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# The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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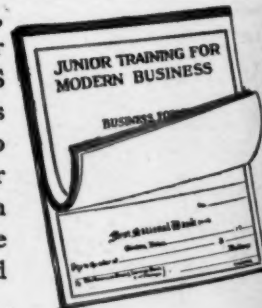
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# Education: What Program? What Price?

FRANK D. BOYNTON

IT WOULD be impossible for anyone with a spark of imagination to stand unmoved before this assemblage. We are gathered here from the four corners of this great republic, adventurers in the continuously creative enterprise of developing and perfecting the American public school. Four days are to be devoted to the consideration of this fundamental proposition. If as a result we return to our classrooms and offices with a clearer vision of the meaning of our tasks, a firmer grip upon the practical methods by which the end sought is to be attained, a renewed courage, and determination to achieve, then this meeting will have served its purpose.

But before we enter upon the quest for the best practical means for securing these ends, let us look for a little at the thesis which we have chosen as the central theme for this convention, "*How can the public schools better serve democracy, increasingly produce a higher type of citizen?*" In this one terse sentence we are calling public attention to the ultimate goal of American education, stating a major objective of the church, and expressing the hope of good citizens everywhere.

Recognition of the value of the work of our public schools by great leaders is not lacking. President-elect Herbert Hoover says: "The progress of the race is upon the marching feet of healthy, instructed children," and that "if we were to suppress our educational system for a single generation the equipment would decay, the most of our people would die of starvation, and intellectually and spiritually we would slip back four thousand years in human progress." About a year ago, Roger Babson, set down to the credit of the American public school system the following credit-results.

Mr. Babson says:

During the past twenty years the public schools have practically eliminated illiteracy and materially raised the general level of intelligence.

<sup>1</sup>Address delivered before the Department of Superintendence at Cleveland, Monday, February 25.

They have supervised the health and safety of the nation's children to a much greater extent than ever before and to their great good.

They have absorbed the great flood of immigration which inundated the country, and kept it American.

Through courses in vocational education, they have prepared young people for specific

THROUGH the courtesy of President Boynton in preparing this address well in advance, it is possible to present it in the March JOURNAL which goes to press before the convention opens. This is the fifty-ninth convention which the superintendents of the United States have held. It is probably the most powerful convention on earth in the magnitude of the interests which its members represent. Into its work several generations of the finest men and women of the country have poured their best talents. The fifty-nine presidential speeches alone would make a notable volume of inspiring educational faith.

trades and have increased the earning power of those thus educated.

Our great advance in material prosperity can be ascribed in part to the higher educational levels and thinking to which the work of the public schools has raised the masses.

Quotations of like import could be multiplied indefinitely. But the important thing to know is not that the service of the school is valuable, but how valuable it is. What measure of value can be applied to an institution that has practically banished illiteracy; looked after the physical wellbeing of twenty-five million children; raised the level of living and thinking; increased the earning and purchasing power of the worker, thereby creating and building up a home market which consumes ninety percent of the product of farm and factory; and despite the flood of immigration kept the nation American? He is a brave man, or a fool, who ventures to place a money value upon such a service.

No considerable fraction of the public would deny the desirability of public education or the right of every child to some

amount and some kind of education. The question is not "Shall we have public education at public expense?" That question is settled permanently. The question is rather "How much education and what kind shall we have and how much shall we pay for it?" "Are we trying to buy too much and too many kinds for too many people, and are we paying too much for what we are getting?" These are the questions the critics of the schools are asking. For it has become the fashion of late for certain speakers and writers on taxation and public expenditures to point an admonishing finger at the steadily rising cost of public education, questioning the value of much that has gone to enrich the curriculum, and leading the taxpayer to regard himself as the victim of ruthless exploitation at the hands of the professional educator.

But who is it that bewails the high cost of public education, declaring that we are trying to teach too many people too many things; whose heart is it that so yearns with sympathy for the overburdened taxpayer and who sees in the reduction of school costs the easiest road to his relief? Is it the working man living in a small rented home striving to support a large family on a small income and struggling against the approaching day when his older children must give up school and join the ranks of the wage earners? Is it the less numerous middle-class worker, owning his modest home, whose children can look forward with a fair degree of assurance to attending the high school for a season? No, not these. They know that in education lies the hope of realizing for their children what circumstances have denied themselves; that through the American public school runs the straightest road to success and a more equal distribution of the world's wealth.

Who is it, then, that wishes to curtail the school budget and reduce the opportunities offered accordingly? It is that small but powerful and active class, made up in part of those who believe apparently that education, above the line of illiteracy,

is the exclusive right of a few select souls and who claim it for their own by a sort of divine right bestowed by heredity and wealth, forgetting that they themselves and their prestige are the product of that democracy which they now desire to strangle; a class made up in part of these, and in part, also, of those gold-greedy go-getters who have always been willing to rob childhood of its birthright and to coin it into coupons, in order that, with unconscious irony, they may build monuments to themselves upon college campuses. These are our "conscientious objectors" to the school budget. But these enemies of universal education have been met before in the fight for free elementary, and again for free secondary schools and state universities, and were defeated. Once more they are riding to a fall.

For see what has happened. The American public school is not something fixed, static, unchanging; it is a growth, reflecting the growth, the prosperity, the changing social, domestic, and economic arrangements of the national life. More accurately and completely than any other institution, it mirrors the national ideals, prosperity, and aspirations. The traveler in Europe on entering a town first sees the great cathedral; in America he sees the schoolhouse. It is ubiquitous and dominant. It gathers into itself an ever larger share of the life of our youth. Now it is reaching out for the adult also, offering him a share of its wealth, and providing profitably for his increasing hours of leisure.

At the time of the adoption of the Constitution the average length of attendance upon school for the individual was sixty days; in 1920 it was 1200 days, the highest average length of school life for a whole population ever attained by any nation. In 1775 the elementary curriculum consisted of the three R's with spelling and the Bible added. Fifty years later grammar, geography, and book-keeping had been added. Another twenty-five years and we had added history and begun the use of object lessons. By 1875 the "frills" of the previous fifty years had passed to the stage of "essentials," grammar, geography, and history holding secure places in the program while new "frills" appeared in the form of civics, music, drawing, and health education. By 1925, one hundred fifty years after the beginning, the curriculum included not five but twenty-three subjects.

As it stands today, the program reflects and always has, not so much the abstract theories of educators as to what consti-

tutes correct educational procedure, as it does the popular conception of what constitutes a satisfactory school. When the public school idea was first thought out, the home was the primary and authoritative institution and the most interesting. In large measure it was independent of all other institutions. The art of living out of paper bags and tin cans had not yet emerged. If the grocery boy overslept the family could still have breakfast. The railroad, the telephone, the factory, the department store, and the bakery had not then made of the home a shell. The school when it came was merely a supplementary institution created by the home for the performance of certain of its own functions which it chose to delegate but for which it recognized its responsibility. Around the fireside the family gathered evenings; friends were entertained in the home and welcome. We had not learned then to rent halls for entertaining and to drive out to dinner in luxurious automobiles. The home designed the family clothes and made them; it did the canning and preserving; there was always something creative to be done there; and because of these things it was the most interesting and best beloved place in the world—a place about which poets sang.

As our social and industrial organization has grown more complex the former activities of the home have been delegated one after another to other agencies and the responsibilities which the home once bore have been definitely placed upon the shoulders of other institutions, principally the factory, the church, and the school. The result has been the gradual transformation of the school from a place of mere training in the essentials of academic learning for the children of such parents as were rich enough to dispense with their labor, to great service stations, tax-supported and buttressed by child labor and compulsory attendance laws in every state in the nation, dedicated to the service of all the children of all the people. A service program, therefore, has been built up which accurately reflects the changes in our domestic, social, and economic life. There is not a subject in the program but has found its place there as a result of either mandatory or permissive legislation or of pressure upon school officers by organized, active, persistent, local groups. Our present program, therefore, is the people's own, worked out and adopted in response to their demands. As it has been made, so it will be continuously remade—chang-

ing, developing, expanding to meet the needs of a changing social order.

This does not mean, however, that the schools will respond to the demands of every group that conceives the idea of furthering its own selfish interests or disseminating its pet propaganda by implanting its particular dogmas in the youthful mind. Our critics say that we are not teaching the children to read and write and spell correctly, but fail to show how this is to be done better by adding to our present program the items that they propose—instruction in aeronautics, in conservation of natural resources, in fire and accident prevention, in thrift and economy, in automobile driving and the theory of the gas engine, in music appreciation through radio broadcasting, in moral and religious education, in garment and dressmaking, in cherry and egg harvesting, in the advantages of private ownership and the failure of public ownership of public utilities (the glitter of whose gold has tripped some of the weaker brothers of the craft and tempted school board members), in the extended use of rubber in industry, in the best way to solve the liquor problem.

The schools should remain closed to all illegitimate demands seeking to further private or group interests; but it is obvious that if the public school is to serve the national life to the extent of its potentialities, it has a program of expansion ahead, an expansion to be achieved without loss to educational efficiency. But here is a danger to be guarded against, a danger frequently more apparent than real.

The educational efficiency of American schools, for example, has been criticised as being below that of Europe. Let the friends of American education remember that there is no European system that is not a class system based upon privilege. So severe is the cutting in the European schools at the fifth, eighth, and twelfth grade levels as to indicate clearly the European belief that to the few belongs the right to be educated. Prussia has fewer than nine percent of those of secondary school age in attendance upon these schools; England has fewer than fourteen percent; while in the United States over fifty-two percent of those of high-school age are in attendance upon secondary education. Thus we reverse the figures of Europe as we reverse its objectives; and our upper quarter, man for man, equals any European class in age, mental power, and attainment. Europe's

educational system has been unable during the centuries to get wooden shoes off the feet of the common people or thatch from the roofs of their homes or to reduce its standing armies which make it an armed camp in times of peace. When every European child stands equal to every other European child before the schoolmaster's desk, Europe will have taken the longest step toward international peace and goodwill in its history, a step longer than has ever been suggested by her statesmen. The difference in the level of living in Europe and America is accurately measured by the systems of education in each.

Expansion without the loss of educational efficiency has been achieved and this policy must continue in order to meet the changes in our expanding national life. Never in the history of the world has any people been the beneficiary of a material prosperity so great and so widely diffused. More and more the burden of assisting in family support is being lifted from young shoulders. The old theory of the vicious circle with its underprivileged classes is being replaced by the newer philosophy of the never ending spiral of expanding opportunities to the end that poverty, the last stand of vice and crime, like illiteracy, shall have its hold broken everywhere. Ever more the demand for universal free secondary and higher education grows insistent. "Maintained equality of opportunity" is a phrase made familiar to the ears of the people by the President-elect during the late campaigning. This phrase means, he tells us, "that there should be no child in America who has not been born and who does not live under sound conditions of health; who does not have full opportunity for education from the kindergarten to the university; who is not free from injurious labor; who does not have stimulation to ambition to the fullest of his or her capacities." Continuing this thought, Mr. Hoover says, "If we are to maintain America as the land of opportunity where every boy and girl may have the chance to climb to that position to which his ability and character entitle him, we shall need to be increasingly on our guard. If I could drive the full meaning and importance of maintained equality of opportunity into the very consciousness of the American people, I would feel I had made some contribution to American life. It is the most precious of our possessions that the windows of every home shall look out upon unlimited hope." But, my brethren, do not be de-

ceived. Greed of gain will contest every inch of the way to the realization of this goal.

The same industrial and economic changes that are gathering the children out of the shops and factories and pouring them into the schools are creating for their parents a growing margin of leisure

**T**HE UNIT of American life is the family and the home. It vibrates through every hope of the future. It is the economic unit as well as the moral and spiritual unit. But it is more than this. It is the beginning of selfgovernment. It is the throne of our highest ideals. It is the source of the spiritual energy of our people. For the perfecting of this unit of national life we must bend all of our material and scientific ingenuity. For the attainment of this end we must lend every energy of government.—HERBERT HOOVER.

whose proper use constitutes a major social problem. Already the more ambitious and intelligent elements of the population from whose shoulders the machine has lifted a portion of age-old burden of drudgery, are turning to the public school with the demand that for them also, through provision for adult education and recreation, the way be opened to the more abundant life. Here is a new problem, calling for a new educational procedure and technic, a problem that must be met and solved if the added leisure is to be the blessing hoped for. Already the socially destructive forces are finding here an enlarged field for their operation. Already the schoolmen are fighting a public opinion set up for the moron. Birth control artists have furnished the information which makes sex indulgence for youth as safe as kissing; discredited judges are spewing the sewage of their courts through salacious magazines until our newstands groan under the weight of putrefaction which they contain; our theaters aim at a sex appeal so crass at times as to disgust the guilty; the press, civilization's greatest agent, is becoming the chief source of the criminal's information, where he finds himself daily featured upon the front page; our churches are clinging to man-made creeds hundreds of years old while their doors are closing rather than devoting themselves to interpreting the times to a befuddled and bewildered multitude. I am taking no delight in writing this paragraph nor am I shirking my share of the responsibility for the conditions mentioned. What I am

trying to do is to draw a picture of the conditions which schoolmen are called upon to combat; to indicate, if only roughly, the character of the defense upon which we must rely, namely, a greatly enlarged school program which shall call to its aid in ever larger measure the cultural resources which civilization has slowly built up for its defense and perpetuation—physical and health programs, science, technology, art, music, literature which records the march of the soul, the drama—and shall place them all freely at the service of the people; to cultivate a changed attitude toward the church and what is expected of the press; and to plead for the seeing eye and the understanding heart wherever the question of expenditure for school purposes is under discussion.

For, rest assured, the cost of maintaining the public school will be and should be a steadily mounting sum. Our population, rapidly increasing, and the demand for an expanding program as herein set forth are discouraging indices to those looking for a reduction. Can the cost be borne? How are we spending our annual income estimated by federal authority to exceed ninety billions? According to federal authority we are spending out of each earned dollar twenty-four and one half cents for necessities, twenty-two cents for luxuries, eleven cents for investment; eight and one half cents for crime; four and one half cents for government local, state, and national; waste, fourteen cents; miscellaneous, thirteen and one half cents; one and one half cents on education; and three fourths of a cent on religion and philanthropy. In 1927 we added fifteen hundred millionaires to our already handsome total, so we were told by the Treasury Department. Without taking any of the joy out of life is it not possible to double the amount expended for education and religion twice by a reduction of the waste and still be a long way from an economic breakdown from these two causes?

Like a dinner, a school program costs in proportion to the service. Recently in a city where the cost of schools was under criticism by the Tax Dodgers League the sum of \$175,000 was voted for a snake house without arousing protest. We complain about and sometimes eliminate the cost of athletics from the school program and at the same time maintain municipal golf courses and tennis courts and swimming pools. Each state is under constitutional mandate to maintain a sys-

tem of free public schools; but there is nothing in the constitution of any state requiring it to maintain a system of pleasure roads through its mountains, or a state fair, or fish hatcheries, or pleasure parks and camping sites for the sportsman tourist and the gentleman of leisure. I am offering no objection to these activities of the state. I approve them since they help the people to live larger and better lives, the objectives of our existence. But what I am objecting to is any curtailment in the expenditures for education, the most important the community, state, and nation makes, excepting where it can be shown by the friends of American education to be a wise economy which can be effected without abridging educational opportunity for anyone.

Upon the principle of the equal right of every individual to "life, liberty, and the pursuit of happiness" this government was founded. This conception of the right of the individual to equality of opportunity, which does not mean the same opportunity necessarily, is unique and fundamental to our whole scheme of national life. To preserve this principle inviolate and to train each individual for such efficiency—civic, economic, moral, political—as his capacity makes possible, is the primary function of education in this great democracy which we call America.

We live in proportion to our ability to respond to our environment. Education multiplies the points of contact with environment; trains man to interpret, to modify, and, in a measure, to control environment; and leads him upward from savagery toward his Maker. Through education we have discarded the strong-back method of advancing civilization—the method which reared the pyramids and built the ancient temples. Through education we have lifted the burden from the sweating backs of men. Through education we have raised the standard of living; enlarged the circle of those who can eat white bread till it circumnavigates the globe; and have made the bathtub, once a luxury in the homes of the rich, a health necessity in the homes of the poor. Through education we erect our skyscrapers, span rivers, bore through mountains, annihilate distance, reduce the ravages of disease, and distribute more equally the blessings of prosperity. Through education we are bringing nearer a realization of the brotherhood of man and are welding the nations of earth into one great family. Through education our lamp of reason is lighted and set in the candlestick to give light to all the house. No longer is it hidden under the bushel of superstition and fear.

Each year the march of the nation's war heroes toward the setting sun increases apace. I wonder sometimes if on

their westward march they pause for a moment to catch a glimpse of the New Grand Army of the Republic, an army whose line, marching in "fours" past a given point, would be paralleled by the children of the front ranks before the rear "fours" could pass the reviewing stand; an army marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the republic they love; an army gathering every school day from hill and dale, from city and village, from the farm, the workshop, the mine, from industry and commerce, with the blood of the Occident and Orient coursing through its veins, speaking one language, loving one flag, destined in each of the forty-eight states of this great American league of nations to become citizens not subjects, masters not servants; an army trained to useful and intelligent citizenship and dedicated to the task of making a better today than yesterday, and a tomorrow better than either; an army whose proud accomplishments in the past and whose promise for the future lends glory to the wisdom and leadership of the nation's founders; an army whose high destiny lays upon every American citizen a sacred obligation to support to the limit of his power this stronghold of our democracy, this bulwark of our free institutions, the pride of the republic—the American public school.

## How Teaching Can Be Improved

**F**IRST—By a thorough and comprehensive knowledge of the subject-matter taught kept down to date. For this there is no substitute. Keeping up with new discoveries in one's line of work is just an exercise of intelligence, and is not to be confounded with "research" which is a seeking after knowledge never before known.

**Second**—By professional training, a thorough and comprehensive study of how to put the thing over. For this there is no substitute. It is just as essential for the would-be teacher to study the development of his job and those who have been successful in bringing it to its present state of perfection as it is for the lawyer, the architect, the physician, or the minister. The day for the "trial and error" method of selecting teachers has passed. Teaching is the one profession where this method receives any encouragement. Industry and the crafts are turning to the

schools for their supply of help having very largely scrapped the "trial and error" method generally spoken of as the "apprentice system" as too wasteful in this age.

**Third**—By supervised instruction. In advocating supervised instruction I am not advocating gumshoeing. Far from it. But I am advocating that the faculty of a given department, e. g., in mathematics, sit around the table and jointly select the textbook that is to be used in a given course, to outline the work for the semester and furnish every student taking the course with a copy of the outline thus enabling him to lay out his work intelligently, to set the questions for the "finals" jointly and to agree in general upon the value of each such question set, to bring to the weekly conferences the problems inherent in the subject and individual student problems and honestly seek to find a solution, that the reason for the apparent failure of a given student should be as-

certained and removed where the cause is within control, in other words, to apply the Golden Rule in the selection of students for college training and in all of our treatment of students once admitted.

**Fourth**—By an agreement of full and associate professors that each will teach one or more divisions or sections of freshmen. I know where this is being done and have been assured by the professors that while they undertook this work with some misgivings that it is a real pleasure to teach these boys. It was my good fortune to sit in several of the classes at Purdue University recently and see full professors doing this work. The clearness of the instruction, the ease with which it was done, the professors' attitude of encouragement was such as only comes from those skilled in imparting information and stimulating the learner to a desire for further knowledge. I have never seen it better done.—FRANK D. BOYNTON.

# The Transformation of Peter

THOMAS R. HENRY

**E**'EN though it be a cross." Peter was one of the worst problem children the District schools have known in recent years.

Harold D. Fife, principal of the Gales Special School, has a stack of letters in his desk about the child. Some express unmitigated disgust; others sympathy, but hopelessness. Peter had been tried with all sorts of teachers. The strict disciplinarians found him unmanageable and dangerous. The gentle, motherly kind wasted their tenderness. The mental research department classified him as a dullard.

Peter was ragged, dirty, and a thief. His adolescent mind was a sewer of filthy thoughts. Girls weren't safe in the same room with him. When he was asked a question he would reply with a string of oaths and nastiness that would have shocked a mule driver. He took no interest in anything offered by the schools. He was an habitual truant.

Here, it seemed, there was a congenital delinquent, if such a creature ever existed.

As a last resort Peter was transferred to the Gales Special School. He was a stubborn case. Week after week Fife tried to find some point of contact with whatever spark of goodness there might be in the child. His personality was impenetrable. Even among the problem cases he was outstandingly bad. Nothing could be found which interested him upon which to condition other interests. Here at last, Fife thought, was the exceptional case where his theories didn't work.

Day after day the teacher talked with the boy on his own level and tried to make friends with him. The net result apparently was only a slight lessening of the animosity which the child felt for all teachers and all authority.

That point of contact in the child's personality with decency and aspiration which Fife thinks exists somewhere in everyone could not be located and there seemed no alternative but to abandon him to a reform school—and probably to a succession of prisons after that—for the protection of society.

Suddenly, strangely, beautifully, came the break.

Peter had been showing the world an artificial, selfcreated shell of a personality. Behind this he had hid his real

self—a highly spiritual, luminous, saintly self with Christlike elements about it.

He came to Fife's desk after school one afternoon.

"Yer know dem crosses dey sticks on de stiffis out in Arlington?" he asked.

"Yes."

"Well, what I wants to know is how much the — things costs."

**T**HIS article which is one of a series appearing in the *Evening Star*, Washington, D. C., is a superb example of newspaper interpretation of the work of the schools. Special schools to meet special problems within public school systems are increasing rapidly. In the light of such prophetic efforts can anyone say that public schools are not progressive? There is another aspect of this story. This case seems remarkable to most people. It should not seem remarkable at all. It is simply one more evidence of what can be accomplished by the educational approach to behavior problems. It is prophetic of a day when the schools and not police or criminal courts will handle the behavior problems of all youth. Work with such cases will throw much light on the character education work of school. It will also help to save for constructive purposes a large share of the ten billion dollars which is spent annually in the United States on account of crime.

"I don't know—about \$50, I should think."

Fife noticed the boy's face fall.

"As much as that?"

"Yes. You see, they have to carve them out of a pretty big piece of stone and there is a lot of heavy work."

"Don't they ever make 'em of nothing but stone that don't cost so much?"

"Yes. You might make one out of wood."

"Could I make one?"

"I should think you could. I'd help you some. Why are you interested in crosses, Peter?"

The old look of hostility came over Peter's face at this question. The teacher saw that he had made a mistake, that it was too soon to ask.

"I want to make a cross," the boy said.

Fife took him to a room downstairs where there was some lumber and a few tools. He showed him rapidly how the tools were used.

"Go ahead and make your cross," he said.

From that time on he didn't bother Peter with school work. Every morning the boy went to the lumber room, shut himself in, and worked. He made many mistakes. There was much to be done over. But he seemed absorbed in his work.

Never before had Peter shown any mechanical interests. For the first time something had been found which kept him out of mischief. Fife visited him every day and coached him a little. Peter rather resented this coaching, but he listened and profited by it. He grew more and more friendly with the teacher.

Finally Fife judged that the time was ripe to try once more to go a little deeper.

"Peter, you've never told me why you are interested in crosses," he said.

"Oh, didn't I? Well, you see, it's like this—"

A marvelous transformation had come over the dirty, foul-mouthed boy in that moment.

His mother had died ten years before, leaving his father, a poor day laborer, with a large family.

The family was poor. The mother had been buried in a corner of one of the Washington cemeteries. They had put no headstone over her grave. Brush and weeds had grown over it. The poor woman was cast utterly out of the world's memory.

But there was an outline of stones around the space into which her coffin had been lowered. Peter had put them there.

Twice a year little Peter had trudged to the cemetery and filled in the gaps in that outline of stone. He had been doing this, unknown to any one else, all the time that his school teachers had been calling him the worst boy in Washington. He had been doing this all the time that his tongue was so filthy that the most hardened teachers, men and women, couldn't endure listening to him.

There he would kneel in the long grass, replacing the scattered stones.

All around him, over the graves of the mothers of other little boys, rose monuments and crosses. Each of these pilgrimages only made him worse. He would get even—the boy would clench his fists and curse the Lord in Heaven—he would get

even with a world which had treated his mother like this.

Over her nameless grave he had promised to get even. He was keeping his word.

The father was a well-meaning man, but his thoughts were with the living and not the dead. His slender wage barely sufficed to feed the hungry mouths dependent on him. He tried to clothe them decently and made a terrible job of it, to judge by Peter.

Every time the boy had suggested that a headstone be placed over his mother the father had dismissed the idea rather curtly. She was dead, wasn't she? She wasn't hungry or cold any more. She was comfortable enough there in the ground. Why bother with her when the kids needed clothes?

He was not an unkindly man, but he had no motherliness about him. He was too tired to mother the kids when he came back from his day's work.

The human touch had gone out of Peter's life the day his mother's body in a bare wooden box had been carried out of the door of the shack where they lived.

The spiritual, Christ-like Peter had gone out of the skinny, unwashed little body and crept into the coffin. There all these years he had snuggled in her arms. The poor dead woman had crooned to her baby there in the graveyard.

The Peter of the District schools, the Peter who swore at teachers, stole everything he could lay his hands on, and assaulted girls, was not Peter at all. Peter was in his mother's arms in her nameless grave.

Fife gave the boy money to finish the cross, to buy paint and other trimmings. It was a work of art when it was done. There was a soul in it.

One day the teacher and the boy went out together and cleared away the weeds from the grave. But for the setting up of the cross Peter went alone one Sunday.

"It looks better than any of the others in the cemetery," he said when he came to school the next morning. "Do you think she knows about it? Do you think she will like it because it's just wood?"

"That cross is made of gold, Peter," the teacher said. "She will know it is made of gold."

So the soul of Peter was raised from his mother's grave on the cross his hands had carved.

He has never given any trouble since. "I have known many boys," says Mr. Fife, "but I never knew another so spiritually-minded as Peter is today. He is all spirit. And he is the one boy sent here for whom nobody had any hope."

Fife hesitates to psychoanalyze this strange case of dual personality in a child. One school would explain it perhaps in terms of mother fixation twisted in some curious way.

Another would find an inferiority complex—the motherless child, whom the world so despised that it would not even accord his mother the poor honor of a cross over her grave, developing a superiority complex in compensation which drove him to make the world pay attention to him by the very extent of his depravity.

But the mystic would find here the symbols of holy and unseen things—of Christ descending into hell at the behest of the Holy Mother.

Perhaps all are right. Who knows?

## Teachers Talk Too Much

WITH school teachers, talking too much seems to be more prevalent than in many other lines of activity. The very nature of the schoolroom situation develops talkativeness unless we guard against it. There is enough ego in us to make us proud of our opinions and experiences. Then, too, we are supposed to know so much more than those we teach. It might also be worth mentioning that talking often takes the place of thinking and is very effectively used as a time killer. At any rate we have the children in a place where they cannot or will not answer back and we take advantage of the situation to talk too much.

The meaning of the word "educate" is to lead forth, to bring out. By no stretch of the imagination can it be made to mean to pour in. Yet judging from actual classroom procedure many teachers seem to be laboring under the impression that the educative process is largely one of pouring in.

When we teach a child to walk we put our hands under his arms and carry part of the weight or take him by the hand to steady and guide him. We never think of prefacing a walking lesson with a long discourse or a page reference assignment.

The underlying principles of teaching a child physical steps and mental steps are not essentially different. Yet if many of our teachers followed their usual method of teaching in presenting a walking lesson we would hear something similar to the following: "Now children we are going to have a lesson in walking this morning. How many of you have seen people walk? (Wild waving of hands but no opportunity for a reply). All right, put your hands down; people have walked for many years, etc., etc."—for ten minutes. "My experience in walking has been—etc."—for five minutes. "Turn to page ninety-two in your book and read what it says about walking. Now all the class will take three steps forward. All who fall down will have to stay after school."

As important as we think subjectmatter is, much of it will be forgotten and in many cases the loss will not be severe. But the ability to do things, to stay with a task until it is done and know that it is done, to solve one's own problems independently, to stand on one's feet intellectually, will not be forgotten if once acquired. And what is more, these abilities will function in adult life whether "*Gal-*

*lia est omnis divisa in partes tres*" or not.

It is a rather common observation that the use of method decreases as we go up the educational ladder. Lecturing is the university method. Most of us teach the way we have been taught. As more and more teachers get training in higher institutions of learning the tendency to lecture in the lower school becomes more noticeable. Surely there is no place for lecturing in the elementary school, very little in the high school, and instruction in higher institutions of learning would probably be improved if the lecture method were used more sparingly.

This does not mean that teachers should never develop a topic or expand textbook material but it does mean that the time taken by the teacher should be a relatively small amount of the class period. Many teachers could reduce the amount of time they use in talking to their classes by half without impairing their teaching. The reduction would probably be an improvement. Remember that learning is doing and that it is the children who are supposed to be doing the learning. Lead out—do not pour in. —WILLIAM ALLEN MILLER, principal, Matheny School, Springfield, Illinois.

# The Pioneer Burk School

JOHN H. BUTLER

THEY BUILD boats that sail, or that speed along from the thrust of propellers driven by tiny electric motors. They make airplanes that actually fly. Or, if they are girls, they sew doll dresses—dazzling creations; they cook in real pots and pans, decorate living rooms, and the like. They plant flowers and beans and rutabagas, raise rabbits, collect moths. They build radios, mix interesting things in test tubes, and look through telescopes.

They write stories because they wish to, read books because they wish to, give little plays because they won't be denied. They sing in real glee clubs and put on real "shows"—even darky minstrels with end men and everything. Some solemnly decide to become artists and, to that end, paint pictures that are actually exhibited.

The odd thing about it all is that they do these—and the many other things this article is too short to list—because they want to do them. They themselves choose the things they wish to do. *They* are the children in that elementary school known as the training school of the San Francisco State Teachers College, and the fact that there is time for such things in school hours is entirely due to the school's system of individual instruction that was pioneered here fifteen years ago.

Fifteen years ago the president of the Teachers College, Frederic Burk, now dead, devised a plan of breaking up what he called the lockstep in education. He put it into operation in the college training school, where 750 elementary pupils were housed. That plan, devised fifteen years ago, has become known all over the world.

The Winnetka Plan grew from it, for, when Burk was asked to send to the Illinois city someone who could try out his ideas there, he sent one of his faculty members, a young man who had supervised teaching several years in the college training school. This faculty member was Carleton W. Washburne.

When Washburne went to Winnetka he took with him a nucleus of instructors from San Francisco. Two out of this little group have since made names for themselves. One is Louise Mohr, now the head of the research work at Winnetka. The other is Willard Beatty, who,

after working awhile with Washburne, is now at Bronxville, New York, where he too is running his schools under the individual plan.

Burk's experiment, started in 1913, had been working two years when San Francisco's great Pan-Pacific Exposition



**A**N OUTDOORS art class. These junior high-school students of Kenosha, Wisconsin, are happy in picturing the beauties of nature.

was in progress. At this exposition, Madame Montessori was demonstrating her educational theories. She was aided by an American woman, since become world-known. This woman, hearing of the individual instruction methods being used in the training school of the San Francisco College, visited it, for she had been thinking along the same lines. A few years later a new type of individual instruction came into being. That woman was Helen Parkhurst and her creation, the Dalton Plan, has swept over the world.

But one of the most significant movements Burk's plan has ever inspired is yet hardly a year old, yet hardly known outside the state of California. If it is successful, it may vitally affect the lives of millions of American boys and girls, for, according to those enthusiastically developing it, the plan will revolutionize the rural school.

Under the driving energy of Helen Heffernan, chief of the Division of Rural Schools in California, experimental schools are being set up all over the state. One in San Joaquin County and one in Yolo County are already operating, while Fresno County has fifteen regular rural schools rapidly taking over the plan.

The plan in question is that which has been functioning quietly at the San Francisco College training school for fifteen years, functioning almost in obscurity while other schools have reaped the credit. Every rural school in California is included in the scope of Miss Heffernan's ambitious program, and if individual instruction solves some of California's rural school problems it will be copied elsewhere. Already other states are eagerly watching.

Miss Heffernan is using materials, courses of study, and teaching methods borrowed directly from the San Francisco College. Not only that: she is sending several of the college staff up and down the state to lecture to the rural teachers and to demonstrate the methods. The rural teachers she picks for her experimental schools make trips to San Francisco to observe in the college training school. This summer the college is setting up a series of demonstration classes where elementary pupils will be taught by the San Francisco plan, directly under the eyes of hundreds of eager rural teachers—and taught by other rural teachers now mastering the method.

Which brings us back to this plan that Burk started fifteen years ago, this plan that has been so developed that today, in spite of the label, "individual instruction," it offers far more socializing work than almost all but the impractically projectized schools.

In the Frederic Burk Elementary School—it was named in honor of its founder—the tool subjects only are individualized, these and the tool parts of the social subjects. Reading, spelling, phonics, arithmetic, and formal grammar are individualized. So is creative composition. That part of geography dealing with locations and the like, together with tool material in history, is individualized, too. But it is the reading, spelling, and arithmetic where the organization functions most vitally.

The child studies at his own rate of speed. "Break the lockstep" was Burk's cry fifteen years ago. Each child differs from his fellows. Though he differs in intelligence, he also differs in so many other things that intelligence cannot be considered alone. And it is not capacity to do that should be considered; it is actual performance.

Not only—so Burk held—do children differ from their fellows in actual performance; they differ in themselves in their respective abilities to perform at respective studies. Granting that, if all things were equal, a child who tended to do well in one subject would tend to do well in all subjects, this philosophy sternly held that all things were seldom equal, that there was often a wide variation in a given pupil's abilities to perform at the several subjects within the particular grade in which he found himself.

So, in the Frederic Burk School, each child goes at his own rate of speed in the tool subjects. The material is largely self-instructive. Practically all of it has been written by the college faculty. In the fourth grade, a pupil may be doing third-grade arithmetic, fourth-grade reading, fifth-grade spelling, etc. Often a child takes a year and a half to do fifth-grade arithmetic, but does sixth-grade work in half a year.

But what about the social side? Few schools have such a richly socialized curriculum. From their very essence, there is little socialization possible in arithmetic, reading, spelling, and the other tool fundamentals. And so, in the Frederic Burk School, such work is handled by the pupil studying by himself. In the social and other subjects, a high degree of socialization motivates and goes along with the individual pupil's work. In those studies that are social in nature, he is an active

member of a group. In the life of the school, he is an individual working with other individuals toward a common purpose.

The time saved is enormous. Most children finish their tool studies a year or two ahead of time. In the history of the fifteen years, no child has taken more than eight years to go through. *And no child has failed.* It is this saved time that the pupils use for the things listed at the beginning of this article.

But first let us take up the required socialized work. Every child takes group work in music, dramatics, story-telling (the pupils tell the story), physical education, health work, nature study (field trips and all), group geography, group history, book lovers' club work, and writing. (The last—writing—is taught in group work for efficiency's sake.) Certainly this side of the school's work is widely social, far more so than that in all but perhaps one percent of the country's educational system.

Now to the elective socialized work. There are fifteen clubs which any pupil from the fourth grade up may join. Those in the fourth grade may pick one club; those in the fifth and sixth grades may belong to three; and those in the seventh and eighth grades to four. Every pupil takes his full allotment—and begs for more. There are manual training clubs, sewing and cooking clubs, book lovers' clubs, clubs for story writers, dramatics, public speaking, nature study, elementary science, general science, not to mention glee clubs for both boys and girls, orchestras, and even a travel club.

The pupil picks the things he likes. This develops the individual in him. But he works as one in a group, and, since these groups are natural ones, not artificial classroom chain gangs, the socializa-

tion he gets is far superior to that which is to be found in the pseudo-socialized schools.

Education at the Frederic Burk School is life. As in life, there are chores to do, serious work where the individual can best toil alone. To help him do this work efficiently, the school uses individual instruction. But in the Frederic Burk School, as in life, there is the other side. And how rich and varied is this other side. Because the pupils save so much time in their tool subjects, they have marvelous opportunities at the other. More than half his time the pupil is working with his fellows, studying with them, playing with them. He is learning to co-operate by cooperating, learning to govern by governing, learning to live fully by living fully. But—and this is the most precious thing of all—even as he learns the duties of the being to his fellow beings, that valuable bit of individuality which every child possesses is nurtured, fed, trained, and he is turned out of the school, not a drab marcher in a drab chain gang, but a being who is himself, reliant and proud in the knowledge that he is himself.

Four years ago Frederic Burk died, but his successor to the presidency, Archibald B. Anderson, took up the development of the school where Burk left off. One year ago Archibald B. Anderson died, and Alexander C. Roberts was called from the University of Washington to direct the San Francisco State Teachers College and also the elementary training school. Dr. Roberts, too, is taking up the work where his predecessor left off, and has already broken ground for a fine new building that will be devoted to the teacher training needs of the college, and to the needs of the Burk plan of individual instruction.



**T**HE idea of providing for individual differences is now spreading rapidly throughout the country. Here are children in the elementary school at Towson, Maryland, who are at work developing their own ideas and learning to assume responsibilities for their activities. By giving them this chance for self-expression, teachers train them to be original in thinking and methods.

# The Scarsdale Plan

RALPH UNDERHILL

SCARSDALE is a residential community of eight thousand, some eighteen miles from New York City. Nearly sixteen hundred children are enrolled in two elementary schools and a six-year high school. In native ability these children rank above the average, the median IQ being approximately 112. The problems of individual differences, however, are acute, for there is an unusually wide range in ability, extending in the high school from a low IQ of seventy to a high IQ of 160. The size of the school does not permit sectioning according to ability. Many of the pupils are preparing for college and, owing to the financial and social position of their parents, enjoy unusual opportunities. On the other hand, their good fortune subjects them to the distracting influences of the day to a greater extent than would be the case in most communities. Life is rather too easy for them to appreciate its necessities. More than most children of their age, they need tasks for which they are responsible and which constitute a challenge to them to extend themselves.

As a means of meeting this situation the traditional class method of instruction seemed increasingly unsatisfactory, for it ignored the differences existing among the pupils. Slow pupils were unable to keep up and became discouraged and accustomed to failure. Gifted pupils were held back, became bored, and in many cases grew superficial so that, when a real task confronted them, they had no habits of regular, faithful study; and so flattened out. The class method, therefore, was to be tolerated only in the absence of something better.

It was in 1923 that the Scarsdale schools began to grapple with these problems, and, after several years of experiment, they have developed what is now termed the *Scarsdale Plan*. Perhaps this title is not deserved, for the Plan is in one sense simply an assembled plan, borrowing freely from other methods, as the staff came to feel the impossibility of dealing adequately with a problem as complex as education by any single approach, formula, theory, or method. Moreover, the name implies that it is an attempt to meet the needs of the local community rather than an effort to force Scarsdale into the mold of a readymade scheme of education.

As its cornerstone the Scarsdale Plan has adopted the idea of the job. Outside of most classrooms, the world is organized in terms of jobs. No matter how much we may choose our jobs or enjoy them in the large, there are certain



A FRENCH laboratory during a free period in which pupils and teacher are able to work together naturally and informally.

phases of our work that are just tasks to be put through as quickly and as thoroughly as possible. It is essential, therefore, that our children should become accustomed to jobs, and to responsibility for them, and that this experience should be theirs throughout their whole school life. In the elementary grades of Scarsdale, therefore, the standards for each class are set up very definitely, drill materials in the form of printed or mimeographed work sheets or pamphlets are used freely, and real mastery of the fundamentals is insisted upon. As a result, desirable standards more nearly commensurate with the abilities of the pupils have been attained and a margin of time for appreciative or expressive activities has been won.

In the fifth grade the Plan provides for a rather complete departmentalization of work, for four-week assignments or "contracts," and for longer periods for class meetings. In the seventh grade the period for class meetings is lengthened once more, this time to sixty minutes,

and a free margin of unscheduled time is provided to enable each pupil to apportion his study effort to meet the demands of his course of study and to make possible conferences with his teachers outside of class meetings. From the seventh grade to the twelfth this free margin is gradually increased until the mature student of the eleventh and twelfth grades has from twenty-five percent to forty percent of his school day under his own control.

The experience of the Scarsdale teachers during the last four years may be helpful to other groups, particularly those in small systems where it is impossible to section according to ability or to provide a wide variety of curriculum offerings. Moreover, although the philosophy of individualized instruction sounds reasonable and simple, its problems are extremely complicated.

The first problem in individual instruction concerns the contract or assignment. To serve its purpose the contract must be so drawn as to call attention to the big, central issues. It must be inviting, helpful with study suggestions, and lend itself to the schedule of class meetings so that specific portions of the contract can be assigned, discussed, and tested at each class meeting. Usually the contract will need to be supplemented by work or drill sheets, to be used as a guide to study and as a basis for short quizzes or power tests. Part of this material should probably be produced by the teacher to meet his own situation, but more and more he can utilize published drills which are the work of experts in his field.

To provide for individual differences the contract should contain a core, consisting of the fundamentals to be demanded of all pupils, together with various supplementary units for slow or gifted pupils, and several optional "honor units." These latter should be something better than "more of the same" and should serve to broaden and deepen the pupil's knowledge of and interest in the subject. Pupils who do the honor units should receive sufficient recognition in their ratings to make the extra work seem well worth doing. The honor units as well as the supplementary units help the teacher also to fit his instruction to the goal of the pupil, whether it be college, technical school, or business.

The second, and perhaps the most baffling problem involved in applying such a method as the Scarsdale Plan, is the class meeting. To use a sixty-minute period rightly requires exceedingly careful planning and alert, skilful teaching, otherwise the teacher will find that he is accomplishing in the longer period very little more than he covered in the old forty-minute period and is being swamped with paper work and an impossible number of requests for individual conferences by pupils who need help or wish to have their work checked. The class meeting, therefore, must make adequate provision for four major activities: Class discussion, checking and testing of units prepared, teaching of advanced sections of the assignment, and individual teaching and studying.

Class discussion should result in clearing up difficulties, fixing the issues of the assignment in the minds of the pupils, and suggesting "leads" for further study and reports to future class meetings. This phase of the class meeting offers an opportunity for socialization of the work, for inspiring deeper interest, and for the practise of oral English.

Normally the pupils will have a specific assignment to show at each class meeting. This may cover one, two, or more units for which credit should be given. In most cases the assignment consists of practise work of some sort—problems, translations, or the mastery of informational material as in history, geography, and certain aspects of English and science.

While the Scarsdale Plan emphasizes the responsibility of the pupil for learning, it does not relieve the teacher from responsibility for teaching. Some of his instruction is given during the discussion period, but ample provision must be made for the adequate teaching of the assign-

ment for the next conference, for supplementary instruction covering troublesome points in the work. To do this successfully requires very careful advance preparation by the teacher. It is in this connection that his skill in building his contract is best tested, for if that is properly balanced, it will head up into teaching units that fit into the class meeting plan. If the teaching is adequate, the class will be prepared to attack the assignment intelligently and will come to class wellprepared and able to apply their knowledge.

In a wellplanned and economically used class meeting there will be some time before the close of the period for the teacher to spend in helping pupils individually or in groups, in checking make-up work, or in checking units of pupils who have been absent. In certain subjects, particularly the languages, the entire period is likely to be required for a variety of group work, the individual instruction being deferred to the unassigned periods of the day.

The third problem connected with any individualization of instruction consists in supervising free study time. When not participating in scheduled class meetings, both pupils and teachers are working together in the classrooms. At such times each room must carry its quota of pupils, for there are no study halls in the building and the capacity of the library is limited. For the pupil, unscheduled or free time serves as an opportunity for the preparation of units for approaching class meetings, for consultation with the teacher over the troublesome points in the contract, for making up back work so as to receive credit before the close of the contract, for the correction of a theme, or for sight translation or oral French, as the case may be. For the

teacher, the free time provides an opportunity to supplement the instruction of the class meetings by administering "first aid" to those who need it, and to clear up odds and ends of back work. To make the most of the unscheduled time, the teacher must develop executive ability so as to organize his time effectively; he must be able to teach concisely. And all the time he must be making notes of common difficulties so that at his next class meeting he may give supplementary instruction or more drill. Rightly used, the free time discovers to the alert teacher the needs of his pupils and the weak spots in his own teaching. By applying in the class meetings what he learns in the free time about the reaction of the pupils to his contract and methods of instruction, he can do much to improve his teaching and to grow professionally.

Such in bare outline is the Scarsdale Plan. Since its inauguration pupils and teachers have found it possible to accomplish more and better work, to share responsibility for progress, and to cooperate without friction. Standards as measured by achievement tests and statewide examinations have shown a very gratifying improvement, much time-consuming re-teaching has been eliminated, while the percent of nonpromotions has decreased. In its present form it is capable of introduction into any school, department, or class without dislocating the organization or swamping the teaching staff. Moreover, it is sufficiently flexible to be applicable to all subjects. It avoids over-individualization, and provides enough routine to insure the formation of desirable study habits and regularly spaced contacts between pupil and subject in the presence of the one who will always be the greatest single factor in the education of the child—the teacher.



**H**ow individual work is carried on. At the left second graders are at work individually and in groups. Right, a fifth-grade history class; when the assignment has been completed, the pupils are then encouraged to undertake their supplementary activities.

# School Librarianship as a Career

HELEN HARRIS

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IN THE table of statistics in the February JOURNAL, *The Need for Professional Librarians*, it is shown that, with a full library development, there would be needed some nine thousand new library recruits each year. The combined product of all the library schools at present is about nine hundred. It is quite evident, therefore, that there will be a great many young people in the near future who ought to be considering school librarianship as a career. Because it is a comparatively new vocation, and for that very reason suffers from a good many mistaken conceptions, a study of its requirements and opportunities is well worthwhile for young teachers and college graduates who are seeking a career that offers an interesting and profitable return on life investment.

The library in the school has three objectives: To lead children to love books and reading; to teach them to supplement their studies with other than textbooks; to train them to use public libraries intelligently.

It is the second objective that keeps the librarian's nose so close to the grindstone that he is in danger of forgetting everything else. His efforts to relate the library to every course of study, to make it a source of constant help to each teacher and pupil are sufficient to occupy his every moment, but if the library is to serve its whole purpose he must never lose sight of the other functions, to lead children to love books and reading, and to know how to use public libraries. The average child spends at most ten years in school as compared with the rest of his life outside. During those latter years the public library, if he knows it, may become his continuation school. One of the most important things the school librarian does is to bridge the gap between school and public library so that boys and girls may not be like the child who said, "No, I don't go to the library anymore. I've quit school."

The public school in the United States has grown up from elementary through high school to college. School libraries have followed the reverse order. Among the earliest libraries were those in colleges, the turn of the twentieth century saw their appearance in secondary

schools, the junior high-school library is now thriving, and the elementary school library will be a feature of the educational world in the next decade. It is significant that during the past two years there has been held for two weeks following the meeting of the National Education Association a library institute for elementary school administrators. The types of activities carried on in each of these libraries varies according to the organization of the school. In elementary or platoon schools the children come to the library in class groups to play simple alphabet games, to listen to a story, or to tell one, to look at pictures, to learn library manners and how to care for books. Intermediate boys and girls find the school library offers every opportunity to try out various fields of knowledge, making a rich contribution to the exploratory processes of the junior high school. Senior students have learned to depend on it for assistance in every problem of school life. The libraries will be found as varied as the schools in which they are located, from the cozy alcove set aside in the rural school to the suite including class and work rooms in the urban school. The hope of them all is to build up a consciousness on the part of the child of the library as a place rich in interest to which he can turn for help and for pleasure in every circumstance of life.

What are the essentials in training and qualifications for this work? Dean Russell of Teachers College, Columbia University, concludes from a survey of school library conditions in twenty large cities of the country that "superintendents are agreed that the properly trained librarian must have all that the good teacher has and in addition library training." Most senior and many junior high schools are now requiring a college degree and a year's training in an accredited library school. However, on account of the small number of available library school graduates many librarians who have less than this amount of training will be found in the service. State teachers' colleges and normal schools are offering elementary courses in school library methods which prepare teachers for partime or small school positions. There are also a num-

ber of summer schools which give special courses designed to meet the needs of those who are in charge of school libraries. These courses are generally recognized as inadequate preparation for the widely varied activities of the school library and the tendency will doubtless be in the future to require a full year of professional training.

In some states, in addition to library training, teaching experience is required. A year or two of teaching is valuable but more often it is a handicap rather than an advantage. The psychology of the library is not that of the classroom and one who has spent years learning and practising classroom methods finds it difficult to abandon them for library methods. School administrators are frequently of the opinion that the giving of formal instruction in the use of books and libraries is the chief objective of the library, and that therefore an experienced teacher is better qualified for the work than a trained librarian. Important as this feature of school library work is, it is only incidental. Library instruction is a means to an end, not an end in itself. The school library is an adaptation of the public library and, if teaching experience is desirable to give the school librarian an understanding of the school point of view, equally necessary is a public library experience to give him library technic and to show him how the school library is a part of the great educational program of a community carried on in both schools and libraries.

The good school librarian likes to deal with people, all kinds of people, and he knows books, all kinds of books. People and books are his stock in trade and he can no more be a successful librarian without knowing and believing in them than a salesman can sell goods if he does not know his samples and is not convinced of their worth. Accuracy and neatness were once considered of first importance among a librarian's qualifications, but though they are eminently desirable in a day when there is scant time to spend correcting mistakes or doing work over, we now know that the librarian's chief asset is his knowledge and love of books.

Quite obviously the librarian needs

good health. His days are strenuous and his nerves must be negligible. He must see his work in perspective, not be annoyed by details that accumulate unfinished, but keeping his eye on the ultimate goal of his effort, press on toward things that are important. He needs patience and tact, for there are still people who look on the library as an alien element, a sort of extraneous body, more or less reluctantly admitted to the school at the insistent demand of the state department of education, or perhaps they consider it a part of the English department. In either case it is an important part of the librarian's work to demonstrate, by service rendered, the fact that the library is an integral part of the school, an independent department itself.

School librarianship is at present a field that is not overcrowded. Indeed it is probable that, due to the shortage of people who are adequately prepared for the work, one of the most difficult positions to fill in either junior or senior high schools is that of the librarian. A qualified person need not fear unemployment, and while the opportunities are more abundant in some states where the school library movement has been longer established, there is scarcely a section of the country that is not calling for more people than can be found prepared to do the work.

No one grows rich financially in educational work, but school librarianship offers a fair money return. Librarians are usually paid on the teachers' salary schedule which varies, of course, accord-

ing to the community. A minimum of \$1600 for beginners is usual, with the possibility of reaching a maximum of \$3000 or \$3500. Most librarians are employed on a ten-month basis, so that they have long vacations for teaching or attending summer schools, or for travel, and they have the usual school holidays during the year.

Every work has compensations which are not figured in hours or in dollars and cents, but which bulk large in the ultimate test of its satisfaction. School librarians find one of these rewards in the opportunity which their work offers for continual growth through contact with books and people. Every request for information that comes to the desk is a challenge to follow a new bypath of knowledge. In seeking to make the library of the utmost service to each department of the school the librarian keeps abreast of the times in every field of human activity. It has been called a "growing profession and a profession to grow in."

There are some teachers and librarians who need the stimulation of mature minds to keep up interest in their work. They want a certain "give and take" on an equal intellectual footing found in teaching adults or in public library work. The school librarian must face the fact that, except in his contact with a few teachers, he will be dealing continually with immature minds. Fortunately there are many to whom that brings a real thrill.

While the readers he serves are im-

mature and much of his work is planting seed in faith that he will not see come to fruit, the school librarian does not work entirely in the dark. He touches these young lives during three or four of their most impressionable years and he can follow up his work with a continuity that is not possible, either for the teacher who has them for one year, or the public librarian who meets them in occasional contact.

The school of tomorrow will build its organization around the library and next to the principal the librarian will be the key person of the school. As John Carr Duff, principal of Franklin Junior High School, Uniontown, Pennsylvania, said in a recent article in the *Library Journal*:

"Every . . . school will be marked by the character of its principal who determines most of its policies and molds its progress. But second only to the principal in the measure in which she may influence the success of the school, is the patient woman who never runs out of smiles and has something interesting up her sleeve for every person in the building."

School librarianship is a challenge to a keen, wideawake, young person who is not afraid of work, who is willing to study constantly changing methods of education, seeking to find ways in which the library can serve them, and who will give the best that is in him trying to help boys and girls to know the joys that good books bring to those who know and love them.



**T**HE LIBRARY of a Los Angeles high school. Modern school libraries are the result of the new methods of teaching. Children are learning to consult sources and form their own opinions. Here the library is the book laboratory for the whole school.

# Two Gates of Atlanta<sup>1</sup>

THE GATE CITY of the South has two gates. Neither is ever closed.

One is the roaring railroad gate down town. Steam, smoke, whistles, bells. Oranges for Cincinnati; washing machines for Jacksonville; hurrying passengers for New Orleans; grapefruit for Chicago; automobiles for Miami; pecans for St. Louis; whatnot for everywhere, churn in endless, ordered tumult through Atlanta's trade gate.

The other gate, a modest and plain garden gate for the use of men and women, and especially children, opens wide at 214 Gordon Street, near Uncle Remus Avenue. It opens on the walk leading up to the broad steps and broad porches of the "Wren's Nest," home of Uncle Remus, Brer Rabbit, Brer Fox, and Joel Chandler Harris. The house stands in the midst of Snap Bean Farm, a plantation of honeysuckle, mocking birds, and roses spreading over two city lots. Mr. Harris has been dead these twenty years but Uncle Remus, Brer Rabbit, and Brer Fox live on. Atlanta has preserved the home where these companions of everyone's childhood were born.

Once within the "Wren's Nest" gate one is tempted to take a comfortable chair on the porch and spend about 3000 words with Joel Chandler Harris. We must resist the temptation. It would be ill-mannered not to meet the many others in Atlanta's reception line.

Atlanta is a proud city. She is proud of her success, proud of her rising skyscrapers, proud of her bank clearings, preening proud of Bobby Jones and Alexa Stirling. Proud, too, in her trade rule of the Southeast, confident of her colleges, exultant over the Georgia Tech football champions, and justly boastful of her grand opera, soft drink industry, and cotton trade. But her most precious possession, certainly, is the memory of Joel Chandler Harris.

Although Harris did not come to Atlanta until he was twenty-eight, the span of his life roughly coincides with the birth, the ordeal by fire, and the swift

rise of the Gate City of the South. Joel Chandler Harris was born at Eatonton, seventy miles southeast of Atlanta, in 1848. On Christmas Eve, six years previously, an engine which had been hauled sixty miles across country by eight pairs



**S**CARRING pine trees for turpentine. Contrary to the general impression, turpentine gum is not the sap of the pine tree, but is an exudation by means of which Nature tries to heal the wound made in the bark.

of mules, made the first triumphal trip from Atlanta to Marietta. This was the first of the railroads which were to create in Georgia a crossroads metropolis, the "New York of the South."

A tradition survives that when the first railroad was projected through this part of Georgia, sedate citizens of Decatur prohibited the builders from approaching closer than five miles to their quiet streets. Therefore, a new town was built by the railroad and called Marthasville. Today Marthasville (Atlanta) is a city of 250,000. One of its suburbs is Decatur.

When Harris, at the age of fourteen, left home to learn the printing trade at Turnwold plantation, Atlanta had become a town of 10,000 souls eagerly devoted to supplying food, guns, powder, and men to Confederate armies. Two years later young Harris, sitting on a rail fence, saw Sherman's cavalry marching to the sea and leaving in their wake the smoking ruins of Atlanta. (See also: *Marching Through Georgia Sixty Years*

After, by Ralph A. Graves, in the *National Geographic Magazine* of September, 1926.)

When "J. C. Harris, wife, two sons, and bilious nurse" registered at the Kimball Hotel one September day in 1876, they came to a reborn city of 30,000. The young newspaper man already had a reputation as a columnist, so he was soon invited to join the *Constitution* staff. By 1908, the year of his death, Atlanta had engulfed the "Wren's Nest," and its 150,000 citizens were pushing into the suburbs.

Thus Atlanta's story can be told within the life span of one of its most famous citizens.

Atlanta is of the class of 1850; that is, it appears in the United States census figures for the first time along with some other striplings of approximately 2000 population, such as Los Angeles, San Francisco, St. Paul, Akron, Syracuse, Memphis, San Antonio, Houston, Grand Rapids, and Youngstown. The Gate City, therefore, is plainly a new town and the spirit of youth together with an advantageous focus of iron rails in search of the shortest distance between such points as Savannah and Memphis, Charleston and Birmingham, Jacksonville and St. Louis, and Washington and New Orleans, have won her leadership of the Southeast.

The whole South drives forward toward economic independence. Atlanta is the spearhead of its progress. Or let us say, the South has been tied to the cotton apron string, which Atlanta and Birmingham, armed with the steel shears of industry, propose to snip. Nearly every Atlantan, it is said, figuratively carries in his pocket a copy of Henry Grady's *A Georgia Funeral*. This is what he wrote:

*A Georgia Funeral*—It was a "one-gallus" fellow whose breeches struck him under the arm pits and hit him at the other end about the knees. He didn't believe in décolleté clothes. They buried him in the midst of a marble quarry; they cut through solid marble to make his grave; and yet a little tombstone they put above him came from Vermont. They buried him in the heart of a pine forest, and yet the pine coffin was imported from Cincinnati. They buried him within touch of an iron mine, yet the nails in his coffin and the iron in the shovel that dug his grave were imported from Pittsburgh. They buried him by the site of the best sheep-grazing country on earth, yet the wool in the coffin bands themselves was brought from the North.

<sup>1</sup> Prepared especially for THE JOURNAL of the National Education Association by the National Geographic Society. Members of the Association who plan to attend its sixty-seventh convention at Atlanta, June 28-July 4, 1929, will especially enjoy this article and will wish to read other material on the South in preparation for their pilgrimage to the convention during July. The public library will gladly arrange a collection of books for this purpose.

The South didn't furnish a thing on earth for that funeral but the corpse and the hole in the ground. And they put him away and the clods rattled down on the coffin. And they buried him in a New York coat and a Boston pair of shoes and a pair of breeches from Chicago and a shirt from Cincinnati, leaving him nothing to carry into the next world with him to remind him of the country in which he lived, and for which he fought for four years, but the chilled blood in his veins and the marrow in his bones.

Atlanta can go down the list in Henry Grady's *A Georgia Funeral* and check nearly every challenge with an accomplishment. A Georgian now can go proudly to his eternal rest labeled "Made in Georgia"; a tombstone of Georgia granite or Georgia marble; coffin by the first coffin factory in the South; nails by the Atlanta nail mill from Birmingham pig iron; shoes by the largest shoe manufacturer south of Virginia; tie by Georgia rayon companies; shirt by the new southern branch of a nationally known New England shirt manufacturer. If the deceased were content with overalls Atlanta could finish off her outfitting task 100 percent complete, but for wool coats, wool suits, and wool coffin bands,

the South still looks to the North, although three woolen weaving mills have been set up in Georgia.

Not content with meeting Henry Grady's challenge, ambitious Atlanta has set about luring Northern dollars into Southern manufacturers' pocket-books. While it is embarrassingly true that their own capitol building is of *Indiana limestone*, Atlantans love to dwell on the fact that the Federal Building in Boston was partly built of *Georgia marble*. The Royal Banks of Winnipeg and Montreal, the New York Stock Exchange, the Minnesota state capitol, and the Lincoln statue in the Lincoln Memorial at Washington, all are of Georgia marble. A soft drink created in Atlanta has spread throughout the world and built a multimillion-dollar corporation.

Nevertheless, Atlanta is very much a "headquarters town." The salesman who traveled out of Chicago, Cincinnati, or New York, now travels out of the Southeast headquarters of his firm in Atlanta. Automobile companies, fire-fighting equipment companies, phonograph companies, oil companies, match companies, radiator

companies, scale companies, plow companies, cheese companies, watch companies, packing companies, all kinds of companies, have established Southeast agencies in Atlanta. Some years ago the number of such agencies was estimated at 500; many more have come and a flock of new ones arrives each year.

For some visitors the roof line of the buildings at Emory College, sloping gently away on the same easy angle as the swaying branches of the neighboring Georgia pines, will seem one lovely and inspired solution to the eternal search for native architectural forms.

A city so loving music that it brings the New York Metropolitan Opera Company to its auditorium annually; a city with a club so devoted to Bobbie Burns that it built a duplicate of his Scotch cottage on Georgia soil; a city where a resident can plant a shade tree which annually yields enough pecans to pay taxes on a city lot; a city which has put its shoulder behind the vast task of converting a granite mountain into a memorial, is no ordinary town.

Sixteen miles east of Atlanta Stone



**A**IR VIEW of Atlanta, looking east. Most cities have a super-prosperous side of town, and are not so good "across the railroad track." Atlanta approaches uniqueness in that, although it is split by a series of tracks, both sides of the city are flourishing.

Mountain rears itself out of the ground like some superleviathan of past eons rising out of the ooze. Eight thousand feet long, 686 feet above the surrounding country! On the northern side Stone Mountain drops sheer as a wall and it is here that the heroic carving to the leaders of the Confederacy begins to take form on the mountain face.

General Robert E. Lee, now a lone figure, will soon be joined by General Stonewall Jackson and Jefferson Davis, leading the granite ghosts of the Gray.

As Atlanta has progressed in prosperity and population, so has it progressed in the field of education. They tell the story of an old time school trustee to whom the "round" vs. the "flat" theory of the configuration of the earth was still a moot question. This trustee was examining an applicant for teacher.

"Which system" he asked, "do you teach, that the world is round or flat?"

The applicant, who was in great need of the job, answered:

"I understand both systems thoroughly and can teach either one you want."

Atlantans carefully fasten this story

on a rural school trustee, affirming that Atlanta has always insisted on the best in education. The whole South had to change its educational habits after the War Between the States, to shift from private schools to public schools. It has proved to be more a transition than a shift; a transition still going on. Sixty-seven buildings stand today in Atlanta as monuments to the conversion of her citizenry to belief in public schools.

State-supported Georgia School of Technology (better known as the home of the 1928 Golden Tornado football champions), the most populous unit of Georgia's university system of sixteen institutions, beckons students to Atlanta. It is one of the ring of colleges around the city: Emory University, a Methodist institution; Agnes Scott College and Columbia Seminary, Presbyterian institutions; Oglethorpe University, an institution named in honor of the founder of Georgia; as well as several others occupying special fields of work and seven institutions for the Negro.

Not even Atlanta's salubrious climate is proof against the weariness that comes

of "tourist feet," so let us return to the shaded porch of the "Wren's Nest." Come, take this comfortable chair.

After Joel Chandler Harris died his children looked back through his voluminous writings for a paragraph that would serve as an epitaph. Reading it one understands that out of an openhearted, comprehending affection for children were created the Uncle Remus tales. The lines hold a mirror before which teachers may hold their ideals and attitudes. Indeed, the epitaph might well be that of a teacher much beloved:

*I seem to see before me the smiling faces of thousands of children—some young and fresh, and some wearing the friendly marks of age, but all children at heart—and not an unfriendly face among them. And out of the confusion, and while I am trying hard to speak the right word, I seem to hear a voice lifted above the rest, saying: "You have made some of us happy." And so I feel my heart fluttering and my lips trembling, and I have to bow silently and turn away and hurry back into the obscurity that fits me best.*



**S**LAVE quarters of the old Hermitage Plantation near Savannah. Since ante bellum days these one-family cabins have remained unchanged in the changing South. But the once proud mansion of the master of the estate has long since fallen into ruin.

### The Journal of the National Education Association

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### The New Commissioner of Education

THE SELECTION of State Superintendent William John Cooper of California to be United States Commissioner of Education is an admirable example of a presidential appointment on a professional basis. It confirms our best American tradition of keeping the schools free from politics and stands out as one of the significant services of the closing weeks of President Coolidge's administration.

The United States Commissioner of Education has a large responsibility. He is the spokesman for the federal government in matters educational. He is expected to appear and speak with authority on numerous international, national, state, and local programs. What he says commands the attention of the public and space in newspapers and magazines. As an exponent of American educational ideals he wields a tremendous influence.

It is his duty to direct the activities of the Bureau of Education. It is no small task to see that this organization which touches education at many points is working efficiently in its internal relations and in its contacts with the educational forces of the nation. It is especially important during this period of educational reconstruction that the Bureau itself shall reach the highest possible levels of efficiency.

At this juncture the Commissioner of Education faces another task of the greatest significance. There are a number of major projects in educational research which need national attention and which can be done effectively only through wide cooperation requiring the most able leadership. In working out these projects the federal government can exert as profound an influence for the improvement of education as the Department of Commerce has been able to exert upon industry through its research and the organization of voluntary cooperative projects.

For all these tasks Commissioner Cooper is especially well fitted in talents, in training, and in experience. His activities have been laid in California which is noted for its educational achievement. In the equalization of educational opportunity, in the training of teachers, in salaries, in curriculum, and in cooperation with the public, the schools of California have reached a high degree of development. Mr. Cooper has been a part of that development. He was educated in the public schools of California and holds degrees from the University of California. His professional experience has involved contact with education on all levels from the elementary school through the university. It includes teaching in several California high schools and administrative service in the superintendencies at Piedmont, Fresno, and San Diego. When Mr. Cooper was called to be state superintendent of public instruction for California he accepted the challenge to wider leadership even though it involved a substantial reduction in salary. As state educational executive he has proved his strength in two years of efficient, faithful service.

Superintendent Cooper has spoken before many educational gatherings. Insight into his educational outlook may be had from an address which he delivered before the Department of Superintendence at Dallas in 1927 when he spoke on Educational Ideals and Their Achievement. A few sentences from that address are worthy of quotation here.

The chief concern of the teacher is children. The chief concern of the administrator is to have teaching take place under the most favorable conditions. In small schools with carefully selected teachers there is little for administrators to do, but as soon as any school grows beyond the point where its principal may know the pupils personally or a city system has reached a size where one person, the superintendent, is unable to give immediate attention to all administrative de-

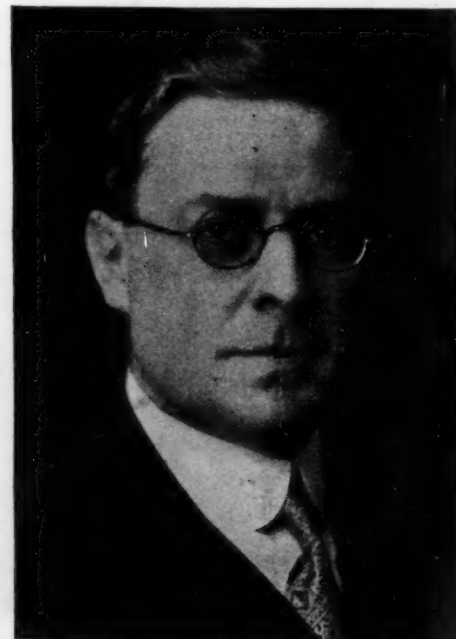
tails, organization becomes important and executive skill of high order is demanded.

Two principles should govern the superintendent's policies. They are: First, keep the machinery of administration subordinate in importance to the teaching process. Never forget that it exists to make good teaching and real learning (in its broadest sense) possible and effective. Second, keep the administration democratic; keep it in touch with those who are in daily contact with the children for whom the school exists, and let them help create and constantly rebuild the necessary administrative machinery.

Democratic administration will consider not only the superintendent's immediate associates, and the principals and supervisors, but means will be found for teacher participation also. There are problems connected with salary schedules, the teaching load, teaching day, tenure, professional attitude, social interests of teachers and the like, which require a clearinghouse.

No city superintendent can afford to ignore the growing interest of intelligent laymen in school affairs. Nor is he fully realizing his opportunities if he neglects to develop and capitalize such latent ability. Some of this ability is used through parent-teacher organization.

Mr. Cooper's appointment has been received with enthusiasm throughout the country. He enters upon his great task with the best wishes of all and every promise of an administration which will bring to American education new inspiration and a new vision of what it means to give a fair start to every boy and girl. The fact that President Hoover is also committed to this great ideal and is especially devoted to the welfare of children should insure the maximum cooperation between the educational forces and the government in general.



Commissioner William John Cooper

# Child Health Day

FIVE years ago Child Health Day was inaugurated as a means of focusing the attention of the country on the most effective community measures to protect and promote the health of children. At this time the American Child Health Association was formed, with Mr. Hoover as president, uniting two national organizations working for child health. Its purpose was to study the causes that threaten the health of children and to spread health knowledge. With a will the Association started in to bridge the gap between the laboratories and the lives of millions of American children. It was a new way to express democracy.

In order to awaken a nationwide interest, a special day was set aside when, to use President Coolidge's words, "the people of America rededicate themselves to the happy task of safeguarding our most precious asset, our thirty-five million children." Slogans caught the public fancy: "May Day—Every child's day"; and "Better children for our nation, a better nation for our children."

Each year the first of May receives greater attention from those interested in child welfare. On the initiative of President William Green of the American Federation of Labor and after hearings at which the proposal was supported by representatives of the National Education Association, of the Bureau of Education, and others, Congress passed a joint resolution authorizing the President to issue a proclamation setting aside May 1 as Child Health Day. The resolution, which was passed on May 14, 1928, reads:

*Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States is hereby authorized and requested to issue annually a proclamation setting apart May 1 of each year as Child Health Day and inviting all agencies and organizations interested in child welfare to unite upon that day in the observance of such exercises as will awaken the people of the nation to the fundamental necessity of a year-round program for the protection and development of the health of the nation's children.*

*The origin of May Day*—The idea of focusing community interest on May Day with its outdoor tradition of festivals and joy, with its vision of a maypole surrounded by laughing children on every village green, was a happy thought that caught the imagination of the country.

THE PURPOSE of the May Day celebration is to focus attention upon our most precious national asset—our children. The tie between the child and all adult life is at once the strongest and the gentlest element in human nature. Greater sacrifices are made for children than for ourselves; greater happiness is derived from these sacrifices than from all the triumphs that personal success can bring. Our daily labors, whether in the home, or in the outside world of competition for material things, or even in the search for culture and for spiritual advancement, derive largely from the conscious or unconscious impulse to cherish the child and to hold the child's affection and respect.—HERBERT HOOVER.

*How it spread*—The idea, once originated, developed rapidly. The public health machinery of the country was set in motion. Local health departments and those in state departments of education officially recognize May Day not as a one-day festival but a year-round program for health. The day became the incentive for campaigns to lessen the ravages of smallpox and diphtheria. It encouraged prenatal, preschool, dental campaigns of all kinds—weight, milk, safety, sanitation. It worked to better the lives of defectives, mental and physical—the crippled, the deaf, the blind.

*May Day celebrations in 1928*—Oklahoma had a child health rodeo on a famous ranch. The children took the place of cowboys and bronchos.

In 141 cities and towns of Massachusetts, there are child health committees. Two hundred thirty-three cities and towns held May Day celebrations with special emphasis on weight, posture, and teeth. Tags for being up to standard were distributed to 112,500 children.

Jackson County, Oregon, has a

Health Honor Roll sponsored by the County Public Health Association, the Medford Parent-Teacher Association, and the county and city school superintendents and school boards. Dental and medical examinations of all the Medford children were held. About eighty percent of these were found to have defective feet. Corrective exercises, for school and for home, were given. A posture test is given annually and a silver cup is awarded the pupil showing the greatest improvement. 1553 children were examined for the Health Honor Roll; 1112 defects were found and 702 corrections were made.

Arkansas has twenty-five health centers in its seventy-five counties. In Jonesboro work began in January, 1928, and on May Day every child, white and colored, had been examined and 420 had had all defects corrected. One hundred seventy-six of its junior high-school pupils proved to be 100 percent physically fit. Every school was 100 percent immunized against smallpox and practically every child had a birth certificate.

North Carolina backed the Summer Round-Up program of the National Congress of Parents and Teachers and 6408 preschool children were examined.

Every school child in Virginia is striving for the five-point star of health—vision, hearing, teeth, throat, and weight. In 1927 only seven percent of Virginia's school children measured up to the five points; in 1928, fourteen percent qualified. What will 1929 show?

Hawaii has caught the idea and its health authorities are preparing to put on a 100 percent preschool drive.

*Semiannual events*—Child Health Day in May and Health Day of American Education Week in November, coming six months apart and during the school year, afford the schools two excellent opportunities to check up on health. The day is coming when school and home will unite to bring every child in the United States to such a state of health as will not only improve his appearance and conduce to longevity, but will make him fit for work and play.

I HAVE entered every health drive with enthusiasm because I believe that health is the basis of human growth and conduct. I believe that a healthy child is a good child. And I believe just as heartily that an unhealthy child is handicapped as to goodness from the start, and the chances for his successful living are against him to the end. How can health come out of foulness? Why do we dip the sea with a spoon?—ANGELO PATRI.

# Mental Health Through Work and Play

DANIEL WOLFORD LA RUE

PERHAPS the most important question about a job is how to hold it. If you would hold it, learn to enjoy it. If you want to enjoy it, turn it into play. "Yes; now just how can I turn it into play?" Well, every time you approach it, stimulate the inner attitude of the happy worker by saying to yourself, "Now I am going to have a good time with this." Here is the ideal mental state for every teacher as he approaches his lesson and his class.

When are we playing? Play is the spontaneous and harmonious running of one or more of our primary emotions, fear, anger, curiosity, or what not. "Spontaneous" means that there is plenty of energy to run the emotion motor, and that it responds to the selfstarter, not being forced to run when it does not choose to. "Harmonious" means that it is running freely, without undue friction or conflict, and so with pleasure. We commonly think of play as involving a running about, muscular action. But a child or an adult is playing when at cards, or sitting at the movies, or with a story book, or in happy reverie. Your fear for the fate of the hero, your anger at the villain, your elation as you find that the character with which you have identified yourself has at last triumphed—all these are play.

Work means flagging energy, forced performance, or a conflict of emotions. By all means avoid it.

The first problem, then, is copious energy. To get this, you should not only sleep "long hours with your windows open," but loaf long hours out of doors with your lungs and skin open. Your happy face and spirits will be worth much more to your children tomorrow than many blue marks and blue looks.

A word on how to conserve this energy. Adopt the method of *companionship*. Mosso found that most of the fatigue of teaching does not arise from the work of preparation, but from school-room conditions. They tire themselves most who cling to much detail and formality, involving heavy nervous dis-

## Work

Henry van Dyke

LET me but do my work from day to day,  
In field, or forest, at the desk or loom,  
In roaring market place or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray,  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done in the right way."  
Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the laboring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest,  
Because I know for me my work is best.  
[From *Music and other poems*, Scribner's, 1919.]

charge. They tire themselves least who adopt a familiar manner, and place themselves most closely in accord with those whom they teach. This saves the pupil also, yields more progress, and so again conserves energy.

The speed law, too, is often broken, and we speed toward neurasthenia. Don't teach as if you were dancing a breakdown or you will dance one—a nervous breakdown. We hear so much of "rapid reading," "rapid writing," "rapid drill," that we capsize and submerge in these rapids. Then speedily springs the life-saver, "Diagnostic and remedial teaching." But we shouldn't need him so much. The rule for ninety-five or more percent of all teaching is this: For speed, go slow. Concentrate on accuracy. (Every teacher—and more especially those who supervise teaching, should read and ponder Garry Cleveland Myers' article, "Schoolroom Hazards to the Mental Health of Children," in *Mental Hygiene* for January, 1928.)

A further reason why our work "takes so much out of us," "drives us wild," and so on, is that we do not do the simple, straightforward thing, attend to our task and play away at it, but start a mental civil war and fight our own emotions. Let us see how some of them make a flank attack on us.

First, fear. Perhaps you learned it in some old-fashioned training school where you were constantly criticized for not getting everything just right all at once.

Having learned your lesson, you still practise it, just as you even yet fear snakes as you learned to do in childhood. Some of us cure this by imitating, or even impersonating, certain great teachers we have had. They were fearless, free, successful in their teaching. We act like them, and behold: The card-house prison falls and we, too, are free.

Or we see the job high as Olympus and ourselves like pygmies on the plain below. But take a seat among the gods and Olympus is not lofty. Think more highly of yourself, and like Commodore Vanderbilt, meet the overimpressive circumstance with, "That doesn't

amount to anything."

Perhaps anger is the invading emotion. You may desire some other occupation for the nonce or for all time, and the professional bonds cut deep. There are many remedies. Don't merely grin and bear it, but grin and glorify it. Here is the place to use your motto, "Now I am going to have a good time with this." You get so you can even smile at the lawnmower clamoring under your classroom window.

Continue the inventory of the emotions for yourself. Perhaps you are haunted with disgust at what sometimes seems a picayune profession. "Think well of yourself and think well of your job," said an eminent Columbia professor. "That is the basis of mental hygiene." I have noticed that successful men usually do think well of themselves and their jobs. Or you may be distressed because of lack of preparation, or because you cannot see your goal for the mists, or because you have set that goal heaven-high, forgetting that all of us are still earthbound.

"Now I am going to enjoy this." Why? Because it gives me a chance to be kind to those who need me—the greatest luxury on earth; to whet and satisfy curiosity, my own included; to feel just pride in proprietorship; to experience the creative contact of spirit with spirit; to tune the very atmosphere by striking the keynote of good humor; to identify myself with a mighty, uplifting cause.



**F**OR five cents one can send a letter to any point in the civilized world. It is possible to do this because all nations are cooperating in the Universal Postal Union. This monument to the Union stands in Berne, Switzerland. It symbolizes the ties that bind all peoples in mutual helpfulness. The figures represent the continents. On World Goodwill Day—May 18—let the children in the schools consider the many ways in which nations today are working together. It is fitting in this year 1929, which marks the ratification by the various nations of the treaty for the renunciation of war, that attention be called to the present extent of international cooperation. Let every child be led to appreciate and perhaps to memorize sections one and two of the treaty which should be on the wall of every schoolroom. For the first time in the history of civilization the nations by voluntary agreement have created a document setting forth a great principle in terms so simple that it can be taught to the school children of the world.

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

# Growth of Education Associations

| States and other units    | Estimated number of teachers in 1929 | Membership in National Education Association |              |                                  |                            |                                  |                                           | Membership in State Association |                      |                                  |                            |
|---------------------------|--------------------------------------|----------------------------------------------|--------------|----------------------------------|----------------------------|----------------------------------|-------------------------------------------|---------------------------------|----------------------|----------------------------------|----------------------------|
|                           |                                      | Jan. 1, 1928                                 | Jan. 1, 1929 | Percent of teachers members 1929 | Relative rank Jan. 1, 1929 | Rank in size groups <sup>1</sup> | Life membership Jan. 1, 1929 <sup>2</sup> | Jan. 1, 1928                    | Jan. 1, 1929         | Percent of teachers members 1929 | Relative rank Jan. 1, 1929 |
| 1                         | 2                                    | 3                                            | 4            | 5                                | 6                          | 7                                | 8                                         | 9                               | 10                   | 11                               | 12                         |
| United States.....        | 927,704                              | 181,350                                      | 193,145      | 20.82                            |                            |                                  | 2,062                                     | 650,368                         | 664,779              | 71.66                            |                            |
| Alabama.....              | 16,500                               | 1,150                                        | 1,331        | 8.07                             | 46                         | C 12                             | 38                                        | 11,916 <sup>3</sup>             | 9,610 <sup>3</sup>   | 58.24                            | 42                         |
| Alaska.....               | 235                                  | 161                                          | 161          | 68.51                            | 4                          | E 2                              |                                           | 231                             | 231                  | 98.30                            | 3                          |
| Arizona.....              | 3,200                                | 2,186                                        | 2,262        | 70.69                            | 3                          | D 2                              | 21                                        | 2,525                           | 2,985                | 93.28                            | 10                         |
| Arkansas.....             | 12,750                               | 810                                          | 857          | 6.72                             | 48                         | C 13                             | 59                                        | 8,269                           | 8,329                | 65.33                            | 38                         |
| California.....           | 40,000                               | 18,497                                       | 19,486       | 48.72                            | 6                          | A 1                              | 181                                       | 30,469                          | 32,487               | 81.22                            | 20                         |
| Canal Zone.....           | 142                                  | 107                                          | 65           | 45.77                            | 8                          | E 3                              |                                           |                                 |                      |                                  |                            |
| Colorado.....             | 10,900                               | 4,582                                        | 4,663        | 42.78                            | 12                         | C 2                              | 43                                        | 8,073                           | 8,178                | 75.03                            | 25                         |
| Connecticut.....          | 11,700                               | 1,997                                        | 2,051        | 17.53                            | 27                         | C 4                              | 25                                        | 9,996                           | 10,280               | 87.86                            | 15                         |
| Delaware.....             | 1,600                                | 756                                          | 721          | 45.06                            | 10                         | E 4                              | 9                                         | 1,400                           | 1,057                | 66.06                            | 36                         |
| District of Columbia..... | 3,000                                | 1,432                                        | 1,370        | 45.67                            | 9                          | D 4                              | 27                                        | 1,200e <sup>3</sup>             | 1,000e <sup>3</sup>  | 33.33                            | 50                         |
| Florida.....              | 11,000                               | 2,819                                        | 2,651        | 24.10                            | 22                         | C 3                              | 30                                        | 6,886 <sup>3</sup>              | 7,381 <sup>3</sup>   | 67.10                            | 35                         |
| Foreign.....              | 203                                  | 223                                          | 223          |                                  |                            |                                  | 4                                         |                                 |                      |                                  |                            |
| Georgia.....              | 19,000                               | 645                                          | 1,909        | 10.05                            | 41                         | C 8                              | 33                                        | 10,551 <sup>3</sup>             | 13,200e              | 69.47                            | 31                         |
| Hawaii.....               | 2,400                                | 2,593                                        | 2,624        | 109.33 <sup>4</sup>              | 1                          | D 1                              | 22                                        |                                 |                      |                                  |                            |
| Idaho.....                | 4,900                                | 1,049                                        | 1,050        | 21.43                            | 25                         | D 8                              | 12                                        | 3,650                           | 3,959                | 80.80                            | 21                         |
| Illinois.....             | 47,500                               | 11,253                                       | 11,197       | 23.57                            | 23                         | A 5                              | 98                                        | 33,888                          | 35,098               | 73.89                            | 28                         |
| Indiana.....              | 24,000                               | 5,315                                        | 5,902        | 24.59                            | 21                         | B 3                              | 69                                        | 16,552                          | 16,448               | 68.53                            | 34                         |
| Iowa.....                 | 23,500                               | 3,342                                        | 3,342        | 14.22                            | 31                         | B 6                              | 32                                        | 16,891                          | 17,647               | 75.09                            | 24                         |
| Kansas.....               | 22,000                               | 2,789                                        | 3,020        | 13.73                            | 35                         | B 7                              | 36                                        | 16,843                          | 16,996               | 77.25                            | 23                         |
| Kentucky.....             | 18,000                               | 1,321                                        | 1,362        | 7.57                             | 43                         | C 9                              | 14                                        | 13,355 <sup>3</sup>             | 12,500 <sup>3</sup>  | 69.44                            | 32                         |
| Louisiana.....            | 11,700                               | 770                                          | 636          | 5.44                             | 50                         | C 14                             | 16                                        | 10,149 <sup>3</sup>             | 10,382 <sup>3</sup>  | 88.74                            | 14                         |
| Maine.....                | 6,500                                | 1,643                                        | 1,769        | 27.22                            | 20                         | D 7                              | 16                                        | 7,054                           | 6,371                | 98.02                            | 5                          |
| Maryland.....             | 8,500                                | 952                                          | 882          | 10.38                            | 40                         | D 14                             | 12                                        | 2,302 <sup>2</sup>              | 3,418 <sup>2</sup>   | 40.21                            | 49                         |
| Massachusetts.....        | 27,000                               | 5,646                                        | 6,340        | 23.48                            | 24                         | B 4                              | 48                                        | 17,134                          | 17,819               | 66.00                            | 37                         |
| Michigan.....             | 32,500                               | 11,256                                       | 12,230       | 37.63                            | 14                         | A 3                              | 40                                        | 29,483                          | 30,638               | 94.27                            | 9                          |
| Minnesota.....            | 25,000                               | 5,773                                        | 7,518        | 30.07                            | 18                         | B 1                              | 40                                        | 14,600                          | 14,675               | 58.70                            | 41                         |
| Mississippi.....          | 16,000                               | 274                                          | 361          | 2.26                             | 53                         | C 16                             | 7                                         | 9,940 <sup>3</sup>              | 10,277 <sup>3</sup>  | 64.23                            | 39                         |
| Missouri.....             | 25,400                               | 2,973                                        | 3,219        | 12.67                            | 37                         | B 8                              | 54                                        | 22,752 <sup>3</sup>             | 23,620 <sup>3</sup>  | 92.99                            | 11                         |
| Montana.....              | 6,300                                | 612                                          | 886          | 14.06                            | 32                         | D 11                             | 15                                        | 3,920                           | 4,377                | 69.48                            | 30                         |
| Nebraska.....             | 15,500                               | 2,376                                        | 2,313        | 14.92                            | 29                         | C 6                              | 58                                        | 13,537                          | 13,531e              | 87.30                            | 16                         |
| Nevada.....               | 900                                  | 778                                          | 753          | 83.67                            | 2                          | E 1                              | 4                                         | 655                             | 430e                 | 47.78                            | 47                         |
| New Hampshire.....        | 3,100                                | 431                                          | 454          | 14.65                            | 30                         | D 10                             | 9                                         | 2,630                           | 2,630 <sup>3</sup>   | 84.84                            | 17                         |
| New Jersey.....           | 26,000                               | 7,173                                        | 7,678        | 29.53                            | 19                         | B 2                              | 68                                        | 24,500e                         | 26,000e              | 100.00                           | 1                          |
| New Mexico.....           | 3,500                                | 354                                          | 430          | 12.29                            | 38                         | D 13                             | 28                                        | 2,203                           | 2,610                | 74.57                            | 27                         |
| New York.....             | 75,000                               | 8,666                                        | 10,315       | 13.75                            | 34                         | A 6                              | 95                                        | 38,516 <sup>3</sup>             | 39,500e              | 52.67                            | 44                         |
| North Carolina.....       | 24,600                               | 716                                          | 854          | 3.47                             | 52                         | B 9                              | 46                                        | 14,548 <sup>3</sup>             | 15,672 <sup>3</sup>  | 63.71                            | 40                         |
| North Dakota.....         | 9,000                                | 517                                          | 588          | 6.53                             | 49                         | D 16                             | 23                                        | 4,480                           | 4,350                | 48.33                            | 46                         |
| Ohio.....                 | 46,500                               | 16,785                                       | 19,490       | 41.91                            | 13                         | A 2                              | 160                                       | 37,117                          | 39,099 <sup>3</sup>  | 84.08                            | 19                         |
| Oklahoma.....             | 19,500                               | 1,801                                        | 1,781        | 9.13                             | 44                         | C 10                             | 36                                        | 18,216 <sup>3</sup>             | 19,107 <sup>3</sup>  | 97.98                            | 6                          |
| Oregon.....               | 9,000                                | 2,316                                        | 2,794        | 31.04                            | 17                         | D 6                              | 25                                        | 6,617                           | 6,600e               | 73.33                            | 29                         |
| Pennsylvania.....         | 60,000                               | 18,459                                       | 19,316       | 32.19                            | 15                         | A 4                              | 144                                       | 57,411                          | 58,324               | 97.21                            | 7                          |
| Philippine Islands.....   | 27,000                               | 83                                           | 110          | .41                              | 55                         | B 10                             | 3                                         |                                 |                      |                                  |                            |
| Porto Rico.....           | 5,000                                | 79                                           | 86           | 1.72                             | 54                         | D 17                             | 5                                         |                                 |                      |                                  |                            |
| Rhode Island.....         | 4,000                                | 319                                          | 371          | 9.28                             | 42                         | D 15                             | 8                                         | 3,711                           | 3,950                | 98.75                            | 2                          |
| South Carolina.....       | 14,500                               | 633                                          | 635          | 4.38                             | 51                         | C 15                             | 17                                        | 8,281 <sup>3</sup>              | 8,135 <sup>3</sup>   | 56.10                            | 43                         |
| South Dakota.....         | 9,500                                | 1,198                                        | 1,288        | 13.56                            | 36                         | D 9                              | 34                                        | 9,113                           | 9,045                | 95.21                            | 8                          |
| Tennessee.....            | 18,000                               | 1,115                                        | 1,457        | 8.09                             | 45                         | C 11                             | 6                                         | 7,900                           | 7,900 <sup>3</sup>   | 43.89                            | 48                         |
| Texas.....                | 46,000                               | 4,997                                        | 3,469        | 7.54                             | 47                         | A 7                              | 132                                       | 28,500e <sup>3</sup>            | 24,050 <sup>3</sup>  | 52.30                            | 45                         |
| Utah.....                 | 5,000                                | 2,562                                        | 2,842        | 56.84                            | 5                          | D 3                              | 20                                        | 4,861                           | 4,911                | 98.22                            | 4                          |
| Vermont.....              | 3,200                                | 417                                          | 450          | 14.06                            | 33                         | D 12                             | 6                                         | 2,495                           | 2,400                | 75.00                            | 26                         |
| Virgin Islands.....       | 127                                  | 105                                          | 56           | 44.09                            | 11                         | E 5                              | 8                                         |                                 |                      |                                  |                            |
| Virginia.....             | 18,500                               | 1,794                                        | 2,015        | 10.89                            | 39                         | C 7                              | 28                                        | 12,104 <sup>3</sup>             | 12,706 <sup>3</sup>  | 68.68                            | 33                         |
| Washington.....           | 12,000                               | 6,899                                        | 5,625        | 46.88                            | 7                          | C 1                              | 28                                        | 11,185                          | 11,107               | 92.56                            | 12                         |
| West Virginia.....        | 16,000                               | 2,603                                        | 2,513        | 15.71                            | 28                         | C 5                              | 21                                        | 12,450 <sup>3</sup>             | 13,500e <sup>3</sup> | 84.38                            | 18                         |
| Wisconsin.....            | 21,450                               | 4,062                                        | 4,228        | 19.71                            | 26                         | B 5                              | 28                                        | 16,540                          | 17,000e              | 79.16                            | 22                         |
| Wyoming.....              | 3,600                                | 1,206                                        | 1,146        | 31.83                            | 16                         | D 5                              | 21                                        | 3,000e                          | 3,250e               | 90.28                            | 13                         |

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 181,350 on January 1, 1928, and 193,145 on January 1, 1929. This latter figure is 20.82 percent of the 927,704 teachers in the United States and territories. The life membership in the National Education Association on January 1, 1929, was 2062.

The figures for state associations for January 1, 1928, show a membership in these associations of 650,368. This figure for January 1, 1929, is 664,779, which is 71.64 percent of the 927,704 teachers in the United States and territories.

In the United States in 1927, 19.07 percent of the teachers of the country were enrolled in the National Education Association; in 1928, 20.12 percent were enrolled; the corresponding percent for 1929 given at the head of column 5 is 20.82. The percent of teachers enrolled in state associations in 1927 was 68.84; in 1928, 72.16; and in 1929, 71.66, the percent given at the head of column 11. The preceding percents are based upon estimates as to the number of teachers in each state in 1927, 1928, and 1929. These estimates are as accurate as available data permit. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from the officers of those associations.

<sup>1</sup> The letter "e" indicates that the figure is an estimate.

<sup>2</sup> Column 8 enables each state to compare its membership achievement with that of other states in its size group. The states marked "A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000 teachers; "C," 10,001 to 20,000; "D," 2001 to 10,000; "E," 2000 or under.

<sup>3</sup> Figure does not include members enrolled in statewide organizations for colored teachers.

<sup>4</sup> Includes enrolment in both white and colored associations (separate organizations).

<sup>5</sup> The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely through local organizations. There are approximately 30,000 teachers in New York City.

<sup>6</sup> Figure for 1928.

<sup>7</sup> The percents in excess of one hundred percent are accounted for by the fact that members are enrolled among teachers in private schools, institutions of higher learning, and layman.

# Vitalized Group Study and Faculty Meetings

TEACHERS who are working on problems of the profession suggest faculty meetings which will be filled with inspiration and specific helpfulness. Mary V. Lord, a high-school teacher in Salem, Massachusetts, emphasizes six points which she considers fundamental in faculty meetings that would bring the maximum benefit to teachers.

1. As few meetings as possible—once or twice a month is sufficient.
2. Each meeting short—one hour is a good length.
3. A regular day scheduled for each meeting, preferably early in the week.
4. Each meeting planned with a definite constructive purpose in view.
5. The aim of the meetings to be the development and strengthening of a spirit of unity, loyalty, and ambition among the teachers.
6. Never lose sight of the fact that the meetings are one very effective way of improving the teaching in the building.

M. F. Hyde, principal of the Lawrence (Kansas) Junior High School, writes: "I have been very much interested in your article in the December JOURNAL on 'Vitalized Group Study and Faculty Meetings.' I have been interested in that type of work for years.

"During the first semester, we have studied ability grouping of the 7B class, supervision, the program studies, and the measurement of instruction. During the second semester we expect to repeat the study of ability grouping of the new 7B class, and study library needs for junior high school, checking on our own needs in Lawrence. With a small group I shall attack the problem of teaching habits of careful silent reading.

"When we studied supervision, I had an opportunity to come directly in contact with the classroom problems of the entire faculty. It served as a basis for both group and individual conferences."

*What to study*—Mental health of children, the seven objectives of education, schools that are prophecies, character education, the tired child, safety education, vitalized commencements, citizenship clubs, the school of tomorrow, teacher participation in professional problems, educational progress.

*For elementary schools*—Suggestions for the study of children and professional advance are in the following JOURNAL articles:

Child health day, March 1929, p85

The transformation of Peter—Thomas R. Henry, March 1929, p73

Universal Postal Union, March 1929, p87

The rights of the child—Harold S. Tuttle, March 1929, p94

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

School librarianship as a career—Helen Harris, March 1929, p79

Growth of education associations, March 1929, p88

Sixty educational books of 1928, March 1929, p95

*What the Journal checkup shows*—Through the cooperation of a large number of its readers, THE JOURNAL has a system of checking which shows articles its readers find most interesting. In the January JOURNAL, the editorial, *The school of tomorrow* received first rank; *Teachers' remedies for classroom difficulties* by George H. Betts, second; and *Mental health and sleep* by Daniel W. La Rue, third. You may like to compare your own preferences with these rankings.

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

Saving time in spelling instruction by C. P. Archer in *Minnesota Journal of Education*

The school library by Lillian E. Cook in *North Dakota Teacher*

An English laboratory by Kathryn M. Smith in *New York State Education*

Human resources vs. material resources by L. E. Akeley in *South Dakota Education Association Journal*

Were William H. McGuffey alive by W. H. Webb in *Ohio Schools*

The classroom teacher as a character builder by G. E. Patterson in *Kansas Teacher*

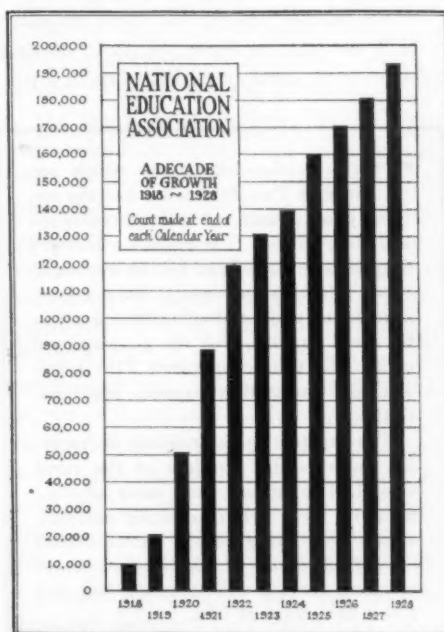
*The Atlanta convention*—A comment from a recent JOURNAL checkup sheet says: "I think that there should be an article in THE JOURNAL every month on the next annual convention. Decision to attend is often a growth in the mind of the reader." Your faculty might begin planning now to attend the Atlanta meeting—the route to take and how to get the most from the convention. The following articles on the Atlanta meeting have appeared in THE JOURNAL:

Way down south in Dixie, November 1928, p251

All auto roads lead to Atlanta, January 1929, p11

Two gates of Atlanta—National Geographic Society, March 1929, p81

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



THIS CHART visualizes the information on Association growth covered by the figures on the opposite page. It is an inspiring and challenging record. The growth in professional zeal and devotion is even greater than the growth in membership. One hundred percent schools in increasing numbers are holding regular faculty meetings, one of which each month is devoted to current problems as set forth in educational journals.

*For junior and senior high schools*—What features of the Scarsdale plan can be used in your school? What advances have been made in secondary education in 1928? These and other points of interest to high schools are in the following JOURNAL articles:

The Scarsdale plan—Ralph I. Underhill, March 1929, p77

Secondary education in 1928—J. T. Giles, March 1929, p91

Adjusting the maladjusted girl—Jessie Colburn, March 1929, p92

The American high school—editorial, February 1929, p52

*For colleges*—The larger trends in education as well as special problems are of interest to college faculties. The following JOURNAL articles are suggestive: Education: What program? What price?—Frank D. Boynton, March 1929, p69

The pioneer Burk school—John M. Butler, March 1929, p75

# Rural Education During 1928

CHARLES W. PUGSLEY

*President, South Dakota State College of Agriculture and Mechanic Arts, Brookings, South Dakota*

RURAL people name as their greatest school problems the securing of good and permanent teachers, the building of adequate buildings, the purchasing of up-to-date equipment, and the securing of proper supervisory help and they are likely to give these problems in the order named.

The professional rural school man recognizes that there are two really fundamental problems, the first and most important of which is the securing for the use of the district a sufficient amount of money to make it possible to solve the problems and the second, the education of the dwellers in rural districts toward the needs of better rural schools and thus assure their cooperation for improvement.

During 1928, judging from reports from a large number of rural school board members and patrons, and of state rural school supervisors and state superintendents, great progress has been made along all lines but especially in the securing of better financial support for rural schools. Special appropriations and funds have been allotted in many states (approximately three fourths) to aid rural school districts. These equalization funds are in most instances still crudely planned and administered. The incoming legislatures of a large majority of the states will be confronted with plans for perfecting the administration and distribution of such funds. Probably only a few of the states have hit upon the proper method of distribution but the mere fact that this problem is being attacked so vigorously is encouraging.

Speaking from the standpoint of one who has spent practically all of his life either in the open country on the farms, or in work having to do with farm problems, I have a decided viewpoint in this matter of aid to rural schools. We have heard much of the farm relief problem during recent years. In my opinion there is no farm relief problem greater than the problem of relieving tax-burdened rural school districts. There is a great similarity between the economic problem which the farmer has in relation to his personal income and the difficulty he has in connection with the maintenance of proper school facilities.

Our complex society is now so organized that industries are largely concen-

trated in large cities. Not only is that true but these cities are concentrated in small sections in a few of the so-called industrial states of the Union.

The farmer grows the raw products which are sent to these points of concentration to be converted into finished pro-

**T**HIS article—like many which appear in *THE JOURNAL*—has the authority of a man of wide experience and clear vision. It is based on answers to questions submitted by the author to rural school supervisors, state superintendents, and rural schoolboard members and patrons. For the generous aid of all who thus cooperated *THE JOURNAL* and the author express appreciation.

The greatest farm problem in America today is the problem of the rural school. The surest and most abiding form of farm relief is some measure which will bring to the rural school the highest forms of administrative and teaching service and to every boy and girl a fair start in life.

ducts. Naturally, therefore, he has in his community very little tangible taxable property and he has less intangible taxable property because the stocks, bonds, moneys, etc., necessary to the conduct of big business are concentrated where the big business is found. There the population is dense with many of the people in homes of much higher average value than the homes of rural communities.

In a real sense, therefore, the farmer is actually devoting his time to the production of wealth which finds its way outside his community and his state and, therefore, beyond his ability to tax but it is taxed in these areas of concentration, thus contributing to the comforts and necessities of the city population.

Furthermore, the farmer has a more costly problem based upon each individual child in his community than has the city dweller. Isolated one and two-room schools are more costly to heat, janitor, and maintain than are the large two and three-storied structures of the cities. Of course there are numerous other problems which handicap the rural population in connection with furnishing the youth of the country equal advantages to those of the city youth.

For these reasons I am a great believer in federal and state aid in education. It seems to me only just and fair that the sections of the country where wealth is concentrated should contribute toward an equalization fund which can be distributed to those sections of the country which have been drained of this wealth. After all, such a plan is in no sense a gift to the rural people for they are only securing what rightly belongs to them. It has merely been placed beyond their reach because of our system of government and because of the trend of modern industry.

When a proper system of redistribution of funds for school purposes has become general, the major problems mentioned by the rural people themselves will largely disappear. Larger salaries can be paid for teachers and, therefore, better prepared teachers will be available. We need not expect highly specialized rural teachers until we are able to pay them salaries equal to the salaries they can receive in towns and cities. The solution of the financial problem will solve the building and equipment problem and it will likewise take care very largely of the problem of supervision. In those states where the equalization fee has been established, the greatest progress has been made toward the solution of all the problems of the rural schools.

There is, however, the pressing necessity of educating the farm dwellers themselves to the importance of education for their youth. At the present time there are approximately one fourth of the rural children from fifteen to eighteen years of age enrolled in high schools as compared with nearly three times as many of the same age in urban communities. These statistics prepared by the United States Bureau of Education are worth careful study. We can never hope to progress as a nation as rapidly as we should if our entire rural population, comprising about one third of our total, is lagging behind in education. Whether this is due to inability to support the schools or to lack of appreciation of the value of education in country districts makes no difference with the fact. It does, however, make a difference with the work which is to be done with, for, and by the rural people themselves.

# Secondary Education in 1928

THE latest statistics show no slackening up in the growth of secondary-school enrolment, the training of high-school teachers, and the erection of magnificent school buildings. The citizens of this country have evidently decided that all their adolescent children as well as the younger brothers and sisters are entitled to an equal opportunity for education. The leaders in education are now trying to find out what that equality of opportunity implies.

The consciousness of our need for a common basic theory of American education has grown perceptibly in recent years. *The Foundations of Curriculum-Making* (The Twenty-sixth Yearbook, Part II, of the National Society for the Study of Education) revealed our differences of opinion in this field even more than our agreements. This report served at least to clarify the problems before us and it has given rise to wide discussion in professional journals and in educational meetings. Professor Finney in his *Sociological Philosophy of Education* has made a notable contribution to this discussion during the present year. The need and even the necessity for a philosophy of education, sufficiently agreed upon and clearly understood by the teaching rank and file, becomes more apparent as we observe recent changes in the educational systems of other countries.

The reorganization of the high-school curriculum which has for more than a decade been a subject not only of theoretical discussion but also of fruitful scientific research, continues to hold a central position among the problems in the secondary field. Almost every organization in the country concerned with high-school education is active in the prosecution of curriculum study. While much of this activity is supported and directed locally, a number of agencies of national scope are at work. The need and possibility of securing federal aid for carrying on the investigation of this comprehensive and pressing problem in American education has been suggested. Articles and books on this subject too numerous for mention here have appeared during the current year. It seems quite clear that, owing to the immense amount of research required in secondary-school curriculum building, the major part of the task must be financed and carried on by organizations nationwide in scope.

The movement for reform in the technic of teaching which was given impetus by the Dalton experiment has gathered headway in the intervening years and is now in full swing in the high schools of the country. The traditional routine of question-and-answer recitation and daily textbook assignment is rapidly passing. The movement is being guided by the work of Morrison, Miller, and others who have exemplified in the schools under their charge the application of pedagogical principles to secondary-school conditions. The new teaching methods involve teaching and learning-units of subjectmatter more "comprehensive and significant" than the former page assignments. Directed study and practise are emphasized and a flood of "workbooks" and other pupil and teacher helps is issuing from the presses of the publishers. Pupil achievement is being tested and measured by the use of the new-type, short-answer, objective tests, both standardized and informal, instead of by the oral quiz. In fact, it was the development of the new-type tests that made the abandonment of the old question-and-answer recitation possible. Texts by Symonds and by Ruch and Stoddard devoted entirely to tests and measurements in secondary education offer to the high-school administrator and teacher for the first time authoritative information covering this entire field.

The modification of curriculum materials and teaching methods now taking place in the high school has placed a new emphasis on the need for supervision of instruction. It has usually been recognized that the inexperienced teacher, fresh from the training-school, is no more prepared for actual classroom practise than the newly-graduated doctor is for medical practise and both have received in the past some further training on the job through supervision. It is now being discovered not only that the efficiency of the experienced teacher can be indefinitely increased by training-in-service but that if the new materials and methods are to be introduced effectively into the schools it must be done by adequate supervision. Growth comes in this field through the solution of problems, not by following directions. The new supervision is, therefore, cooperative rather than authoritarian, democratic rather than autocratic. This developing function of teacher-train-

ing becomes an added duty of the high-school principal for which he is often poorly prepared. In the larger schools much of this work must be delegated to department heads, an assistant principal, or an assistant superintendent. In any case the high-school principal is logically responsible for the improvement of instruction in his school as well as for its administration.

Extracurriculum activities have increased rapidly in high schools everywhere in recent years, both in the number of activities themselves and in the number of pupils participating. The problem of their regulation and effective use has become a serious one. The range of activities covers the fields of sports and athletics, forensics, music and other fine arts, social and recreational functions, study clubs in various fields, and organizations for a wide variety of purposes. A great deal of the principal's and teachers' time and energy is required for their administration and development. A large number of books on the subject is appearing to aid the perplexed principal. Teachers are wondering where the limit lies.

Another growing function of high-school administration is that of pupil-guidance. Counseling pupils on matters of discipline and occasionally in regard to college preparation has usually covered the principal's responsibility along this line in the past. It is now realized that this falls far short of the opportunity and need for assistance to many pupils in making the various complex adjustments of modern life. The technic of this new school activity has not yet been well-developed and resources for carrying it on are meager.

The high-school principal himself is becoming more conscious of his growing problems. In smaller schools he is asking for a lighter teaching load in order that he may have more time for administrative, supervisory, and guidance functions. In the larger schools more duties of various kinds are being delegated to his assistants while he retains general direction in all fields. All of which indicates that high-school principals throughout the United States are not only "studying their job" but are preparing themselves better to meet their old and new responsibilities and duties.—J. T. GILES, state high-school supervisor, Madison, Wisconsin.

# Adjusting the Maladjusted Girl

JESSIE B. COLBURN

*Principal, Junior High School 96, Manhattan, City of New York*

**Y**OU KNOW, my daughter Nellie in your school? Well, I want to take her out."

Despite the fact that you have from two thousand to three thousand Nellies and Rebeccas and Lucias in your care, each mother is trustingly confident that her particular ewe lamb will come at once to mind at this call. When, however, you have established the identity of the girl in question and discovered that she is in a 6A class and is thirteen years old, you explain carefully that the law of New York State will not permit the child to go to work until she is fifteen and has, at least, reached the 7A grade. Then comes the argument.

*"But what's the use of keepin' her in school? She don't learn nothin' and she's lost all her interest. She might better be doin' something to earn a little money and help me."*

Having patiently repeated in various forms the statement that our beneficent state law is made to protect *all* the children and that her Nellie is included in the number and that the school principal has no power even if he has the inclination to violate it, the argument swings to a different angle.

*"Well, if she can't go to work she can stay home and help me. I'm a sick woman, I am. I need her help. Besides, what's the use of her stayin' in school? She's always bein' left back and she won't study and she's lost all her interest and there's no use of her comin' here any longer."*

Esther and Concetta sit side by side at the same desk. Esther, with a thousand years of reverence for the printed page in her blood, excels in spelling and arithmetic, in reading and history and composition, and we praise and advance her, even if her handwork is generally poor. While poor Concetta, whose forbears for a thousand years have loved the open, loved to work with their hands, to fight, to love, to sing, to dance, but *not* to study, we dub "stupid" because she fails in book work and we fail to discover the marvelous needlework she does, her wonderful *flair* for color and form, often her cleverness in applied design and other forms of handcraft. And she is "left back" and becomes a repeater, a "retardation case," becomes inured to failure,

loses selfconfidence and selfrespect and settles down to mark time until at sixteen she can claim her liberty to get into industry, usually goes into a "blind alley job" that promises little for the future.

But now—Enter the junior high school! And with it, at last, the opportunity we have been seeking, for with its differentiated courses, its special equipment, its catering to the young adolescent, we have finally found a medium through which these difficult cases may be served and, we hope, the problem solved.

Here is a brief account of how one junior high school has proceeded. Five years ago I was sent to my present school to organize it as a junior high. I found a very large percent of retardation and determined to try the experiment we have since been carrying on.

A group of forty girls ranging in age from thirteen to fifteen was selected from the fifth and sixth grades. They were, generally speaking, heavy and rather sulky, reconciled to failure and simply marking time till they could legally leave school. We called in the mothers, explained to them and to the children what we hoped to do, obtained a promise that the girls would remain with us for two years and started in. We placed them in the junior high department where they would mingle with those of their own age and social maturity; they assembled with the others; in music, physical training, and cooking they moved departmentally as did the rest of the junior highs. We worked out a simplified course in English, arithmetic, history, civics, and geography, correlating these subjects so far as was feasible with the handcraft work, and carrying them to a point which made it possible to register these girls as of the seventh year grade when they had completed the "adjustment" course, so that they would be eligible for "working papers." The rest of their time we gave to advanced sewing, millinery, novelty work, rug weaving, industrial design. Along these lines the drawing and sewing teachers worked in closest cooperation. For instance, a girl would make a filet design in the drawing class, she would take this design to the sewing teacher, crochet it and use it to ornament the garment she was making. Her interest in both subjects became keen. She soon saw that she

could easily outdistance even the "rapid advancement" pupil in handwork. She regained her selfrespect and in a very few weeks the attitude toward school and school work changed fundamentally.

We find today that after two years of intensive training these results may be confidently predicted: In the usual school subjects the girls may honestly be enrolled as seventh year pupils. In handcrafts the majority, if given a few weeks training in trade extension classes, master the power machine and attain trade standards so that they can be placed in well paying jobs. A fair number make good in dressmaking or millinery shops with an excellent chance of advancing to the highly paid positions. A few show enough ability to do well in office positions. A large number succeed in the making of various types of commercially salable novelties. An occasional girl has shown real talent in industrial or costume design and has been started on a promising career. As yet, no girl has actually failed to make good in some line of work.

Now and then we find a girl whose retardation has been due to some cause other than inability to master books and she is shifted to the regular grades and given individual attention and help till she is well started toward graduation.

One of our proudest boasts—perhaps the thing which means the most to us in all this work—is the character development which is evidenced so clearly in our girls. The classes are now open to the schools of two districts, and naturally in a group of this sort we get all types of behavior problems. In the first term and to a lesser degree in the second, the disciplinary questions are many and trying; by the time the third and fourth terms are reached hardly a behavior question arises. Our school motto is "Self-control and Service" and we give promotional credit to girls for marked growth in these lines. The results have been most gratifying.

The devotion of those teachers who have helped to work out the experiment and the marvelous teamwork of the handcraft teachers have made possible such success as we have attained. We believe we are on the right track and hope that future extensions and modifications of the course may make for better results.

# Disease—An Added School Burden

HUGH S. CUMMING, M. D., D. Sc.

*Surgeon General, United States Public Health Service.*

THERE are relatively few deaths among children of elementary school age as compared with younger children. In 1925, in the death registration area of the United States, there were 213,017 deaths in children under five years of age, while there were only 22,073 deaths among children five to nine, and 18,001 in children ten to fourteen years old. In other words, the death rate for children in the age group five to nine years was about one ninth that for children under five, and the rate for children ten to fourteen years of age was about one eleventh that for the very young group. Even at high-school age the rate was only a little more than one sixth that for children under five. Statistics also show that children of school age—especially elementary school children—have a particularly favorable expectation of life. There are 430 chances to one that the boy or girl from five to nine years old will live through the year, and the odds are even better between the ages ten and fourteen—550 to one.

From the above one would think that elementary school children were a conspicuously healthy lot. Nothing could be further from the facts. Children of these ages seldom die, but are often sick.

Special studies of sickness among children and adults in a typical American small city have been made by the United States Public Health Service and a wealth of illuminating data have been obtained. Only in the very young age group—under five years—is there a greater amount of sickness than among children in the age group five to fourteen years. In the high-school ages the sickness rate drops off rapidly, the rate between fifteen and nineteen being only one half that between five and nine. It has been found that children lose about four percent of the possible days of attendance at school on account of sickness.

School authorities could help to lessen this appalling loss of time if they knew more about certain characteristics of the common diseases of children. When the teacher knows what diseases are most prevalent at the elementary school ages, the age at which certain diseases are most likely to occur, the months in which

the different diseases appear in the largest numbers together with the common symptoms of the diseases, his usefulness will be markedly increased. For instance, when Miss Brown, teaching the first grade, notices that Willie Smith, aged six, is

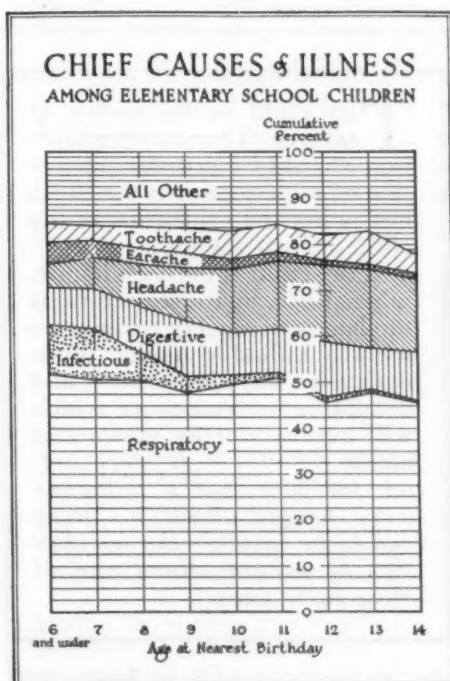
lated absences from this cause result in a greater loss of time than the accumulated absences due to any other single cause.

The ordinary infectious diseases—measles, whooping cough, chicken pox, scarlet fever, and diphtheria—are much more prevalent among the younger children—those from five or six to nine years of age. This, of course, means that these diseases will crop out in the first grades much oftener than in the five upper grades; and the teachers in the kindergarten and primary grades can keep their classes even approximately free from these infections only at the cost of ceaseless vigilance. There is almost twice as much diphtheria in the lower grades as in the upper, three and one half times as much scarlet fever, and about nine times as much measles, whooping cough, or chicken pox. Earache and croup also predominate in the lower grades and there are more colds and other respiratory disorders in these grades than among the older children. Tonsillitis and sore throat do not vary markedly through the grades, and grippe and influenza are no respecters of age. Headache and neuralgia become more frequent in the upper grades; and this is a subject that should receive thoughtful consideration.

Fall colds begin to appear soon after the opening of school. Scarlet fever is more prevalent in fall and winter. Diphtheria is found throughout the year, but most frequently in the colder months. In winter and spring, measles looms large on the horizon, and whooping cough frequently arrives at about the same time. Sporadic cases of all these diseases may occur at any time.

There is a striking decrease with age in the amount of illness due to the common diseases of childhood. The first four grades will have a much poorer attendance record than the upper grades unless extraordinary care is exercised.

If school absenteeism is to be cut down, competent health supervision of all pupils must be instituted. Such supervision is essential to the economic conduct of any school, and is a duty the public health authorities owe the taxpayers.



sneezing, with red, watering eyes, discharging nose, and a hoarse cough, she will naturally suspect measles, especially if the time happens to be in one of the winter or spring months. On the other hand, Miss Jones, of the eighth grade, noticing similar symptoms in John Smith, aged fourteen, will think that his trouble is probably something else. She knows that after the age of six, seven, or eight the measles rate drops off very rapidly, and that John by this time probably has an acquired or natural immunity to this disease.

Since such important infectious diseases as diphtheria, scarlet fever, measles, and whooping cough may each make its appearance with some feature or features of a common cold, it is highly desirable for the teacher to know this, and to know at what age the seeming "cold" may prove to be something more serious.

Cases of colds and other respiratory disorders far exceed in number any other illness. Though the number of days lost from a single cold is small, the accumu-

# The Rights of the Child

HAROLD SAXE TUTTLE

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OF COURSE he is old enough to know better," said a school principal, speaking of a thoughtless pupil. But of course he was not. Knowledge is not a product of age; it is only an incident. More accurately, the critic of the youth should have said, "Society should by this time have given him training to act better, for the sake of both his own happiness and that of society."

A common argument for public education in a democracy has been that it is cheaper to educate the child to be a good citizen than to deal with him in courts and jails after he has become a bad citizen. The aim of education is thus made *the protection of society against the child*. Without questioning this commendable outcome of education would it not be more honorable and truer to the actual relations to acknowledge ourselves, as society, to be under obligations to *protect the child against us*.

*The child is the victim of society.* While he is potentially a free moral agent his freedom is that of choosing between alternatives rather than of being or doing, without limit, whatever he may dream.

The child is the victim of society because of the very nature of his mental life. The newborn child knows nothing. He has neither information nor habits nor judgments. All his ideas must be built out of his experience. Capacities he has in abundance; capacities for response, capacities for growth, capacities for adjustment and learning, capacities for feeling, for memory and imagination and reasoning and for many forms of expression. Aptitudes also he has, mysterious in their nature and workings, but effective in leading him to attainments and interests quite different from those of the rest of his race. His heritage also includes tendencies to act in certain ways as various elements of the environment stimulate him: Instincts we are accustomed to call unlearned skills. These constitute the capital with which the child enters upon the business of living.

By means of these inherited capacities he is able, in an increasing variety of ways, to adjust himself to his environment. Each adjustment increases the ef-

fectiveness of the next and enlarges the environment which conditions him. This process, indeed, is the essence of education. In the process, as in each adjustment, environment is always a conditioning factor.

Far more significant than the limitations imposed by his physical surround-

**T**HE child is the victim of society. The aim of education should be not the protection of society against the child, but rather the protection of the child against society.

If the child is to live a happy, normal life, he must receive at the hands of society training in socially valuable habits, foundation for sane judgments, and discipline of emotions which will assure worthy tastes and ideals. \* \* \* *It were better for him that a millstone were hanged about his neck and he be cast into the sea than that he should offend one of these little ones.*

ings are those imposed by his human companions. The language he adopts is that with which society surrounds him. Indeed, his use of language at all is conditioned upon the use of language by his elders. The economic fortunes of adults affect their children even more seriously than themselves. Penury or abundance, economy or waste, neglect or care, early work or normal play, leave their grave impress quite heedless of the child's choice. The laws of a state also exert a profound influence on all the children who live under them. The suppression of native tongues by the Hapsburgs, the protection of licensed saloons prior to the eighteenth amendment, the prohibition of religious instruction under the Soviet, the requirement of the national flag on every schoolhouse, all have had a direct effect upon the children subject to, but not responsible for, the laws in question.

But language, economic conditions, and laws are insignificant in the limitations they impose upon children in comparison with the subtle and powerful control exerted by customs and tradi-

tions, fashions, and "folkways." This elusive complex of habits and manners, standards and ideals in a thousand subtle forms is well termed "social heredity;" for its influence is as potent in determining one's attitudes and prejudices as is his biological inheritance of aptitudes and bends. News items, advertisements, magazine covers, shop windows, street corner gossip, treatment by elders, conversation in the home, comment in school, and countless other influences are constantly pressing upon the consciousness of the child, giving him "meanings" out of which he constructs with his limited capacities a sort of philosophy of life.

Society has given him the materials and suggested the pattern. Moreover, during his period of dependence the child is conscious of the authority which society holds over him; and he learns to revise his catalog of values in terms of the means he finds effective in securing freedom for his own impulses and desires.

Even his ideals are largely conditioned by those he perceives among his fellows; and although he may rise above the noblest of his associates he can conceive ideals only in terms of meanings made possible by society's demands.

At whatever point we touch the life of the child, then, we find him limited and all but controlled by society. It is no exaggeration to assert that the child is the victim of society. Because of his helplessness in the face of society's authority and its moral standards the child is entitled to such training at the hands of society as will give him reasonable opportunity for normal exercise of his powers, development of his capacities, and wholesome relationships to his fellows. In making these intellectual and moral adjustments he is entitled to a normal degree of happiness.

In order thus to live a happy, normal life a child must receive at the hands of society, training in socially approved *habits*, an adequate foundation of experiences on which to build sound *judgments*, and such discipline of his emotions as will insure satisfying and worthy *tastes*, *attitudes*, and *ideals*. [This is the first of a series of articles by Mr. Tuttle on the rights of the child.]

# Sixty Educational Books of 1928

**N**EARLY 450 publications on education in its various aspects were published in 1928. Anyone making a close study should consult the complete list of these titles as issued in *School and Society*, December 29, 1928. The selection of sixty out of these has been based on careful examination of all available titles and the study of several hundred reviews, supplemented by the scorings and comments gathered by correspondence with nearly 100 specialists in various educational fields throughout the United States.

This list is prepared annually for the American Library Association and THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. It has been prepared in the Teachers' Department of the Enoch Pratt Free Library at Baltimore, under the direction of Joseph L. Wheeler, librarian, practically all of the notes having been prepared by Grace A. Kramer of the Bureau of Research of Baltimore public schools and associate editor of the *Baltimore Bulletin of Education*, who has contributed her own knowledge of the books of the year.

This year, more than ever, many excellent books and pamphlets have had to be omitted from this short list of sixty. New editions are not included. Pamphlets, research monographs, and books too specialized in character, or not bearing entirely on education had to be omitted in favor of titles that would be more useful to the great proportion of teachers, principals, and superintendents who make up the teaching profession. Among such titles omitted with greatest regret are: Gesell's *Infancy and human growth*, Hollingworth's *Psychology; its facts and principles*, and Hartshorne and May's *Studies in deceit*. Books starred are considered especially useful for teachers and for public, normal school, and superintendents' libraries.

## Purposes, Principles, and Philosophy of Education

COBB, STANWOOD. The new leaven. 340p. John Day. \$2.50. The president of the Progressive Education Association presents ten basic principles formulated by the progressive education group: Health, freedom from unnatural restraint, learning by doing, adaptation to individual differences, development of group-consciousness, emphasis on creative expression, acquisition of the tools of learning rather than of facts, abolition of the tyranny of marks and examinations, and making the teacher a leader and guide, not a taskmaster. The book consists of arguments in support of these ten principles with illustrative examples rather than citation of carefully controlled scientific studies. Will interest the popular reader in the field of education.

\* FINNEY, R. L. A sociological philosophy of education. 563p. Macmillan. \$2.50. Emphasizes the social nature of the mental life, the tendency of human minds to learn from one another. The responsibility of educators as leaders in social change and progress and the newer functions of education in relation to family life and the economic world are stressed, with thought-provoking suggestions for socializing the teaching of history, the arts, and the "new humanities." Many will challenge the chapters on the necessity for developing leadership in the few and "followership" for the "duller intellects," but every reader will find the discussion stimulating. The whole subject is lucidly presented in delightful

style. General readers will enjoy the book as well as educators.

GRIZZELL, E. D. Education: principles and practices. 428p. Macmillan. \$2.40. Introduces the beginning student to education in its larger aspect, tying up aims and purposes with the newer science of education. Gives a complete picture of present trends in the United States, placing our system in its proper setting of European origins. The approach is historical and comparative. Provides a liberal amount of quoted material together with a well selected bibliography presenting many points of view.

## Ways This List is Used

**I**NDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

3. Persons in charge of professional libraries for teachers use it as a checklist in making up purchase orders.

4. Librarians in public libraries use it as a buying list for their teachers' room.

5. Librarians in teachers colleges check their year's purchases with it.

6. Librarians in foreign countries and instructors of foreign students in America use it to keep contact with educational writings in this country.

7. Directors of extension courses for teachers study these lists to discover new material for reading courses.

The book offers a concise, ably written, and well-balanced treatment of the philosophy and science of education. Will prove of value to teachers and students. Useful bibliography.

HARRIS, P. E. Changing conceptions of school discipline. 384p. Macmillan. \$2. Shows the historical evolution of various conceptions of discipline, together with some of the social, religious, and educational factors associated with them. Regards discipline as a part of the general process of learning and as being concerned with intelligent adjustment to environment rather than a device for governing the child. Emphasizes the present changed attitude toward child nature. Most helpful for teachers, supervisors, principals, and also parents. An extensive bibliography and useful index.

KANDEL, I. L., ed. (Fourth) Educational year-book of the International Institute of Teachers College, Columbia. 618p. Teachers College, Columbia. \$3.50. This essential annual review gives a clear idea of the current major problems in educational development in the United States and some fifteen foreign countries. Each article has been prepared by an eminent authority on education in his own country. These general surveys show, among other things, the growing interest in vocational and adult education everywhere, and in the necessity of fitting the school to the needs of the individual child. In addition, a section is devoted to teacher training in England, France, Germany, and the United States. Useful for reference and general reading.

SNEDDEN, DAVID. Educational sociology for beginners. 636p. Macmillan. \$3.50. Provides a sociological background for evaluation and interpretation of the purposes and processes of education. Begins

with the general principles of sociology and devotes generous space to American social problems. Considers the social relations of the teacher within and without the school and the sociological foundations of present educational practices and tendencies. The problem questions in the text are valuable.

WASHBURN, C. and STEARNS, M. M. Better schools. 342p. John Day. \$2.50. A nontechnical book which selects for the layman, teacher, or school administrator certain of the newer educational ideas and illustrates them with concrete examples of schools that have successfully worked them through. The authors, in a general discussion, frankly evaluate these modern trends. Part I shows how schools start, where politics enter, and how better schools are organized. In parts II and III, on what and how to teach, we find sketched new departures both in curriculum content and in scientific approach to method and organization. The book is written with the clearness, directness, and enthusiasm which characterize the authors.

## Administration and Supervision

\* AYER, F. C. and BARR, A. S. The organization of supervision. 397p. Appleton. \$2.25. The chief service of this volume is to bring together in an organized discussion studies which contribute to a better understanding of the organization of supervision. The authors set forth the major types of supervisory organization and give detailed examples of their operation in a number of cities. Particular attention is devoted to the place of special supervision, to the interrelations of supervisory officers, and to the distribution of duties. Valuable principles of guidance for planning and organizing supervision in large and small cities are stated. The practical administrator and supervisor will find the book definitely helpful.

\* COUNTS, G. S. School and society in Chicago. 367p. Harcourt, Brace. \$2.50. A dramatic and vigorous account of those conflicting groups and interests within and without the school system engaged in the battle for control of the schools of Chicago. The most powerful factors are selected for analysis: Finance, labor, churches, the press, politics, and women's and teachers' organizations. Makes clear that similar forces are operating upon school administrators everywhere and that school leadership must take them into account. Shows that surveys of how schools function in the community and of the attitudes of the teaching staff and the various social groups in an industrial society will be as important in the future as surveys of building and curriculum.

GIST, A. S. Administration of an elementary school. 308p. Scribner's. \$1.80. Helpful suggestions for improvement in administration and supervision for the elementary school principal. Chapters on community leadership, management of supplies, care of the building, office duties, development of abilities in staff, extracurriculum activities, the platoon-type school, and high types of efficiency. Emphasizes the supervisory duties of the principal as his main activity. The author, a principal of long and successful experience, was President of the Department of Elementary School Principals of the National Education Association, 1927-28.

LINDSAY, E. E. Problems in school administration, with emphasis on fiscal and personnel phases. 544p. Macmillan. \$2.50. A practical, compact, and comprehensive book on school administration for college class use but equally valuable for superintendents in service. Deals with topics in school finance such as school accounts, budgeting, business management, salaries, bond issues, and building programs. Part I considers the facts and figures of the school administrative scheme. Part II, the distinctive feature of the book, presents case problems of actual conditions and complications which have confronted superintendents and gives suggestions for meeting them. Will familiarize the prospective school ad-

ministrator with typical situations likely to confront him. Excellent annotated bibliographies.

\* MORT, P. R. The individual pupil in the management of class and school. 383p. American Book Co. \$1.60. Covers elementary, junior, and senior high fields. Practically differentiates individual differences from individual needs and plans both for groups and for individual pupils. Discusses pupil placement and complicating factors: Overage, low mental ability, specific deficiencies. Evaluates acceleration policies. Presents good practice for discovering differences, suggests test programs in school systems and analyses of results. Especially valuable is the application of theory attained through detailed analyses of practical class and individual problems. A useful book for administrator and teacher.

NATIONAL EDUCATION ASSOCIATION. Seventh yearbook of the Department of Elementary School Principals. The elementary school principalship. 638p. The National Education Association. \$2. Assembles data upon standards for the office, presents a survey of present conditions, and suggests lines for future development. Emphasizes the supervising rather than the teaching principal. Submits findings of investigation in the classification of the functions and duties of the office and in time distribution of activities and makes recommendations of value to principals and boards of education. Case studies of successful principals; chapter on special features developed by individual executives. Proposes standards for training and selection. Valuable bibliography.

NUTT, H. W. Current problems in the supervision of instruction. 538p. Johnson Pub. Co. \$2. Deals with both theory and practice in a helpful and stimulating manner. Sees supervision as a cooperative undertaking between teacher and supervisor and suggests a code for each. Gives detailed type plans for organization of supervision in school systems of different sizes, after experiment in several school systems. Helpful both to teachers and supervisors.

PIERCE, A. E. Deans and advisers of women and girls. 636p. Professional and Technical Press. \$4. A pioneer attempt to formulate the principles upon which the office is based, to outline the fields of work, to define the administrative and social duties and qualifications. Carefully discriminates between the duties in large and small colleges and modifications which location in a small community or a large city makes necessary. Much of the information is in convenient tabulated form. Considers social activities, athletics, amusements, health, student government, organization, and housing. Important as a compilation of information in a field in which little has been written. Will be useful as a text in courses in deanship. Concerned chiefly with the problems of the social dean rather than the academic official. Useful topical bibliography.

\* REEVES, C. E. and GANDERS, H. S. School building management. 395p. Teachers College, Columbia. \$3.75. Carefully prepared pioneer book, of unusual value when taxpayers are making enormous investment in school buildings, the care of which influences millions of children. Based on the idea that building care demands the study of architects, engineers, and school administrators, and requires the services of the "engineer-janitor." Devotes much space to the selection, training, compensation, and supervision of the building force. Covers the choice of equipment in a new building, and the problems of daily upkeep. Discusses sanitation, supplies, heating, ventilating, grounds, schedules, and reports, etc. Recognizes difference in problems of large and small school plants. Important as a guide for the building staff and for those responsible for planning and operating schools. Useful bibliography.

#### Curriculum

\* HARAP, HENRY. The technic of curriculum making. 315p. Macmillan. \$1.80. A "work-book" showing how actually to perform the steps outlined in the preparation, revision, or evaluation of a course of study, including determining and organizing objectives, determining and composing teaching units, and summary of a plan. Gives an allround survey of the predominant technics in the field together with thoughtful evaluations. Will give the classroom teacher an orientation point from which to direct

his own curriculum-reconstruction activities and merits wide reading by administrators. Extensive bibliographies. An important contribution.

NATIONAL EDUCATION ASSOCIATION. Sixth yearbook of the Department of Superintendence. The development of the high-school curriculum. 584p. National Education Association. \$2. Outstanding superintendents, principals, and university specialists in secondary education are responsible for this study, designed to stimulate individual school systems to develop the particular courses of study best suited to their needs. Deals with outstanding

### The Paper Maker

PAPER, more than any other one commodity, underlies our civilization. Upon it are written and printed the major documents, the constitutions, the statutes, the patents, the contracts, the agreements, which are the foundation of all our civil, industrial, and educational institutions. Upon it the business of the world is transacted. Upon it rest the records of the past, the best that man has thought and accomplished throughout the ages. From its pages may be gleaned for common and universal use, the best thoughts of the brightest minds of the race. By means of it there is created and fostered the demand for the products of industry, the interchange of which constitutes the structure of our civilization. Empires may fall, wars may come, cataclysms of nature may rock the earth, and many of our most cherished institutions may perish. But let paper remain and the intelligence and energy of mankind will continue to build the world anew in a manner ever more worthy to endure.—WALDO PONDRAY WARREN, through the courtesy of the Reading Paper Mills.

issues which all local school systems must face before making extensive curriculum revisions: College entrance requirements, meeting the needs of pupils not going to college and of pupils of different levels of ability, school counseling, and needs of the American adolescent youth. Research studies in the high-school subjects by specialists in each field complete the volume. Helpful subject bibliographies.

#### Conduct and Character Formation

FISHBACK, E. H. Character education in the junior high school. 190p. Heath. \$1.24. A short serviceable volume, the outgrowth of a painstaking study of character training at the junior high-school age. Presents a practical plan for setting up a miniature democracy within the school. Evaluates the ethical content of different studies and activities, and the importance of the teacher's personality, and outlines a definite character education course.

SYMONDS, P. M. The nature of conduct. 346p. Macmillan. \$2. This book offers a new viewpoint and correlation of facts for the psychologist, and a clearer conception of the psychological and biological foundations of conduct for the educator. Everyday situations are used for illustrations and a large number of conduct codes are discussed. There are definite studies of courage, loyalty, kindness, and other qualities, and of various forces influencing behavior. Methods of curriculum construction are suggested. A book which should prove of value both to teachers and to others who are concerned with the regulation of human conduct.

#### Educational Psychology

AVERILL, L. A. The hygiene of instruction. 386p. Houghton, Mifflin. \$2. A textbook written for

teacher-training classes in the mental hygiene of the school child. Will give the reader an insight into the possibilities of treating peculiarities of behavior in children and of developing the proper mental attitudes. Includes chapters on the hygiene of instruction and performance, on the mental hygiene of the school day and of the various school subjects, and on the mental health of the problem child.

HOLLINGWORTH, L. S. The psychology of the adolescent. 259p. Appleton. \$2. A sane, practical discussion of adolescence, the outgrowth of the author's experience and study in the field and comprising the basic content of her lectures at Columbia. Offers the viewpoint and practical philosophy of our time rather than the acceptance of the educational psychologist of twenty-five years ago. Certain chapters will be of rare value to teachers and mothers in helping them develop that sane, working system of thinking and acting which will assist the child in becoming an "adequate adult." Adopts the practical rather than the mystical outlook upon the period of adolescence. The book is of such value that no educator or parent can afford to overlook it.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twenty-seventh yearbook: Nature and nurture. Part I, 465p. Part II, 397p. Public School Pub. Co. \$1.75 each. Are the wide individual differences disclosed by intelligence scores due to factors of environment and training which can be controlled by proper education, or primarily to differences in original endowment which make necessary differentiated training for varying individual types? This yearbook is devoted to the dispassionate exposition of the results of new investigations in this nature-nurture problem. It considers the effect of family resemblance, intelligence and social environment, race differences and health, schooling and coaching upon intelligence scores and the influence of such factors as intelligence, school attendance, teaching method, and effort upon achievement scores. Since intricate methods of approach and complex statistical methods of treatment were necessary, a brief preface is attached to each chapter to help the less technical reader. The committee in charge of the study included such widely known names as Bagley, Freeman, Baldwin, Brigham, Pintner, Terman, and Whipple.

SANDIFORD, PETER. Educational psychology: an objective study. 406p. Longmans, Green. \$3.50. The author of this textbook attempts to confine his statements to "objective and verifiable data of carefully controlled observations and experiments," discarding the speculative and introspective points of view. Much space is therefore devoted to a study of man's equipment for learning and of the newer methods of studying intelligence and the learning process. The practical application of the laws of learning to special subjects, such as the acquirement of language habits or skill in arithmetic, is treated. A technical but not too difficult text.

#### Tests and Measurements

\* DEARBORN, W. R. Intelligence tests. 336p. Houghton, Mifflin. \$2.50. Critical study of the function and use of tests. Discusses intelligence and achievement, individual differences, intelligence and environment. Makes plea for tests which will more nearly gauge general intelligence. Includes chapters on school and college marks and the tests; special abilities and disabilities; the nature of intelligence and the influences of maturity; provision for the weak and the strong-minded. Discusses educational determinism and social policy. A real contribution to the administration and interpretation of tests and measurements.

HULL, C. L. Aptitude testing. 535p. World Book Co. \$2.68. Excellent handbook for persons engaged in vocational guidance, general personnel work, or selection of employees in any important field of activity. Gives the psychological principles and technical methods involved in developing and using tests of aptitudes required for special life activities or occupations. Includes good statistical material. The author brings together, under one cover, the minimum essentials of preparation for those making serious use of measurement methods, either in classifying pupils or in work in educational and vocational guidance.

SMITH, H. L. and WRIGHT, W. W. Tests and measurements. 540p. Silver, Burdett. \$3. Brings together in one discussion curriculum objectives of teaching particular elementary and secondary subjects, and techniques of testing and measuring achievement in those subjects. Shows how to use test results, to diagnose pupil needs, and to improve teaching. Goes into the field of the construction of informal tests of the new type. Calls attention to various good standard tests and suggests methods for evaluating them. Good chapter bibliographies. Important to teachers, supervisors, and administrators.

#### Exceptional Children

\*GODDARD, H. H. School training of gifted children. 226p. World Book Co. \$2. Reports the outcome of the author's five-year study of special classes for gifted children maintained in Cleveland's school system. Describes these classes at work and discusses problems encountered and solutions applied. Emphasizes enrichment rather than rapid advancement. Describes equipment and evaluates ideals, purposes, and method. The volume will arouse the enthusiasm of the superintendent planning to establish classes for superior children. It has much, moreover, of value to the classroom teacher interested in planning to meet the needs of bright children.

#### Educational Research

GOOD, C. V. How to do research in education. 298p. Warwick & York. \$2.50. Attempts to bring together and to organize for the graduate student, research worker, and public school investigator the large body of information now available on educational research and its procedures. Shows the result of long, wide, and thorough attention to the various literature on the subject from many viewpoints, and is not confined to the usual desk-routine of the "research expert." Topics considered include sources of information, techniques for collecting, analyzing, summarizing, and interpreting data, and reporting and publishing research findings. Intended primarily as a handbook in the preparation of theses and for graduate students and school administrators.

HOLZINGER, K. L. Statistical methods for students in education. 372p. Ginn. \$3.60. For the serious student or worker in statistical interpretation of the data of educational measurements. Provides the review of algebra frequently needed upon entrance to statistics. Includes illustration problems, model computation in use of formulas, and practice problems with answers. Gives unusually full and valuable list of reference formulas. The latter half of the book offers material for the more advanced student or scientific school worker. Incorporates the outcomes of its author's wide training in the field of expert statistics.

#### Teachers and Teaching Methods

\*ALMACK, J. C. and LANG, A. R. The beginning teacher. 478p. Houghton, Mifflin. \$2.40. A practical and definite guide to the information the inexperienced teacher usually seeks, whether it be in the matter of securing a position, managing a classroom, or teaching some special subject. With little attention to theory, but with special emphasis upon the practical aspects of both method and management, the authors discuss discipline, attendance, daily routine, grading, lesson assignments, and the special methods best fitted for the teaching of the individual subjects in the school curriculum. A boon to the young or inadequately trained teacher.

DORRIS, A. V. Visual instruction in the public schools. 481p. Ginn. \$2.64. By far the most valuable and suggestive treatment of the subject. Discusses the background of visual instruction in modern educational procedure; visual instruction applied to the teaching of the various subjects of the curriculum; administrative problems. Valuable appendices list sources of supply for illustrative materials and visual materials applied to the study of specific subjects. Highly professional and suggests a variety of motives for lessons in visual education. Every principal and administrator should see this book. Annotated bibliography.

MAGUIRE, E. R. The group-study plan. 203p. Scribner's. \$1.80. Emphasizes the pupil at work,

not waiting to be called upon, and builds a teaching technic upon pupil participation in flexible study groupings. Discusses training pupils in methods of study and work, and the teacher's plan of lesson organization. Written by a practical administrator for junior-high teachers. Helpful concrete illustrations.

\*RUGG, HAROLD and SHUMAKER, ANN. The child-centered school. 359p. World Book Co. \$2.40. A critical appraisal of the new type of educa-

### The Bookbinder

LONG after many of the proudest achievements of our day have crumbled into dust, or have been replaced by more modern things as yet undreamed, the work of the craftsman bookbinder will remain a thing of cherished beauty and treasured worth. The wise and the good and the great of all time and place will hold his productions fondly in their hands, show them proudly as prized possessions, superlative tokens of culture and refinement, and give the honor of their appreciation to every subtle evidence of his skill. From the pages he binds together will shine forth ideas that will inspire, illumine, and rebuild the world. Between their covers will the thought treasures of the past be preserved for the generations that are to follow. Such are the inspirations for deft dexterity, skillful sincerity, and love-wrought handicraft.—WALDO PONDRAY WARREN, through the courtesy of the Reading Paper Mills.

tion, tracing its development in America. Gives detailed programs of work in outstanding creative centers. Chapters on center of interest versus school subjects, planning the curriculum in advance, ideas and thinking in the new school, and provision for mastery through repetition give constructive, sympathetic criticism. The book is rich in concrete illustrations of creative class work through which it not only evaluates results but shows need for development of a psychology for creative expression.

STILLMAN, B. W. Training children to study. 247p. Heath. \$1.60. Aims to show how school subjects in grades five, six, and seven can be utilized in training children to analyze subjectmatter, to discover the important points, and to evaluate and verify findings. Describes classroom work at the Ethical Culture School, but is applicable to the average classroom with a large class and limited materials. Chapters on helping children to get food for thought, to organize facts, to make the most economical use of memory, with discussion of self-expression through English composition. The introduction by F. M. McMurry on the relation of study to thinking and the chapter by B. H. Bode on the place of thinking in education are unusually stimulating.

THAYER, V. T. The passing of the recitation. 331p. Heath. \$2. This book marks the fall of the old recitation and the triumph of the new methods in the classroom. Old procedures are found to be inconsistent with objectives of modern education. Constructively criticizes the Dalton and Winnetka plans, socialized recitation, and project method. Describes origin of the recitation methods and gives contrasting presentday educational ideals. Bibliographies.

#### Preschool, Kindergarten, and Elementary Schools

(See also Administration, Supervision, Reading, Tests, Social Studies, etc.)

JOHNSON, H. M. Children in the nursery school. 325p. John Day. \$3. Clear, practical presentation of

eight years' experimental work with children of fourteen to thirty-six months in the nursery school of the Bureau of Educational Experiment, New York City. Discusses "why we do what we do." Deals with records of child growth and methods of keeping them. The author with scientific attitude bases her program upon observations of the child's natural growth and impulses. Findings challenge contemporary nursery school practise as well as the treatment of the young child in the home. Useful for nursery school educators.

\*LEWIS, M. H. An adventure with children. 250p. Macmillan. \$1.75. Traces the twelve years' development of the Park School of Cleveland, characterized by Dr. Dewey as one of the two or three outstanding experiments in elementary education in this country. Stresses the importance of environment and a wide use of its advantages as essential factors in developing education for citizenship. Tells what was done rather than about what was done. Gives concrete discussions of meaningful types of work, valuable projects, and ways of developing in children interest in the real significance of work. Style conversational and fascinating, with entire freedom from technical, pedagogical terms or implications. A great little book for all school people willing to change and grow.

\*STORMZAND, M. J. and MCKEE, J. W. The progressive primary teacher. 352p. Houghton, Mifflin. \$2.40. The authors feel that it is not possible to adapt some of the newer primary programs in their entirety to public school situations. Hence their purpose is "to present the best of progressive technic in first-grade teaching without going to impractical extremes." Part I deals with primary classrooms, equipment, supplies and justifies provision for varied activity. Part II offers valuable discussion of testing and methods of work. Timely warning against unskillful use of the activity program such as would result in loss to the child of development of reading and number. Gives practical games and teaching devices. Valuable to young teachers in primary grades.

WIECKING, A. M. Education through manual activities. 351p. Ginn. \$1.80. An interesting book showing how the manual arts serve in creative expression. Describes materials and their uses and the relation of manual activities to various kinds of subjectmatter. Suggestions for buying equipment and planning lessons and projects. Gives simple directions for many different types of manual work for children in the various grades. Shows the teacher how to make a variety of things suitable for class work. For the elementary teacher.

#### Junior High School

See the following titles in other sections: Fishback, E. H. Character education in the junior high school; Maguire, E. R. The group-study plan; Blackhurst, J. H. Principles and methods of junior high-school mathematics; Opdycke, J. B. In the service of youth.

#### Secondary Education

(See also Teaching, Psychology, Tests, School Libraries, Extracurriculum, Health, etc.)

\*FONTAINE, E. C. Ways to better teaching in the secondary school. 271p. Ginn. \$1.60. An intensely practical and unusually successful, constructive criticism of teaching procedures. While it embodies the best modern theories as a foundation, it is largely devoted to concrete teaching procedures which it criticizes and analyzes helpfully, with sound suggestions for better practise. The social viewpoint is emphasized throughout, and there is a wealth of illustrative material, incidents, and lesson assignments, based on the author's rich experience as state supervisor in high schools. Holds that each subject teacher must be first saturated with the possibilities of his subject and its purpose, as preliminaries to good teaching. Simple, direct, understandable form. Has a refreshing element of humor and practical sense.

\*MONROE, W. S. and WEBER, O. P. The high school. 511p. Doubleday, Doran. \$2.50. Textbook for prospective high-school teachers whose work will be confined to one or two departments but who need to know the high school in general and something

of the development and organization of the curriculum. The chapters on the various subjects of the curriculum are particularly commendable for their forcefulness and directness. The book gathers together material from many sources inaccessible to most readers.

WAPLES, DOUGLAS and others. Problem exercises for high-school teachers. 99p. University of Chicago. \$1. A series of classroom procedure tests in English, social studies, mathematics, science, and general method suitable for teacher training classes or for teachers' discussion groups. Four hundred everyday difficulties gathered from the experiences of many high-school instructors have been classified and illustrated by problem cases. Five possible solutions for each problem are suggested for discussion. Will stimulate thought and offer definite help in many classroom situations.

#### Reading, Writing, and Languages

\*GATES, A. I. New methods in primary reading. 236p. Teachers College, Columbia. \$2.25. The author is convinced that most reading difficulties have their beginning in the work of the first grade. He is deeply concerned with word mastery and devices for developing it. The most significant contribution of the book is the author's careful study of the phonetic possibilities of our language and his questioning of the school's use of phonetics. His thinking does not coincide at all points with present trends in teaching reading. Supervisors and superintendents will want to study this argument for phonetic training in beginning reading.

OPDYCKE, J. B. In the service of youth. 404p. Pitman. \$3. A stimulating "how-to-do" book based on twenty years' teaching that recognized the connection between the schoolroom and the community outside the walls. English teachers in junior and senior high schools will find the usual topics treated from new and aggressive angles, with a great wealth of definite suggestions as to method, materials, and viewpoint. Pupil participation is emphasized. Five outlines for thirty-period courses are appended. William McAndrew writes the introduction to this "personally conducted journey."

YOAKAM, G. A. Reading and study. 502p. Macmillan. \$2. A working plan for the development of the ability to read for study purposes—an important function in the teaching of reading in the elementary grades. Suggests how to give the child specific habits of study which are the result of long and careful training. Written from a wide knowledge of modern methods and of various investigations in the field. An interesting "Course of study in study," useful particularly for teachers in the first six grades.

#### Mathematics

BLACKHURST, J. H. Principles and methods of junior high-school mathematics. 355p. Century. \$2.50. Presents briefly the goals of mathematics teaching in junior high schools and, in greater detail, the practical determination of the content of the curriculum and the most effective methods of realizing the objectives of mathematical instruction. Calls attention to recent developments in teaching technique, curriculum construction, and tests and measurements as they apply to this particular subject in the junior-high course. Contains many valuable suggestions for the mathematics teacher in these grades.

\*NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Third yearbook. 276p. Teachers College, Columbia. \$2.50. Discusses topics concerning which there has been some difference of opinion. Other topics chosen because their teaching might be improved if more reference material were available. Contributors include, among others, Dr. Judd, on the fallacy of teaching school subjects as tool subjects, Dr. Eugene Smith on mathematics in the training for citizenship, Dr. Breslich on developing functional thinking in secondary school mathematics, Marie Gule on dynamic symmetry. There are fourteen contributions from outstanding people in the secondary field.

#### Social Studies

\*BRANOM, M. E. A teacher's geography. 252p. Macmillan. \$2.40. A work book for the

teacher himself, to guide him in the best use of the problem method. Reflects the changed emphasis from descriptive to interpretative geography. Organizes content, states purposes, develops method, and discusses use of topical outline. Provides list of problems through which essentials can be taught. Through the use of large unifying topics for organizing the subjectmatter it makes a problem analysis of each of the world's great regions and emphasizes the relations between man and his environment. A unique contribution, incomparable for the teaching of modern geography.

\*KELTY, M. C. Teaching American history in the middle grades of the elementary school. 748p. Ginn. \$2.40. A treasure book for teachers of intermediate grades and low ability groups in junior high school. Trend in organization reflects the influence of Dr. Tryon, and that in selection of principles of teaching the thinking of Dr. Morrison. To bring this careful expert work to function at the level of the elementary school is a great thing in elementary history. Supplies twelve fully worked-out units and gives a series of illustrative lessons of specific types: Drill, dramatization, picture study, etc. The appendices provide booklists, illustrative material, minimal essentials. An outstanding book for teachers.

#### School Libraries

LOGASA, HANNAH. The high-school library: its function in education. 283p. Appleton. \$1.75. Highly important contribution on a subject in which superintendents, principals, and teachers are now interested and in which definite material written from the school viewpoint has been lacking. Devotes three especially helpful chapters to the high-school pupil and library use. Discusses the guidance and adjustment of outside reading, devices for increasing voluntary reading, technique of teaching pupils to use books in libraries, and the integration of independent reading with classroom practise. Contains a wealth of detailed suggestions and bibliographies for further study, together with appendices which include scorecards for school libraries, and selected booklists.

#### Vocational

BROWN, C. M. and HALEY, A. H. The teaching of home economics. 395p. Houghton, Mifflin. \$2. Clear-cut application to home economics of the recognized principles of educational psychology and the newer methods of teaching. Questions what should be taught and how, to help girls to be more socially efficient. Includes valuable material for teachers of general and vocational home economics in day, evening, and partime schools. Many practical teaching aids. A wealth of information in concise, compact form for teachers and supervisors.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. First yearbook: Foundation of commercial education. 423p. The Association. \$2.50. A significant attempt to discover the purposes of commercial education and its relationship to the whole field of education and, correlatively, the relationship of business to the whole of life experience. Analyzes the value of present research materials and methods in this field. Discusses problems of subjectmatter. The study is edited by Paul Lomax and many educational experts are contributors. A very valuable bibliography.

#### Health and Physical Education

BENNETT, H. E. School posture and seating. 323p. Ginn. \$2. Though on a specialized topic, this book appears highly important as affecting every school pupil. By measurement of some 3700 children, the author has determined the postural needs of different ages and gives tables to guide in selecting seat sizes. Includes special suggestions on equipment for handicapped pupils. Invaluable to teachers and physical directors interested in good posture, to administrators desiring to purchase scientifically constructed school equipment, and to manufacturers of school chairs. Selected bibliography.

LOWMAN, C. L., COLESTOCK, CLAIRE, and COOPER, HAZEL. Corrective physical education for groups. 521p. A. S. Barnes. \$4.50. A theoretical and practical guide for physical education teachers and students, in the administration, organization, and methods of corrective group work. Written by a gifted orthopedist and a group of physical education teachers who have tried out the material thoroughly. Meets the need for adapted group exercises and corrective games and for an allround program suited to the capacities of the groups involved. A valuable bibliography.

\*MYERS, A. F. and BIRD, O. C. Health and physical education. 342p. Doubleday, Doran. \$1.50. Presents a modern program of health and physical education for elementary schools. Discusses recent tendencies, mental hygiene, communicable diseases, correction of physical defects, first aid, playgrounds, and athletics. Suitable informal activities for the different grades and an outline for health instruction are given in detail. A practical handbook telling what to do and how to do it.

UNIVERSITY OF MICHIGAN. Department of Physical Education for Women. Physical education activities for high-school girls. 322p. Lea and Febiger. \$3.50. Suggestions for activities in a physical education program for high-school girls. Covers individual gymnastics, restricted activities, marching, games and tournaments, rhythmic activities, tumbling and stunts, swimming, canoeing, archery, and tennis. An up-to-date treatment of the informal type of program. Very practical.

#### Extracurriculum

ROBERTS, A. C. and DRAPER, E. M. Extra-class and intramural activities in high schools. 529p. Heath. \$2.40. A firm belief in the high school as the ideal training ground for responsible citizenship in a democracy has led the authors to point out the growing importance of extracurriculum activities in teaching children how to live in an increasingly complex democratic social organization. The book is a practical study of the development and management of such activities and of their contribution to general school and community life. The material is drawn from the literature in the field, from a questionnaire study, and from personal experience. Presents both sides of controversial matters and gives detailed practise from a number of schools.

#### Higher Education

\*HUDELSON, EARL. Problems of college education. 449p. Univ. of Minnesota Press. \$3. Dr. Judd characterizes this compilation of papers, presented at the Institute on the Problems of College Education at the University of Minnesota, as "marking the beginning of a new era in college administration." Contains a wealth of suggestive materials on administration, student personnel, curriculum, and instruction. Majority of the articles contributed by faculty of the University of Minnesota, where research in college education has been underway for three years. Other articles by notable educators in various universities. Includes report summarizing Dr. Hudelson's complete study, *Class size at the college level* (299p.), which is an investigation of the relative effectiveness of the large and small class in the college. Contains more new and essential material than R. L. Kelly's *The effective college* (302p.), which, in turn, covers a broader range of cultural viewpoints.

#### Adult Education

\*THORNDIKE, E. L., BREGMAN, E. O., TILTON, J. W., and WOODYARD, E. Adult learning. 335p. Macmillan. \$2.25. The authors report the facts found in a series of wide studies of the ability of adults to master a variety of subjects, particularly the common high-school subjects—modern languages, secretarial subjects, and special subjects involving special aptitudes and skills. The adult learns practically as well as does the youth, and has, moreover, many advantages due to experience, understanding of the value of his study, and immediate need for facts, skills, and new habits. The findings give a new importance and impetus to "adult education" as the universal consequence and outgrowth of school work.

# Builders of Our Profession

THERE never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century, for there was never an age when such vast multitudes were eager for an education, or when the necessity of a liberal education was so generally recognized. . . . It would seem as though the whole world were trying to lift itself to a higher plane of thought. . . . It is a great thing to be a teacher in these present years of grace.—William Lyon Phelps in *Wisconsin Journal of Education*.

## New Life Enlistments

THE presentation of life memberships in the National Education Association is becoming an increasingly popular way of showing appreciation of a beloved teacher. Two such presentations are worthy of note—one to a veteran classroom teacher, the other to a state superintendent of education. A group of classroom teachers of the Virginia Education Association presented a life membership to Edmonia V. Hardy of Appomattox, Virginia, in recognition of her fifty years of service in the classroom. Robert E. Tidwell, state superintendent of education of Alabama, was presented with a life membership by the staff of the state department of education. A portion of the letter of the committee of presentation follows:

In recognition of your professional, official, and personal services and contributions to the cause of public education, and in appreciation of the consideration, cooperation, and courtesy which you have uniformly extended to us in the performance of our several duties, we, your associates on the staff of the state department of education of Alabama, the entire personnel participating, have sincere pleasure in presenting to you this certificate and this badge of life membership in the National Education Association of the United States of America.

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

ARKANSAS—Mattie H. Bryant, Lee Measeles, Harold E. Ward.

CALIFORNIA—Ethelda A. Drake, Mrs. Gladys M. Head, Walter R. Hepner, Walter B. Munson, Nora Sterry, Alice B. Struthers, Keijiro Takiguchi, W. S. Wood.

COLORADO—Richard R. Brown, James H. Risley.

CONNECTICUT—Wilson Greer, Mary L. Lynch.

FLORIDA—R. J. Longstreet.

GEORGIA—J. I. Allman, B. B. Broughton, I. S. Ingram.

HAWAII—James L. Awai, Rebecca Bohnenberg, D. E. Brunk, Mrs. Sarah A. K. Buck, V. A. Carvalho, Josephine Deyo, Mrs. Oma L. Duncan, Robert M. Faulkner, Charles J. Griswold, Charles N. P. Henry, William K. Hoopii, John A. Lee, Beatrice B. Lewis, John C. Luiz, Mrs. Rose K. Mookini, Samuel K. Mookini, Mrs. Kathleen C. Moses, Charles S. Putnam, Violet Sweet, Gilbert L. H. Wong.

IDAHO—Ethel E. Redfield.

ILLINOIS—Eleanor Chaffee, J. C. Gambach, E. E. Keener, James E. McDade, Ora M. Riggs, Victor J. H. Seifert.

IOWA—Mary McCarty, J. Robert Steel, J. W. Studebaker, H. Van Hettinga.

KENTUCKY—Mary M. Wyman.

LOUISIANA—Edwin L. Stephens.

MASSACHUSETTS—William A. Baldwin.

MICHIGAN—Wayne Beery, George H. Curtis, Andrew B. Gorman, Marion W. Longman.

MISSOURI—John F. Herget, Charles A. Lee, Anna G. Myers, Charles H. Withington.

MONTANA—Mrs. Eunice H. Stong.

NEBRASKA—Alice Florer, Harold Peterson.

NEW JERSEY—Llewellyn A. Delp, Ferdinand Kertes, Mary A. Wilson.

NEW MEXICO—B. H. Hewett.

NEW YORK—Harwood M. Schwartz.

NORTH DAKOTA—Thomas F. Kane.

OHIO—D. C. Bryant, L. C. Dick, Paul N. Haskins, Faye M. Throckmorton, A. L. Walker.

OKLAHOMA—Earl Dixon, William A. Morgan.

OREGON—H. E. Inlow, Sylvia E. Wise.

PENNSYLVANIA—Mary R. Anderson, Jeannette Barrass, Maria L. Brock, Quincy A. Kuehner, Mary E. Martin, R. N. Thompson, Dena D. Ungemach, Anna W. Walker.

SOUTH DAKOTA—C. F. Clark.

TEXAS—L. S. Baker, J. P. Buck, William W. Freeman, Mrs. Geraldine Green, J. W. McCrary, Jr., W. E. Moreland, Marian L. Normington, W. W. Richardson, J. T. Rundell, R. A. Terrill, William E. Walker, James F. Whittlesey.

WASHINGTON—Frederick N. Lash.



SUSAN M. DORSEY, whose retirement from the superintendency of schools of Los Angeles has been announced. Mrs. Dorsey has devoted thirty-two years to the Los Angeles public schools. During her nine years of superintendency Los Angeles has developed one of our greatest school systems.

## Completed Enrolments

THIS resolution of the California Teachers' Association, Bay Section, is typical of the new professional spirit of teachers everywhere: "We reaffirm our allegiance to and our belief in the California Teachers' Association of which this section is a part, and to that greater body, the National Education Association, and we urge that every individual teacher in this section assist in the promotion of the welfare of our public schools by assuming the responsibilities and privileges of membership in these great forward-looking professional organizations."

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

### Eleven years

COLORADO—Pueblo, District 20, Columbian, Corona, Danforth.

### Ten years

COLORADO—Pueblo, District 20, Bessemer, Central Grade, Edison, Minnequa.

### Nine years

CALIFORNIA—Berkeley, Le Conte; Long Beach, John C. Fremont.

COLORADO—Pueblo, District 20, Carlisle, Lake View, Wildeboor.

MISSOURI—St. Joseph, St. Joseph Public Schools, Bartlett High and Grade, Benton High and Grade, Blair, Bliss, Central High, Children's Home, Douglass, Ernst, Eugene Field, Florence, Floyd, Garfield, Green Valley, Hall, Hosea, Humboldt, Hyde, Jackson, Junior College, Krug, Lafayette High and Elementary, Lincoln, Longfellow, Maxwell, McKinley, Musser, Neely, Noyes, Owen, Robidoux High, Sherwood, South Park, Washington, Webster, Whittier, Wyatt, Young.

### Eight years

CALIFORNIA—Berkeley, Jefferson; Fresno, L. A. Winchell.

HAWAII—Ewa, Oahu, Ewa.

ILLINOIS—Chicago, Pullman; East St. Louis, Hawthorne; Elgin, Columbia, Wing.

MICHIGAN—Battle Creek, Number 2, Number 10, Number 13.

### Seven years

CALIFORNIA—Berkeley, John Muir; Los Angeles, Utah Street.

ILLINOIS—Elgin, Franklin, Garfield, Lowrie.

NEW JERSEY—New Brunswick, Lord Stirling.

NEW YORK—Lockport, DeWitt Clinton, Hawley Street, Intermediate, Special and Part Time Department, Walnut Street, West Avenue, William Street.

### Six years

CALIFORNIA—Long Beach, George Washington Junior High and Elementary.

HAWAII—Honolulu, Territorial School for Deaf and Blind; Papaiou, Kalamianale.

ILLINOIS—Decatur, Roosevelt Junior High; Elgin, Grant.

KANSAS—Lawrence, New York.

MARYLAND—Galena, Galena High and Elementary.

MICHIGAN—Ann Arbor, Christian Mack, Eberbach, Philip Bach, W. S. Perry.

TEXAS—El Paso, Alamo.

### Five years

ALABAMA—Birmingham, Powell.

ARIZONA—Hayden, Grammar; Nogales, Nogales Public Schools, Elm Street, Grand Avenue, High, Lincoln, Plum Street.

CALIFORNIA—Buena Park, Grammar; La Mesa, La Mesa Heights; Los Angeles, Ann Street, Central Avenue, San Pedro Street, Third Street; San Francisco, Edward Robeson Taylor.

COLORADO—Englewood, North Englewood; Pueblo, District 20, Pueblo Public Schools, District 20, Bessemer, Carlisle, Central Grade, Central Junior High, Central Senior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor.

CONNECTICUT—Stratford, Garden.

DELAWARE—Delmar, Delmar High and Elementary; Wilmington, Number 18.

IDAHO—Idaho Falls, Eagle Rock, Eastside, Riverside; Pocatello, Franklin Junior High.

ILLINOIS—Elgin, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; Rockford, P. A. Peterson.

INDIANA—East Chicago, Garfield; Evansville, Benjamin Bosse High, Chestnut-Walnut, Delaware, Henry Reis.

IOWA—Council Bluffs, Thomas Jefferson High.

MARYLAND—Queen Anne's County, Queen Anne's County Public Schools.

MASSACHUSETTS—Brookline, Lawrence.

MICHIGAN—Adrian, Jefferson, Lincoln, New McKinley, Old McKinley; Ann Arbor, James B. Angell; Battle Creek, Number 1.

MINNESOTA—Minneapolis, Simmons.

NEW HAMPSHIRE—Claremont, West Terrace.

NEW JERSEY—Hackensack, Hackensack Public Schools, Broadway, Fairmont, First Street, High, Jackson Avenue, Number 7, State Street, Union Street; Neptune Township, Grammar, Ridge Avenue, Summerfield, Whitesville.

OHIO—Marion, Greenwood, Pearl Street; Toledo, Pickett, Riverside.

PENNSYLVANIA—East Mauch Chunk, East Mauch Chunk Public Schools; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Kosciuszko Junior High, Lincoln, McKinley, Palski, State Street, Washington, West Main Street; Shenandoah, Shenandoah Public Schools, Centre Street, High, Jardin Street, Lincoln, Old White Street, Penn, Turkey Run, Union Street, Washington, West Street, Wilson.

SOUTH DAKOTA—Mobridge, Lincoln.

TEXAS—Waco, Brook Avenue.

UTAH—Sevier District, Glenwood.

WEST VIRGINIA—Clarksburg, Carlisle, Monticello.

### Four years

ALABAMA—Birmingham, Gorgas.

ALASKA—Valdez, Valdez Public Schools.

CALIFORNIA—Berkeley, University; Hermosa Beach, Hermosa Beach Public Schools, North, Ocean

View, Pier Avenue, Prospect Avenue, South; *Long Beach*, Atlantic Avenue, Bixby, Bryant, Horace Mann, John G. Whittier, John Muir, Lincoln, Los Cerritos, McKinley, Naples, Temple, Theodore Roosevelt; *Los Angeles*, Commonwealth Avenue, Eagle Rock, Lafayette Junior High, Loreto Street, Miramonte, Rowan Avenue, Santa Monica Boulevard, Thirty-sixth Street; *Monrovia*, Mayflower; *Santa Ynez*, Santa Ynez Valley Union High.

HAWAII—Kailua, Kihei, Kuhio, Lanakila, Waihee.

IDAHO—*Idaho Falls*, Idaho Falls Public Schools, Central and Junior High, Eagle Rock, Eastside, Emerson, High, Riverside.

ILLINOIS—*Evanston*, Dewey.

KANSAS—*Lawrence*, Woodlawn.

NEBRASKA—*Dover-Foxcroft*, Grammar, Pleasant Street.

MARYLAND—*Chevy Chase*, Public.

MICHIGAN—*Adrian*, Adrian Public Schools, Garfield, Jefferson, Junior High, Lincoln, New McKinley, Old McKinley, Senior High; *Sault Ste. Marie*, High.

MINNESOTA—*Minneapolis*, Logan.

NEBRASKA—*Omaha*, Miller Park.

NEVADA—*East Ely*, Public.

NEW JERSEY—*Asbury Park*, Bond Street, Bradley, High.

NEW YORK—*Lockport*, Emmet Belknap.

OHIO—*East Cleveland*, East Cleveland Public Schools; *Marion*, Lincoln, Mark Street; *Toledo*, Arlington, Glenwood, Harvard, Walbridge.

OREGON—*Boring*, Public; *Washington County*, District Number 7, District Number 13, District Number 23, District Number 29.

PENNSYLVANIA—*Chester*, Harvey, Jones, Martin; *Kane*, Central, Clay Street, Sub-High, Welsh Street, West Side; *Radnor Township*, Wayne Primary; *York*, York Public Schools, Arch Street, Burrows, Central Grade, Cherry Street Junior High, Continuation, East King Street, Franklin, Garfield, Hannah Penn Junior High, Hartley, Jackson, Jefferson, Lincoln, Madison, McKinley, Noell, Pine Street, Plank Road, Princess Street, Ridge Avenue, Senior High, Smallwood, Stevens.

SOUTH DAKOTA—*Lennox*, Lennox Public Schools; *Mobridge*, Mobridge Public Schools, General Beadle, Junior High, Lincoln, Senior High; *Sioux Falls*, Hawthorne.

TENNESSEE—*Memphis*, L. C. Humes High.

TEXAS—*Dallas*, Obadiah Knight.

UTAH—*Salt Lake City*, Uintah.

WASHINGTON—*Seattle*, John B. Allen.

WEST VIRGINIA—*Clarksburg*, West End; *McDowell County*, Elbert-Filbert, Havaco, Jenkinjones, Page-ton, Thorpe.

WISCONSIN—*Madison*, Lapham.

### Three years

ARIZONA—*Ash Fork*, Public.

CALIFORNIA—*Dinuba*, Dinuba Elementary; *Fresno*, Edison Technical Junior-Senior High, Kirk; *Galt*, Galt Joint Union High and Junior College; *Hawthorne*, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Street, Fifth Street, Washington Street, Williams Street, York Street; *La Crescenta*, La Crescenta Public Schools, La Crescenta, Lincoln, Montrose; *Long Beach*, Edison Junior High, Harding Park, James Russell Lowell, John Dewey Junior High; *Los Angeles*, Annandale Boulevard, Bridge Street, Brooklyn Avenue, Canyon, Cienega, Horace Mann Junior High, Le Conte Junior High, Riggins Avenue, Winnetka Avenue, Wonderland Avenue; *Ontario*, Lincoln, San Antonio; *Richmond*, Fairmont, Harding.

DISTRICT OF COLUMBIA—*Washington*, Arthur.

HAWAII—Honokowai, Maui High, Washington Junior High.

ILLINOIS—*Chicago*, Shields; *Decatur*, Central Junior High, Dennis, E. A. Gastman, Garfield, Mary W. French, Oakland, Oglesby, Riverside, Roach, Ullrich, Warren Street; *Elmhurst*, Hawthorne; *Maywood*, Garfield.

INDIANA—*Evansville*, Fulton.

KANSAS—*Atchison*, Martin; *Hutchinson*, Central, Lincoln; *Lawrence*, McAllester; *Norton*, Junior High.

MASSACHUSETTS—*Waban*, Albert E. Angier.

MICHIGAN—*Battle Creek*, Number 3, Number 8, Number 14; *Highland Park*, Highland Park Junior College; *Royal Oak*, Madison High; *Saginaw*, Salina.

MINNESOTA—*Minneapolis*, Motley.

MISSOURI—*St. Louis*, Mason.

NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs, Prospect Avenue, South Bangs; *Camden*, Senior High; *Colonia*, Number 2; *Morristown*, Maple Avenue.

NEW YORK—*New Rochelle*, Mayflower.

OHIO—*Akron*, Kent; *Cincinnati*, Douglass Junior High; *Cleveland Heights*, Coventry; *Toledo*, Hamilton, Irvin.

PENNSYLVANIA—*Braddock*, Copeland, Hamilton, High; *Chester*, McCay, Sun Village; *Erie*, Penn; *Kane*, Kane Public Schools, Central, Clay Street, High, Special Teachers Department, Sub-High,

Welsh Street, West Side; *Redstone Township*, Braznell, Herbert, Orient, Republic, Royal; *Uniontown*, Gallatin.

TEXAS—*Dallas*, John H. Reagan.

VIRGINIA—*Lynchburg*, E. C. Glass High; *Richmond*, Franklin.

### Two years

CALIFORNIA—*Bakersfield*, Beardsley Elementary; *Fresno*, E. R. Snyder Continuation High, Fresno Intermediate; *Long Beach*, Chestnut Avenue, Jane Adams; *Los Angeles*, Berryman Avenue, Graham, Los Feliz, Malabar Street, Moneta; *Mission Beach*, Public; *Riverside*, Glenavon; *San Diego*, Chollas, Encanto, Florence, Ocean View; *San Luis Obispo*, Junior High; *Venice*, Florence Nightingale, Machado.

COLORADO—*Castle Rock*, Castle Rock Consolidated Schools.

CONNECTICUT—*South Windsor*, Wapping; *Woodstock*, Public.

DISTRICT OF COLUMBIA—*Washington*, Gales.

GEORGIA—*Atlanta*, Lee Street.

HAWAII—*Andrew Cox* Junior High, Benjamin Parker, Halehaku, Hamakua, Hauula, Honokohua, Kahuku, Kahului, Kalihiwaena, Kaupakalua, Kawai-loa, Keokea, Lincoln, Maemae, Manoa, Moanalua, Palolo, Pohukaina, Puukoli, Royal, Salvation Army Boys, Spreckelsville, Waiahole, Waialua, Waikapu, Waikiki.

ILLINOIS—*Decatur*, Grant, H. B. Durfee, H. B. Durfee Junior High, Lincoln, Pugh, Washington; *East St. Louis*, Manners, Woodrow Wilson.

INDIANA—*Evansville*, Baker, Bosse Elementary, Campbell, Carpenter, Centennial, Columbia, Daniel Wertz, Emma Roach, Francis Joseph Reitz High, Howard Roosa, Stanley Hall, Wheeler; *Hammond*, Hammond Public Schools, Lafayette, Special Teachers Department.

KANSAS—*Girard*, Girard Public Schools; *Hutchinson*, Allen; *Lawrence*, Lincoln, Quincey.

MAINE—*Islesboro*, Islesboro High.

MASSACHUSETTS—*Greenfield*, Pierce Street; *North Adams*, Mark Hopkins; *Pittsfield*, Briggs; *Stoughton*, Stoughton Public Schools, Adams, Atherton, Capen, Clapp, Dennis, Drake, High, Junior High, Smith, Supervisors Department, Tolman.

MICHIGAN—*Ann Arbor*, High; *Battle Creek*, Number 11, Urbandale; *Detroit*, Marion Law.

MINNESOTA—*Graceville*, High; *Minneapolis*, Horace Mann.

MISSOURI—*Kansas City*, McCoy.

NEBRASKA—*Omaha*, West Side.

NEVADA—*Battle Mountain*, Grade; *Carlin*, Public; *Gardnerville*, Public.

NEW HAMPSHIRE—*Hampton*, Centre.

NEW JERSEY—*Alloway*, Grammar.

NEW YORK—*Lockport*, High Street.

OHIO—*Ashtabula*, State Road; *Cable*, Wayne-Cable; *Lancaster*, Walnut Street; *Marion*, Forest Lawn, Oak Street, Olney Avenue, State Street; *New Philadelphia*, New Philadelphia Public Schools, Central, East, Front Avenue, Junior High, Schoenbrunn, Senior High, South, Tuscarawas Avenue, West; *Ravenna*, Ravenna Public Schools, Chestnut Street, High, Highland Avenue, Junior High; *Toledo*, Beverly, Erie Ungraded, Jefferson, Jones Junior High, Newton, Warren, Washington; *Youngstown*, Parmelee.

PENNSYLVANIA—*Braddock*, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; *Chester*, Smedley Junior High; *Hollidaysburg*, Hollidaysburg Public Schools, Central, Gaysport, High, Hillcrest; *Mount Union*, Mount Union Public Schools, Elementary, High; *Pittsburgh*, Bellefield Girls Trade, Irwin Avenue Girls' Trade; *Redstone Township*, Colonial Number 3, Fibert, Grindstone, High, Rows Run, Thompson, Tower Hill; *Telford*, West Telford; *Waverly*, High.

TEXAS—*Dallas*, Sidney Lanier; *El Paso*, Crockett.

UTAH—*Logan*, Logan Public Schools, Benson, Ellis, High, Junior High, Webster, Wilson, Woodruff.

VIRGINIA—*Lynchburg*, Lynchburg Public Schools, E. C. Glass High, Guggenheimer-Miliken; *Richmond*, J. E. B. Stuart, Madison, Springfield.

WASHINGTON—*Spokane*, Hutton.

WEST VIRGINIA—*Clarksburg*, Clarksburg Public Schools, Carlile, Monticello, West End.

WISCONSIN—*Lake Geneva*, Central.

### Current year

ALABAMA—*Bessemer*, Jonesboro; *Birmingham*, Kennedy, Paul Hayne High, Ullman.

ALASKA—*Anchorage*, Anchorage Public Schools.

ARIZONA—*Casa Grande*, Casa Grande Union High; *Phoenix*, U. S. Indian.

CALIFORNIA—*Avalon*, Santa Catalina Island; *Bakersfield*, Norris; *Calipatria*, Bonita; *Cypress*, Public; *Descanso*, Public; *Fresno*, Columbia; *Huntington Beach*, Elementary; *Long Beach*, Edison Elementary, Franklin Junior High, Garfield, Longfellow, Orthopedic; *Los Angeles*, Chatsworth Park, Custer Avenue, Eton Avenue, Farmdale, Fourth Street, Hoover Street, Nevins Avenue, Ninety-seventh Street, One Hundred and Eighteenth Street, Orange Street, San Pascual Avenue, Santa Barbara Avenue, Victory Boulevard; *Lower Lake*, High; *Monrovia*, Huntington; *National City*,

Monument; *Ontario*, Central; *Pasadena*, Andrew Jackson, Roosevelt Part Time High, Washington Elementary; *Pomona*, Central; *Richmond*, Washington, Woodrow Wilson; *Sacramento*, Crocker; *San Diego*, Emerson, Sorrento, Washington; *San Francisco*, Farragut; *San Luis Rey*, Public; *Santa Ana*, Greenville; *Sutter County*, Board of Education; *Walnut*, Public; *Westmorland*, Grammar; *Woody*, Blake.

CONNECTICUT—*South Windsor*, South Windsor Public Schools, Pleasant Valley, Rye Street, Union, Wapping; *Stamford*, Glenbrook.

GEORGIA—*Albany*, Mulberry Street; *Cusseta*, Public; *Veazey*, Veazey Public Schools.

HAWAII—*Aiea*, Cummins, Halemano, Kaaawa, Kai-lani, Kalihi-Uka, Kawanakoa, Lanai City, Leahi Home, Leilihua, Lualilo, McKinley High, Mount Happy, Normal, Paia, Pauoa, Pearl City, Robello, Shrine Ward, Supervisors Department, Waipahu.

ILLINOIS—*Aurora*, J. H. Freeman; *Chicago*, Portage Park; *Decatur*, Decatur Public Schools, Central Junior High, Dennis, E. A. Gastman, Garfield, Grant, H. B. Durfee, H. B. Durfee Junior High, Lincoln, Mary W. French, Oak Grove, Oakland, Oakland Junior High, Oglesby, Oglesby Annex, Pugh, Riverside, Roach, Roosevelt Junior High, Senior High, Ullrich, Warren Street, Washington.

INDIANA—*Alexandria*, South Side; *Evansville*, Central High; *Fort Wayne*, Adams.

KANSAS—*Hutchinson*, Senior High; *Kansas City*, Roseland; *Wichita*, Ingalls, Kellogg, Lowell, Skinner, Washington.

KENTUCKY—*Louisville*, Margaret Merker.

MAINE—*Waterville*, Redington Street.

MARYLAND—*Sandy Hook*, Public.

MASSACHUSETTS—*Winchester*, Noonan.

MICHIGAN—*Ann Arbor*, Donovan; *Bark River*, District Number 1 Public Schools; *Battle Creek*, Jefferson, Southwestern Elementary; *Detroit*, McKerron, Psychological Clinic Department.

MISSOURI—*Kansas City*, J. C. Nichols; *Kirkville*, Northeast Missouri State Teachers College.

MONTANA—*Brookway*, Public.

NEBRASKA—*Omaha*, Comenius.

NEVADA—*Arden*, Public; *Battle Mountain*, Lander County High; *Lincoln County*, Caliente Public, Pioche Public.

NEW JERSEY—*Camden*, Central; *Newark*, Cleveland Junior High; *Patterson*, Public Number 13; *Pittman*, Elwood Kindie.

NEW YORK—*Camastota*, Junior High; *Chappaqua*, Public; *Olean*, Olean Public Schools, High, Number 1, Number 2, Number 3, Number 4, Number 5, Number 6, Number 7, Number 8, Number 9, Number 10 Number 11.

OHIO—*Cincinnati*, Dyer; *Cleveland*, Brownell Elementary, Charles Dickens, Dike, Longwood Commerce High, Quincy, Sackett, St. Clair, Sibley, Walton; *Lancaster*, Ann Street, Manor Street; *Marion*, North Main, Oakland, Vernon; *Petersburg*, Springfield Township High; *Toledo*, Burroughs, Cherry, De Veaux Park, Garfield, Indiana, Longfellow, McKinley, McKinley High, Monroe, Navarre, Office, Board of Education, Parkland, Raymer, Stickney.

OKLAHOMA—*Ada*, Latta Consolidated; *Tulsa*, Senior High.

OREGON—*Coos County*, Alder Crest, Allegany, Bandon Central, Bandon High, Base Hill, Beach View, Broadbent, Bunker Hill, Catching Creek, Central, Charleston, Coaledo, Coquille High, Cunningham, Dora, Eastside, Empire, Etalka, Fairview, Fat Elk, Flagstaff, Floras Creek, Four Mile, Gravelford, Hauser, Haynes Inlet, Johnsons Mill, Kentuck Inlet, Lakeview, Larson Inlet, Lee, Lincoln, McKinley, Merchant, Mulkey, Myrtle Point Grade, Myrtle Point Junior High, New Lake, North Bend High, North Lake, Norway, Pleasant Point, Powers Grade, Powers High, Prosper, Riverside, River-ton, Roosevelt, Roy, Seaside, Shiloh, Sitkum, South Slough, Summer, Templeton, Twin Oaks, Union High, Washington, West Side; *Salem*, Englewood; *Washington County*, District Number U-3, District Number 28, District Number 38, District Number 67 Jt., District Number 69.

PENNSYLVANIA—*Chester*, Booker T. Washington; *Lebanon*, Burrows, Miffin, Stevens, Washington; *Pittsburgh*, Ralston Industrial; *Redstone Township*, Redstone Township Public Schools, Allison, Braznell, Brier Hill, Colonial Number 3, Fibert, Grindstone, Herbert, High, Orient, Republic, Rows Run, Royal, Thompson, Tower Hill; *South Brownsville*, High; *Uniontown*, Senior High.

SOUTH CAROLINA—*Gresham*, Public; *Prosperity*, St. Phillips.

TENNESSEE—*Knoxville*, Flenniken, Park Junior High; *Memphis*, Cummings, Lawler, Madison Heights.

TEXAS—*El Paso*, Bailey, Lamar, Rescue Home, Rusk; *Texarkana*, High; *Wichita Falls*, Travis Elementary.

WASHINGTON—*Clark County*, District Number 7, District Number 8; *Spokane*, Havermale Junior High; *Tacoma*, Morton McCarver, Robert Gray, Whitman.

WEST VIRGINIA—*Anawalt*, Junior High; *Spanishburg*, Spanishburg Public Schools.

WISCONSIN—*Keshena*, Keshena Indian; *Racine*, McMynn.

WYOMING—*Cheyenne*, Cheyenne Public Schools.

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## NOTES and ANNOUNCEMENTS

AS THIS number of THE JOURNAL goes into the mails the great convention at Cleveland is in session. Plans for the July meeting in Atlanta have gone far enough to suggest that it will be rich in surprises. President Thomas of the World Federation of Education Associations reports excellent progress on the plans for the Geneva conference, July 25-August 4. Further information about these meetings will appear in the April, May, and June numbers of THE JOURNAL.

AMERICAN teachers who are planning to visit Ireland in connection with their trip to the meeting of the World Federation of Education Associations in Geneva, July 25-August 4, are asked to notify T. J. O'Connell, General Secretary of the Irish National Teachers' Organization, 9 Gardiner's Place, Dublin, C. 14. Dr. O'Connell writes, "I believe that the most suitable time for the visit would be when the delegates are on their way back

from Geneva. I have no doubt that those who wish to visit Ireland could arrange to sail for the United States either from Cobh (Queenstown) or Belfast." The Irish teachers are anxious to know before their Easter convention, if possible, how many American teachers they may expect next summer.

THE FIFTH international conference of the New Education Fellowship will be held at Elsinore, Denmark, August 8 to August 20, 1929. The Fellowship acts as a center of information concerning progressive education all over the world, giving assistance to those interested in educational work in other countries. The aim of its biennial conferences is stated as follows:

To draw together all who are seeking to practise the new ideals in education, for interchange of ideas, and for a strengthening of those bonds that unite educational pioneers throughout the world. The special object of this conference will be to discover what is

being done in different countries to put into practise in the schools the ideals, philosophy, and psychology of the new education.

For additional information write to the New Education Fellowship, Room 1607, 2 W. 46 Street, New York City.

THE DEPARTMENT of Superintendence is now receiving subscriptions for its million dollar educational research fund. The Committee on Financing Educational Research outlines the plan to raise the fund as follows:

We are proposing that each member of the Department assume responsibility for \$250, to be paid in five annual instalments. Many will prefer to pay the entire amount themselves; others will be able, through their parent-teacher associations and through local friends of education, to secure what they may not wish to pay personally, each member being entirely free to handle the matter as he desires. By this plan there would be created during the first year a fund of \$200,000, which at four percent would yield an income of \$8000, the second year \$400,000

(Continued on page A-80)



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(Continued from page A-78)

with an income of \$16,000. In five years the full million dollars would be reached, with an annual income of \$40,000, which would enable the Department to carry on a continuous study of the problems of school administration from funds entirely within its own control and independent of any outside influence or the implications or suspicion of obligation to any interest except the public welfare.

THE COMMITTEE on the use in schools of material provided by outside agencies held a two-day session at the Association's headquarters, December 14 and 15. Chairman Edwin C. Broome, superintendent of schools of Philadelphia, summarized their discussions as follows:

It is the unanimous conviction of the committee that the function of the school is to teach children how to think and not what to think. The schools belong to all the people and exist to serve all the children. It is not right to indoctrinate the minds of young people with either one side or the other of controversial questions. It is not right to use in the schools material which seeks to advertise or bring profit to any agency in the community.

IN A SUMMARY of Association income and expenditures recently sent to members of the Board of Directors, Secretary Crabtree calls attention to the fact that during the past seven years the permanent fund has more than doubled, largely through the income from life memberships. On January 1, 1929, it amounted to \$450,372.79. Mr. Crabtree further points out that the addition of 500 more life members would raise the permanent fund to half a million dollars which would cover the cost of the proposed new building.

MEMBERS of the National Education Association are rejoicing over the additional appropriation of \$50,000 which has been made available for the Bureau of Education through the regular budget as adopted by both houses of Congress. This sum is a part of a three-year fund of \$225,000 provided for research in secondary school education. \$75,000 is to be made available for the second year of this work and \$100,000 for the third year. This is a greatly needed study. Enrollment in secondary schools which was approximately two million in 1920 is now more than four million. The sponsors of this appropriation believe that when this study of secondary schools is completed it will be convincing evidence of the need for further research into our major educational problems.

(Continued on page A-83)

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(Continued from page A-80)

THE WATCHFUL eye which the National Education Association keeps over the interests of schools and teachers is suggested by the following letter which Secretary Crabtree sent to the Ways and Means Committee of the House of Representatives in connection with its study of the tariff situation:

We have just learned of a recommendation before your committee for increased tariff rates on water colors used largely in public and private schools. We are writing to caution against your granting this increase without looking into the matter to see how it affects the schools. Is not more than seventy five percent of this material purchased by the schools and by the children in the schools?

There are perhaps less than 1500 men and women counting all laborers connected with the companies making the request, whereas there are millions of children who do the purchasing. Is this request made from the standpoint of the public welfare or from the standpoint of commercial benefits? We should not object to reasonable tariff regulations but when, as in this case, there is already a rather high tariff, ought we not weigh most carefully the reasons and needs for the increase?

May we not therefore urge your honorable committee to call on your national commissioner of education, or other experts, to study the question from the standpoint of the schools and the children and to report back to you before giving serious consideration to the request?

**BEQUESTS and endowments**—Several members of the National Education Association have expressed an interest in some plan to insert in their wills bequests to the Association. Many teachers as they approach the later years of their lives have no relatives who are close to them. To what better purpose could the residue of their estate be devoted than the promotion of the ideals for which they have stood as teachers in the great work of the National Education Association? It is easy to provide for these bequests. The proper legal form is as follows:

I give and bequeath unto the National Education Association of the United States the sum of.....dollars to be used for the activities of the Association.

**PUBLIC utilities propaganda** in the schools—Persons interested in the efforts of the power interests to influence the teaching in the schools in the matter of public vs. private ownership should read the *Congressional Record* for December 5, 1928, pages 43 to 49. Copies of the *Record* may be found in any public library.

(Continued on page A-85)

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(Continued from page A-83)

**VITALIZED COMMENCEMENTS**—Readers of *THE JOURNAL* are invited to write the editor about their commencement programs. The movement for vitalized commencements is spreading among progressive school workers. Letters continue to come to *THE JOURNAL* office asking for help. The following letter is typical. Schools working in this field are asked to send Mr. Long the material requested.

I have noticed by the articles appearing in *THE JOURNAL* that you are interested in new types of high-school commencement programs. Can you give me a list of high schools, preferably those whose enrolment is under 250, that have done unique things in this field? I should like to have as many representative programs as possible.—Edwin B. Long, supervising principal, High School, Millersburg, Pennsylvania.

ON MARCH 22 and 23 the Kent State Normal College of Kent, Ohio, will formally install James O. Engleman as president and will dedicate a new training school building and a new library. Dr. Engleman was formerly field secretary of the staff of the National Education Association.

THE AUTHORS of the two articles of the *Schools That Are Prophecies* series in this issue are connected with the institutions of which they write. Mr. Butler, author of *The Pioneer Burk School* is on the faculty of the San Francisco State Teachers College; Ralph I. Underhill, who wrote *The Scarsdale Plan*, is superintendent of schools of that city.

THE FOLLOWING letter has been sent to the educational journals of foreign countries from the office of *THE JOURNAL*:

The Pact to Outlaw War has now been ratified by a sufficiently large number of the nations to assure its success. From an educational point of view this is an achievement of the utmost significance. For the first time in the history of civilization the nations by voluntary agreement have created a document setting forth a great principle in terms so simple that it can be taught to the school children of the world.

May we not invite your journal to join *THE JOURNAL* of the National Education Association and the other teachers' periodicals of the world in an effort to have Sections I and II of the Pact printed in large poster type and kept on the walls of every schoolroom? This would help to bring on the new day. It would help to prepare the next generation to save for education and other constructive uses the huge sums now spent for war.

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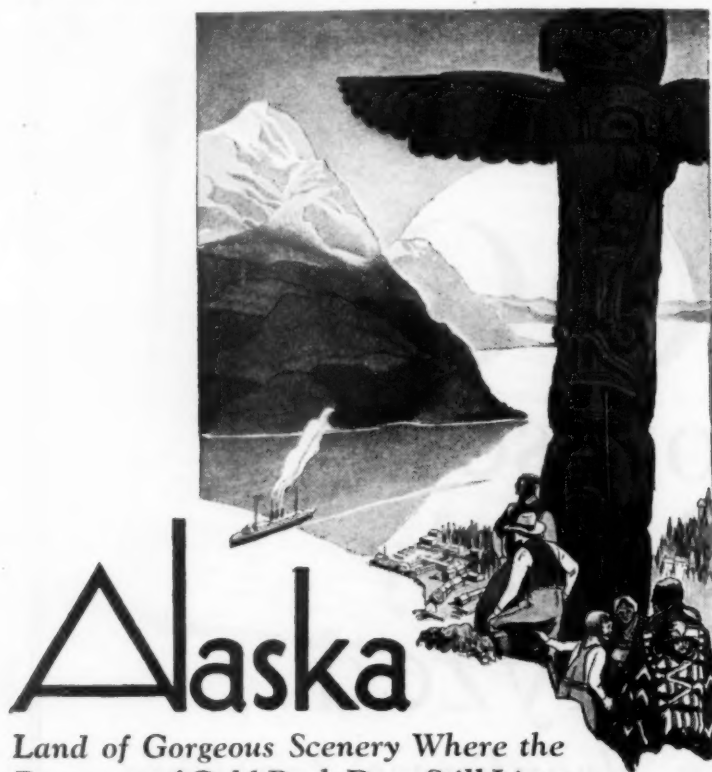
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