, 3.

Bookings are proceeding rapidly... for the widest choice of accommodations reservations should be made at once.

THOS. COOK & SON

585 Fifth Avenue, New York

also in Philadelphia Boston Baltimore Washington Chicago St. Louis
San Francisco Los Angeles Toronto Montreal Vancouver

The ONLY OFFICIAL Travel Agency for delegates of the
NATIONAL EDUCATION ASSOCIATION

Fill out and mail coupon for full information

Thos. Cook & Son
585 Fifth Avenue, New York, N. Y.

Please send me booklet A-12 containing information on subjects checked below.

No. in party _____

Date of departure _____

I am interested in a ☐ Pre ☐ Post Convention Tour

I wish ☐ Cabin ☐ Tourist Third accommodations.

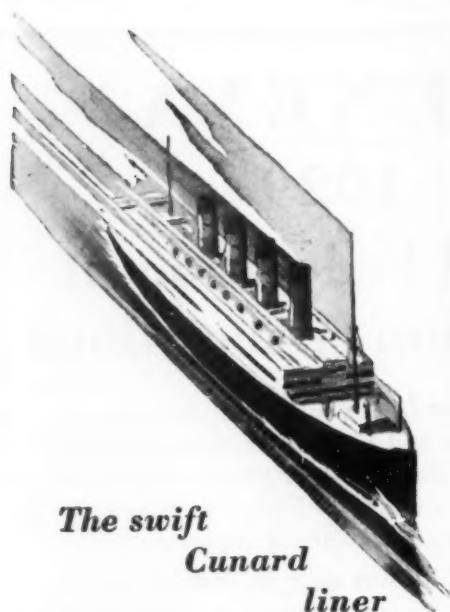
I wish to spend approximately \$ _____

I should like to visit the following countries _____

Name _____

Street and Number _____ State _____

City _____



The swift
Cunard
liner

Aquitania

now carries

"Tourist Third"

Tourist Third Cabin is coming into its own!... on the Aquitania a complete new section has been built for use in this popular form of travel. Many Cabins formerly used for second class are now "Tourist Third", with rooms planned for groups of two and three. The public rooms express the Aquitania, that great ship of grace, power and steadiness.

Cunard "Tourist Third" is sought for its home-like solid comfort, its bright, cheerful atmosphere, its congenial fellow travellers, its excellent appointments, and its wholesome food.

To Cherbourg and Southampton... Rates \$109 up.

CUNARD LINE



See Your Local Agent

THE SHORTEST BRIDGE TO EUROPE

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Third Biennial Conference

GENEVA, SWITZERLAND

July 25—August 4, 1929

Theme:

International Understanding and Good-will Through Education.

For information, address any of the following:

PRESIDENT

AUGUSTUS O. THOMAS
State Commissioner of Education
Augusta, Maine, U. S. A.

VICE-PRESIDENTS

HARRY CHARLESWORTH
General Secretary, British Columbia Teachers' Federation
614-616 Credit Foncier
Vancouver, B. C., Canada

P. W. KUO
Director, China Institute in America
119 West 57th Street
New York City, N. Y., U. S. A.

FRED MANDER
"St. Aubyn"
Stockwood Crescent
Luton, Bedford, England

SECRETARY

CHARLES H. WILLIAMS
101 Jesse Hall
University of Missouri
Columbia, Missouri, U. S. A.

SECRETARY, EUROPEAN SECTION

E. J. SAINSBURY
Cheyne Lodge, Thames Ditton
Surrey, England

TREASURER

E. A. HARDY
President, Canadian Teachers' Federation
124 Duplex Avenue
Toronto 12, Ontario, Canada

FIELD REPRESENTATIVE

WALTER R. SIDERS
1630 Park Road N. W.
Washington, D. C.

PROCEEDINGS OF

the Second Biennial Conference
at Toronto, 1927.

A volume which is a world-wide survey of educational and sociological conditions.

834 pp., \$2.50 prepaid.

Europe all EXPENSES \$300 UP
The LEADING STUDENT TOURS
Cunard supremacy! 7000 satisfied guests! They are our pledge for the happiest summer of your life. Booklet Y
STUDENTS TRAVEL CLUB
551-FIFTH AVE.-N.Y.C.

37 days EUROPE \$295
Leading College Tours
Nearly 3,000 members from 700 colleges and schools in 1928. 200 ALL-EXPENSE TOURS. Small groups. 1st-Class Hotels. More motor travel. Send for booklet.
College Travel Club
154 Boylston St., Boston

\$6 A Day-All Expenses EUROPE
Greatest travel value offered. Send for circular "CE".
Guild Travel Bureau, Dept. 806,
180 North Michigan, Chicago.

(Continued from page A-114)

\$100,000 in 1930-31, and \$75,000 in 1931-32. These appropriations were recommended by the North Central Association of Colleges and Secondary Schools, and indorsed by the American Council on Education and by the National Education Association at its meeting at Minneapolis.

THE INTERNATIONAL Federation of Home and School, which is affiliated with the World Federation of Education Associations, will meet at Geneva July 25 to August 4, 1929. The president, Mrs. A. H. Reeve of Philadelphia, has organized a most promising program.

WORLD Goodwill Day is to be observed May 18. With the signing of the Pact of Paris during the past year and the coming meeting of the World Federation of Education Associations this summer, there is great incentive to teachers to plan to observe the day in their classes.

THE AMERICAN Association of University Professors announces an appointment service for college and university positions and for research appointments of all grades from fellowships to professorships. The service will supply appointing officers with lists of names of those who meet their qualifications. It will publish brief notices of vacancies in the monthly Bulletin. The service is maintained "as a means of facilitating the entrance of qualified men and women into the profession and of assisting those already engaged to gain deserved advancement."

STATE association headquarters—Several state associations now own their headquarters buildings. Among them are Pennsylvania, Kansas, Missouri, and Michigan. The Journal of the Louisiana Teachers Association reports that the association executive council has saved enough money from its funds to pay cash for a building for its headquarters.

TEACHERS in the public schools of Ithaca, New York, will be paid in twenty-four equal instalments beginning in September 1929. This plan along with the single salary schedule is one of the reforms sponsored by Superintendent Frank D. Boynton, who has just completed his term as president of the Department of Superintendence.

SUMMER school in Brazil—The Brazil Research School at Rio de Janeiro is offering a summer session for North American students this summer. Courses

(Continued on page A-118)

Mention THE JOURNAL when writing our advertisers.

A WORLD ACQUAINTANCE TOUR

To *Europe* To

Sail S. S. "Arabic" July 6.

Under the leadership of

MISS CORNELIA STORRS ADAIR
Former President N. E. A.
2121 Park Avenue, Richmond, Va.

DR. H. CARSON RYAN
Professor of Education
Swarthmore College

ATTENDING
WORLD FEDERATION OF
EDUCATION ASSOCIATIONS
GENEVA

FULL EUROPEAN PROGRAM

For Membership apply to Leaders, or,

WORLD ACQUAINTANCE TRAVEL
INCORPORATED

29 WEST 49th STREET

NEW YORK

EUROPE \$406

All-Expense Tours and up



On your trip abroad from 232 itineraries covering all countries of Europe during summer of 1929. Prices from \$295 to \$1074. England, Belgium, Holland, Germany and France—all expenses, \$406. Tour prices include all necessary expenses from time of sailing until return. Congenial parties personally conducted by expert couriers. Delightful Tourist Third Cabin accommodations on Canadian Pacific steamships via the scenic St. Lawrence Sea-Way to Europe. College orchestras on shipboard—just like a big house party! Large amount of motor travel in Europe.

Art Crafts GUILD TRAVEL BUREAU
Dept. 676, 100 N. Michigan,
CHICAGO



Ask for beautiful
40-page illustrated
booklet, \$20
free on request.



THE Younger SET Travel Europe-ward via Tourist THIRD CABIN

Today they choose TOURIST Third Cabin—for they've found it lively—free of social duties—with many of the members of their own set there.

The pride they take in relating European experiences—the poise, the background it lends—make the annual trip an essential. It broadens their outlook on life immeasurably—it's a modern necessity. Traveling TOURIST Third Cabin via White Star, Red Star or Atlantic Transport Line is within the reach of every purse. Round-trips as low as \$184.50.

In our fleets you have a choice of such famous liners as the *Majestic*, world's largest ship, *Olympic*, *Homeric*, *Belgenland*, *Lapland*, etc.—and two remarkable steamers, *Minnekahda* and *Minnesota*, that carry TOURIST Third Cabin passengers exclusively.

Accommodations are reserved exclusively for American vacationists—the sort of people you will enjoy traveling with.

From
\$102.50
ONE WAY

WHITE STAR LINE
RED STAR LINE · ATLANTIC TRANSPORT LINE
INTERNATIONAL MERCANTILE MARINE COMPANY

Address Tourist Third Cabin Dept., No. 1
Broadway, New York, our offices elsewhere
or authorized steamship agents.

National Education Association—Atlanta, Ga., June 28-July 4, 1929

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

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

(Continued from page A-116)

are to be offered in the history, geography, institutions, and social conditions of Brazil. Anyone wishing further information about the proposed courses may secure it from Dr. Carlos Delgado de Carvalho, at the Institute of International Education, 2 West 45 Street, New York City.

SUMMER school courses in Europe—The Institute of Intellectual Cooperation of the League of Nations is again publishing a pamphlet giving full information about programs of over 100 courses at European universities. It can be obtained from the World Peace Foundation, 20 Mount Vernon Street, Boston, Massachusetts.

WITH A view to securing information as to how their school system could be re-organized to meet the needs of humanity better, a party of sixty-five San Augustine County (Texas) teachers visited the school system of Webster Parish, Louisiana, December 13-14, 1928. The Webster Parish system has won a national reputation because of its success in reaching democracy in education. A descrip-

tion of the Webster Parish plan appears on pages 103 and 104 of this issue.

RADIO is to be installed in the high-school building of Shenandoah, Pennsylvania, by the Rotary Club. Wires will be run from the main switchboard to all classrooms. Teachers will have copies of educational programs and will be able to tune in on subjects in which their class is interested, by simply pressing a button.

THE SCHOOL of Library Service at Columbia University has announced a special course for school librarians which will represent one year of work beyond the regular college course. Special courses for school librarians are also being offered during the summer of 1929. Full information may be had from Dr. C. C. Williamson, director of the School of Library Service, Columbia University, New York City.

A GOOD Story—One of the speakers before the Department of Rural Education at Cleveland told this story to illustrate the reason why some rural teachers are not more effective. Little brother was greatly concerned because his small sister so frequently fell out of bed. The

matter was a topic of family conversation for days. Finally little brother's face lighted up with a flash of understanding and he exclaimed: "Mother, I know why little sister falls out of bed! She goes to sleep too near the place where she gets in!"

C. L. PHELPS, president of the state teachers college at Santa Barbara, writes of the progress of teachers colleges in California:

In January, 1928, we placed all of the work of the colleges, including the training for elementary teaching, on a four-year, degree basis. In May we decided to do four years of the five of the training of high-school teachers in teachers colleges, thus working out the combination of four years in a teachers college and one year in a university as preparation for high-school teaching—something which I believe has not elsewhere been planned or undertaken.

We have started a check to see what our progress has been in reference to developing faculties in the eight years since we have been teachers' colleges.

THIS LETTER, sent to the teachers of Van Buren County, Iowa, by their superintendent, Cornelia C. Hodges, just be-

(Continued on page A-120)

EUROPE

\$308 to \$1,405

Send for booklet

TEMPLE TOURS

443-Y Park Square Bldg.

Boston, Mass.

UNIVERSITY AND GENERAL TOURS

TO

EUROPE

\$ 395 and up

COLLEGE INSTRUCTION
AND CREDITS IF DESIRED

Address

SCHOOL OF FOREIGN TRAVEL INC.

Managers of University Tours

110 EAST 42ND ST. NEW YORK CITY

See EUROPE from an Armchair

The very last word in travel comfort

or Official Tours to World Federation of Education
meeting at Geneva, Switzerland, July 25 to Aug. 4
or Alaska for the summer—or South Africa next winter
or Around the World Cruises, Dec. 17, 1929, and Jan. 11, 1930.
Applications for reservations are now being accepted.

WARMINGTON TOURS

Travel Service That Pleases

823 Hamlin Street, Evanston, Illinois
Phone, Greenleaf 5524

Europe This Summer?

A personally conducted party will sail
July 6th for a leisurely visit to Eng-
land, Scotland, Holland, Belgium and
France—46 days, \$475—party limited.
Write for circular to Mrs. R. S. Ridg-
way, Chaperon and Conductor, 58
So. Arlington Avenue, East Orange,
New Jersey.

Geneva Conference Tour

A Motor Tour through Rural England; five days
in London; all through Holland and Belgium;
The Hague, Amsterdam, Antwerp, and Brussels;
over a week in Paris; The World Federation of
Education Associations Convention in Geneva (ten
days)—with optional excursions to Mont Blanc,
Chamonix, Castle of Chillon, Montreux, and
Lausanne; Milan, then four days in Venice, a week
in Florence and a visit to Pisa, Genoa, Monte Carlo,
the Corniche Drive by motor; Marseilles, and re-
turn by Paris.

INCLUSIVE PRICE, \$735

Extension through Rome and Naples if desired.
Our tours have been officially approved by Augustus
O. Thomas, president of the World Federation of
Education Associations, who has appointed us an
official agency.

Write for details

BUREAU OF UNIVERSITY TRAVEL
56 Boyd Street Newton, Mass.

ANNOUNCING THE FIRST CARIBBEAN INSTITUTE

Cruise to Central America and the Caribbean
Operated on a non-profit basis



WHITING WILLIAMS, Director
Author and Internationally Known Authority on
Social Conditions

An educational cruise to familiarize a selected
group of representative Americans with present-day
conditions in Havana and Santiago, Cuba; King-
ston, Jamaica; Colon, Cristobal, Panama City and
the Panama Canal; Cartagena, Puerto Colombia
and Santa Marta, Colombia; Puerto Castilla and
Tela, Honduras; Puerto Barrios, Quirigua, Guate-
mala City and Antigua, Guatemala. Illustrated
lectures on shipboard and official receptions and
conferences with leaders in each country. Special
emphasis on History, Geography, political and eco-
nomical conditions, and literary and archaeological
associations.

Sailing New York, July 5, S. S. CALAMARES
Thirty-eight days

Conducted in cooperation with the United Fruit Co.
Write for folder

THE CARIBBEAN INSTITUTE

A Division of the Bureau of University Travel
21 Boyd St. Newton, Mass.

Official Tours

to the

World Federation of Education Association Congress

meeting in

Geneva, Switzerland

July 26 to Aug. 3, 1929

Approved and Endorsed by

AUGUSTUS O. THOMAS, Pres.,

and the

TRAVEL COMMITTEE

7 Conducted Tours to choose from.
British Isles and Continental
Tours.

Booking can now be made.
Send for booklet describing in full
the many interesting places in-
cluded in these Tours.

WALTER H. WOODS COMPANY

80 Boylston Street :: Boston, Mass.



A NEW KIND OF CRUISE

Directed by Dr. Sven V. Knudsen,
Danish-American Educator

Combine a wonderful summer
vacation with broad educa-
tional experiences . . . Every
comfort . . . Every luxury . . .
Your own private steamship.

Visit . . . DENMARK . . .
STOCKHOLM . . . GOTHA
CANAL . . . GOTHENBURG
. . . OSLO . . . MALMO . . .
at Moderate Cost.

See the cultural and educa-
tional life of Denmark . . .
No charge for unlimited taxi
service in Copenhagen, unlim-
ited transportation in luxuri-
ous automobiles throughout
the mainland and on all Dan-
ish state railways, board and
room at Chateau Lerchenborg,
second only to Versailles.

All Denmark bids you wel-
come. You will visit places
tourist eyes have never seen.

Admission to International
Convention of Progressive
Schools at Elsinore . . . Inter-
national Convention for In-
ternational Exchange of Boys
. . . Unique Fourth of July
celebrations at Rebild Park,
Jutland . . . Schools . . . Peo-
ples Colleges . . . Museums
. . . Cooperative Markets . . .

Clip and mail coupon today
and receive brochure describ-
ing this unparalleled educa-
tional opportunity at moder-
ate cost.

Dr. Sven V. Knudsen,

Room 206 M

248 Boylston Street

BOSTON, MASS.



Without obligation to me, please send
full details and illustrated brochure on
All-Educational Cruise.

Name
Address

ALBERT TEACHERS' AGENCY

44th YEAR

25 E. Jackson Boulevard, Chicago
535 Fifth Avenue, New York
721 Riverside Drive, Spokane, Wash.
217 E. Williams, Wichita, Kansas

Superintendents, Principals, Teachers for Grades, High Schools, and State Teachers' Colleges secure promotions through this live-wire Placement Bureau. Operates everywhere. Best service. Booklet free.

Summer Session NORTHWESTERN UNIVERSITY

"By the Shore of Lake Michigan"

High scholarship standards—
Beautiful location—Moderate climate—Unusual opportunities for recreation—Organized trips and excursions.

Liberal Arts	
Graduate School	
School of Education	June 24 - Aug. 17
School of Commerce	
School of Journalism	
School of Music	June 24 - Aug. 2
School of Speech	
School of Law	June 24 - Aug. 24

The School of Education

Wide Range of Courses. Courses specially designed for Superintendents, Principals, Supervisors, Deans, Advisors and Teachers in High Schools, Elementary Schools and Teachers of Special Subjects.

Faculty. Regular Staff supplemented by members of faculties of other Universities and distinguished Public School Teachers and Administrators.

Graduate Work. Special attention given to the needs of graduate students and experienced teachers, supervisors and administrators.

For bulletin address
THE DIRECTOR of the SUMMER SESSION
103 University Hall, Evanston, Ill.

LIBRARY TEACHERS

A course in Library Work in Elementary and Platoon Schools is offered during the Summer Session, July 1 to August 10.

CARNEGIE LIBRARY SCHOOL
Pittsburgh

Summer Session

June 14 to July 26, 1929

Graduate and Undergraduate
Courses and Special Courses
for Teachers.

Also Courses in

Music, Social Work, Engineering, Art

**WASHINGTON
UNIVERSITY
SAINT LOUIS**

For special Bulletin of Summer Session,
address Dean Isidor Loeb, Director of Summer
Session, Room 204, Duncker Hall, Washing-
ton University, St. Louis. MR 1096

Earn Your Credits in Delightful Surroundings

Come to Vermont. Enjoy splendid facilities for study, lake and mountain excursions under University direction. Superior opportunities for outdoor life near Lake Champlain, the Adirondacks and the Green Mountains.

Courses are offered for graduate students, those desiring credit toward college degrees, teachers working for certification credit and those wishing to study only for professional self-improvement.

Summer Session University of Vermont July 5—August 14

A summer school combining excellent educational opportunities with recreation and the improvement of health.

Write for further information and illustrated bulletins

BENNETT C. DOUGLASS,
Director of Summer School

University of Vermont, Room C, Burlington, Vt.



Burlington
on Lake Champlain

"Do Your Summer's Study in Vacation Land"

UNIVERSITY of MAINE

Summer Session July 1-August 9

Ideal conditions for summer study and recreation.

Graduate and undergraduate instruction in education and teaching subjects.

Week-end trips to famous beauty spots.

For Bulletin address:

MILTON ELLIS, Director
Orono, Maine



MIDWEST HOCKEY and SPORTS CAMP

At Wetomachek, Powers Lake, Wisconsin
Conducted for Women Coaches, Directors of Physical Education, Playground Instructors, and women interested in Land and Water Sports. Latest English Hockey methods, expert coaching. Danish gymnastics. Beautiful lake, good food, low cost. No routine—your time is your own. Register now for one week or more. July 17th to August 28th. Address Camp Secretary, 5026 Greenwood Ave., Box C-939, Chicago, Illinois.

(Continued from page A-118)

fore the Christmas holidays, deals primarily with a series of bank failures which recently occurred in that county. It is a fine expression from an educational leader under such circumstances.

My Dear Teacher—With my wishes for you at this Christmas season I am inclosing a suggestion relative to the influence you may be able to exert on the morale of the children in your charge in this day of financial uncertainty.

Of course, the most pitiful phase of our bank failures is the fact that the savings, which represent the work and self-denial of many helpless old people, have been swept away. But the most far-reaching ill effect is the loss of confidence in financial institutions on the part of the children. Many Van Buren County children have lost small savings accounts. The figures are small but they represent the child's "all"; they loom large to him, and confidence thus shattered is a much more serious loss to the child than any bank account.

I believe the teachers of Van Buren County can help greatly to prevent loss of confidence in business and to restore that which is lost by their attitude in the schoolroom. This is a commercial age. Money is an important consideration, of course, but more important is the possession of loved ones, health, and youth. We can always get some more money and we can always get along with less. Let us emphasize the fact to the children and to our communities that so long as we have these priceless possessions, that, if lost, cannot be replaced, we should look into the future with hope and courage and not dwell on the unfortunate events of the past until we allow them to mar the beautiful future. In other words, to throw in our health and happiness to make our measure of loss, already sustained, good.

Let's by example and precept help our followers to get first things first and not allow an unfortunate circumstance to drive us into a worse corner than is necessary.

Teachers should stand out calm leaders in any emergency. Get control of your own thoughts and then teach confidence and cheer as your last act in the old year and your first in the new year.

THE NATIONAL Association of Penmanship Teachers and Supervisors will meet at the Hotel Statler, Buffalo, New York, April 24, 25, and 26. There will be addresses by wellknown educators and visits to the schools.

THE SIXTH annual Music Week is to be observed this year May 5-11. To secure information about the plans for its celebration, write National Music Week Committee, 45 West 45 Street, New York City.

THE NATIONAL University Extension Association announces the date of its annual meeting as May 13-15 at Austin, Texas. A world conference on adult education will be held at Cambridge, England, August 22-29. Wellknown American educators will speak.