

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

School Costs and the Public— <i>Editorial</i>	135
A Tribute to a Great Leader	136
Art in the Rural Community— <i>C. Valentine Kirby</i>	137
Mental Health Habits— <i>Daniel Wolford La Rue</i>	140
Direct or Indirect Character Education— <i>George H. Betts</i>	141
Middletown— <i>W. Carson Ryan, Jr.</i>	143
The National Council of Education— <i>John K. Norton</i>	144
Curriculum Making for Small Towns— <i>Henry Harap</i>	145
School Nursing as a Career— <i>Elma Rood</i>	147
The Pact of Paris— <i>Schoolroom Poster</i>	150
Visual Instruction in Classroom Teaching— <i>Anna V. Dorris</i>	151
The Rights of the Child—Judgments— <i>Harold Saxe Tuttle</i>	152
The Summit Demonstration School— <i>Frank E. Willard</i>	153
The Atlanta Convention	155
Everywhere Schools Are Different— <i>Beatrice Ensor</i>	156
What is a Satisfactory School?— <i>Clarence H. Dempsey</i>	157
Growth of Allied Education Associations— <i>Statistics</i>	160
What Lack We Yet?— <i>Kenneth Lloyd Williams, J. D.</i>	161
Children's Books of 1928	162
Teaching the Number Combinations— <i>Theodore Lindquist</i>	163
Vitalized Group Study and Faculty Meetings	165
Liberalizing the Adolescent— <i>Noel P. Gist</i>	166
What is Vocational Guidance?— <i>Robert Hoppock</i>	167
Housing the Administration of Education	168
Builders of Our Profession	169

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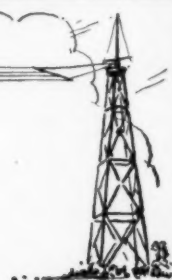
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FOR TEXTBOOKS

School Costs and the Public

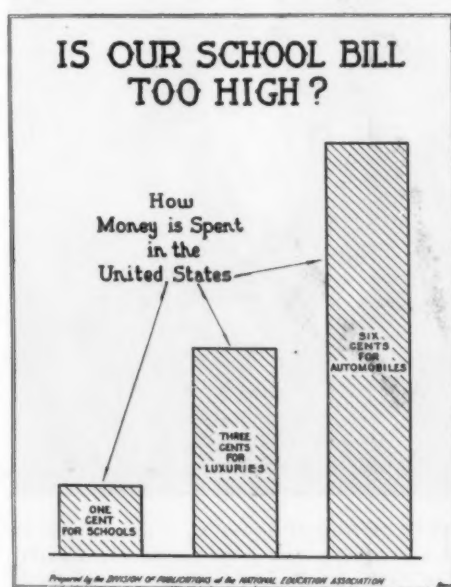
THE ATTACK on the schools—a phase of which was described in the November JOURNAL under the title of "Sanctified Squander" continues. It often does the greatest harm in communities which most need to spend more rather than less upon their schools.

The conspiracy in North Carolina—An example of what selfish interests can do by taking advantage of local conditions is the so-called Hancock law, recently enacted by the North Carolina General Assembly. This law was not drafted by the responsible school people of the state. It is so confusing that no one knows what it means. Among pernicious features of this bill are provisions which give to the state board of equalization powers which belong to the state board of education and to the local authorities; which weaken the leadership of county superintendents by lowering salaries and standards; and which seek to keep down salaries in communities that are able and willing to pay the maximum salaries to their teachers. Perhaps the attorney general and the equalization board may be able to save a bad situation by generous interpretation.

The ability of North Carolina to support schools—It is obvious that there is in North Carolina enough wealth and income to guarantee to each child a reasonable school opportunity. In 1926 this state paid in federal taxes more than \$194,000,000; for life insurance more than \$35,000,000; and had accumulated in savings banks more than \$156,000,000. In 1927 it paid more than \$197,000,000 for automobiles. Teachers' salaries in North Carolina are relatively low—an average of \$781 as compared with \$1277 for teachers throughout the country and \$2010 for all gainfully occupied persons.

How inexpensive good schools are!—It is one of the tricks of the retrenchment propagandists to set forth increases in school costs without taking into account the large expansion in other phases of our life. School costs have increased remarkably, but not so rapidly as have the demands which the public has made upon the schools. The standard of living has gone up and education is an essential ele-

ment of that standard. *How inexpensive schools are!* According to Bureau of Education figures the total expenditure per capita of population for education was only \$16.25 in 1924; \$17.15 in 1925; and \$17.50 in 1926. Divide \$17.50 by 365 and the quotient is less than five



cents a day per capita for the cost of educating the nation's children—the most important single activity of organized society.

The United States is saving about fifteen percent of its income. Certainly a nation which can show such a record need have no fears over the expenditure of 2.68 percent of its income for education. The health, skill, and purpose of the people constitute the wealth of the nation. To deny youth the adjustment which schools can give is virtually to deny life itself and to destroy the security of this basic human wealth.

What teachers can do to save the schools—The public schools are the public's schools. Let parents and citizens once appreciate their real significance and they will support them generously. Among things which teachers may do to fortify the schools against unreasonable attacks are the following:

Let every teacher and school officer make sure that the schools are doing the best work that can be done with available resources.

Let every child understand the importance of the schools in his life and his obligation as a citizen to protect and support them.

Encourage influential citizens to acknowledge their debt to the schools.

Did you ever stop to think what the school has meant in your life?

Make the birthday of Horace Mann, May 4, an occasion for a study of his contribution to American life. Civics classes, school assemblies, and newspapers may feature the work of this great educator and statesman.

In every promotion and commencement ceremony, call attention to the school's importance and its large contribution to the life of the community along lines indicated by each of the seven cardinal objectives.

Let American Education Week each year be a time of educational revival when parents, teachers, and citizens will unite in appreciation of the school and its service to the community.

Teachers are responsible not only for doing well the work of the classroom, but for seeing that the school itself is appreciated and understood in order that the work of the classroom may be adequately financed and properly protected from the inroads of selfish interests.

Efficiency counts—We need not delude ourselves into thinking that the nation can afford to do less than its best by all its youth. People move about easily and depend much upon each other. We are one in the end and our children will be more intimately dependent upon the intelligence and good spirit of their fellows than we are today. The slow and sure process of education is the only way out. Our people have started upon that way and they dare not turn back, for it is the way of freedom and achievement. All that we put into the schools comes back manyfold. We put a dollar into education and gather two from our commerce; we build technical schools and found new industries; we draw four million of our young people into high schools and lay the foundation for a new civilization. We cannot afford to starve education—fundamental alike to individual success and national security. Let us rather insist that money wisely spent for good schools is an intelligent investment which every community should make according to its resources, its needs, and its ambitions for its children.

A Tribute to a Great Leader

THE greatest administrative genius in the history of American education—that in the judgment of many is Susan M. Dorsey, retiring superintendent of the public schools of Los Angeles. The nine years of her superintendency saw the amazing growth of the city with an increase of 275 percent in the enrolment of the schools. This growth meant a vast increase in the teaching personnel and a big building program.

How Mrs. Dorsey met these tasks is shown in the school system of Los Angeles today—one of the finest in the country with an alert, professionally trained teaching staff and well-equipped, beautiful buildings.

Amid all the duties of a busy superintendency Mrs. Dorsey has found time to take a part in the larger tasks of state and nation where her influence has been felt in many ways. She has given inspiring service to the National Education Association and has influenced teachers and principals to give themselves to the important work of professional organization.

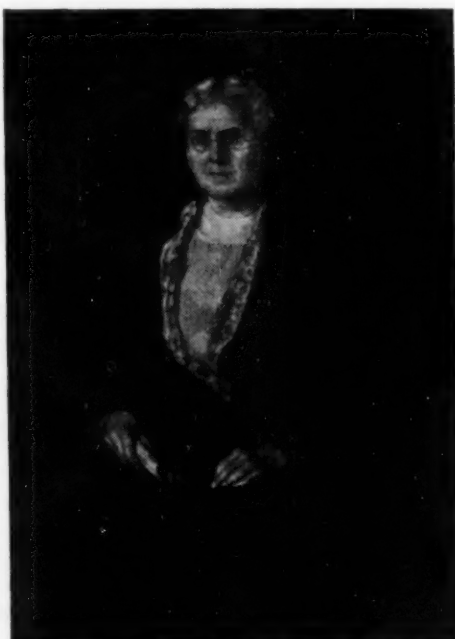
A most impressive ceremony was held in appreciation of Mrs. Dorsey at the Shrine Temple in Los Angeles on January 23. William John Cooper, then state superintendent of public instruction, presided, and C. C. Young, governor of the state, George C. Cryer, mayor of the city, Joseph M. Gwinn, president of the California Teachers Association, and the deans and presidents of sixteen colleges and universities of California were present to do honor to the retiring superintendent.

After the presentation of her portrait Mrs. Dorsey spoke. With characteristic grace and beauty of expression she set forth the attitude that has been revealed in her life throughout the years.

These caps and gowns are not worn today for any person, they are worn as a testimonial and a tribute to the many college men and women who believe that public education is worthy of their constant study. We have thousands of doctors of law and doctors of many other things in our universities in these days who believe it quite as important for civilization to understand the heart of a little child as to measure a planet.

Even as you look at these nine years may you take heart, for surely there will be a more promising day than any we have known; when little children will be better born and better bred, when the influences and agencies that now weaken their wills, vulgarize their sensibilities, hamper their inno-

cent activities, thwart their worthy ambitions, and even sometimes destroy their souls, shall be less powerful because education will have done more completely "her perfect work" by realizing and energizing the constructive forces of men and nations. For is that not, after all, the beginning and the end of education?



THIS portrait of Susan M. Dorsey hangs in one of the new galleries in the Exhibition Park Art Building among the portraits of noted people. She is wearing the robes of a doctor of laws of the University of California which degree was conferred on her by the state university, by Pomona College, and by the University of Southern California. The painting of the portrait was made possible by the eager contributions of devoted teachers. From the surplus contributed there will be established a scholarship for teachers.

Among the many tributes to Mrs. Dorsey is this statement by Walter S. Hertzog, Director of the American Historical Research Division, in speaking of her achievement in building up the Los Angeles schools:

No such educational growth has ever been recorded in the history of the world. When the history of the Los Angeles school system has been written, it will be found that the master hand back of this tremendous development in public school education was none other than that of Mrs. Susan Miller Dorsey. Due to her scholarship, forethought, gentleness of character, strength of mind and vision of the future, Los Angeles has emerged and advanced to a leading position among the great educational systems of America.

All departments of the school system unite in their appreciation of her. Flora D. Smith, director of the Division of

Americanization, tells how Mrs. Dorsey met the opposition to the bill providing for adult education for immigrant women:

Unwilling to accept disappointment and discouragement because of lack of interest in this educational departure in an uncharted field, the undaunted and devoted friends of the Home Teacher Act petitioned that Los Angeles be chosen as a demonstration station.

It was most fortunate that among the socially minded executives in the Los Angeles School Department was a woman not bound by traditions, whose knowledge of the past gives her a clearer insight into the future, who is an idealist, but is not visionary or impractical, and who is interested in blazing new trails in educational procedure, our inspirational leader and understanding friend, Mrs. Susan M. Dorsey.

One of the surest tests of a person's worth is the feeling held toward him by those who work side by side with him. This tribute by the superintendent's clerical force shows what kind of woman they found her:

Sane, sound, sensible; interested, considerate, loyal; just, yet above all, human; unselfish, untiring—the finest possible example of promptness and devotion to duty; expecting of others no more than she expects of herself, but placing so much confidence in her coworkers that it would seem incredible that even one should have betrayed that trust; appreciative to such a degree as ever to call forth renewed effort to please; most womanly with all her extraordinary ability in the world of affairs; full of the "milk of human kindness"; not over us but always with us and of us; no whit of a "boss" but a thoughtful, kindly overseer—a true guide and friend; THAT is our Mrs. Dorsey—the Mrs. Dorsey whom we in our daily associations and contacts have seen and come to know.

John B. Beman, president of the Board of Education of Los Angeles, gave this as his summation of her abilities to accomplish her task:

Mrs. Dorsey has been able to accomplish all this because she has a plan of life. She is a practical idealist. She is able to sense the true relationship of all things connected with her task. She has been always alert to the fundamental essentials of expert administration. Because she has in all things been able to view the system as a whole, the various phases of her endeavors have been in due proportion and just correspondence. Her uniform and gentle courtesy to the Board, to her coworkers, and to the constituent elements and citizens of the community springs from a due regard for the rights and opinions of others as well as their responsibilities and problems. Firm in her convictions, she has ever a wise suggestion for the solution of problems, and her sincerity and fairness are guarantees that confidence in her will not be misplaced.

Art in the Rural Community

C. VALENTINE KIRBY

Director of Art, Department of Public Instruction, Harrisburg, Pennsylvania

EXHIBITS of children's art work have impressed intelligent observers with the purposeful aims and objectives of our presentday art instruction. They see the opportunities that are provided for the free play of the imagination and the creative spirit. Likewise there have been favorable impressions because of the intimate relations that have been established between art activities and various school studies, and between the school, the home, and the community. Our impressions, however, for the most part have come from exhibits representing larger and more favored communities, while less fortunate children in rural communities have had little, if any, consideration. In other words we have focused our interest and attention on higher peaks of accomplishment and have not had the same consideration in providing for the inalienable right of the boys and girls in the rural communities.

The child in the rural school has precisely the same need as the town or city child for sense training and free creative expression. He has the same need for the development of taste and appreciation in appropriate and becoming dress and the consistent furnishing and decoration of the home. Among these children is found the same ratio with exceptional gifts and promise. These should be guided and conserved for their possible contribution to some branch of the arts.

The little rural school is gladdened by the joyful illustrations or constructive handwork of the children. It is enriched and made a happier place through the children's own color work and the color prints hung upon otherwise barren walls. With a realization of these needs, we have tried in Pennsylvania to interest school directors and county superintendents and, through teacher-training in art education, to provide a cooperative effort that would bring the things hoped for to pass.

Outstanding among the counties in Pennsylvania are the accomplishments in Westmoreland County. Three years ago the superintendent of schools in this county made provision for employing a supervisor of art for its rural schools and an exceptionally devoted and effective young woman was secured. The results were so favorable and pronounced that

this past year eight supervisors were employed. Three years ago, twelve districts introduced art supervision into their schools; this year twenty-four districts have provided art supervision. Three years ago one art supervisor was provided



CONSTRUCTIVE handwork in rural schools. The boys learned about the architecture of their building in making this model.

for eleven districts under the direction of the county office, and one art supervisor gave all her time to one district that desired closer supervision.

This year there are four art supervisors working under the direction of the county office, representing twenty districts, and 550 teachers; and four independent supervisors working in four different districts, representing 184 teachers.

The first year twelve districts were served by two supervisors at a total cost of \$3700. The third year twenty-four districts were served by eight supervisors at a total cost of \$15,535.

A taxpayer in one district said that although they had a thirty-two-mill school tax, they would not dispense with their art supervisor.

One of the assistant county superintendents in appraising the work said that the teachers had caught the art spirit. It was noticeably reflected in their attire and personal appearance, affecting the children as well. The schoolrooms became neat, orderly, and beautiful. Ideas of fine and appropriate decoration were noticeable in the way of landscaping and beautifying the school grounds, and these same ideas carried to the home. It was learned that parents were referring to their children for decisions relative to the best selection in lamps, wall paper, and rugs. Moreover, it was reported that the art influence had reached far beyond the art period and enriched the whole school, the home, and the community life.

The young woman who was chosen to inaugurate this work is one of the most interesting and effective supervisors I have known. She was devoted to the idea of doing all in her power to enrich and beautify rural community life. Although she held a master's degree and refused flattering offers from higher institutions, she accepted a position as art supervisor to visit rural schools in this county, both agricultural and industrial in character. The following excerpts are from her letters:

I always want to be a pioneer. I want to go into the most hopeless situation.

I believe that this work is going over, and it makes my heart sing.

I am almost exhausted at night but I am all right the next morning.

I take my kodak along.

It is a wonderful adventure, just what I want my life to be—always a wonderful adventure.

It is apparent that while we must have the combined interest of school director, superintendent, and teacher, success depends largely upon the spirit, ability, and leadership of a well trained supervisor of art. Such a supervisor should be an official member of the county superintendent's staff.

The small community cannot successfully compete with the larger and wealthier district in securing the services of the experienced and better prepared supervisor, but it is possible for several districts to combine and pay a more adequate salary. Better a good art supervisor dividing his time between several districts than a poor "amphibious" supervisor trying to



VISUAL art is one of the tools of learning. Country children have so many of the beauties of nature around them that they are apt to grow indifferent. A study of the animals they know with attention to their characteristics will help them to gain a new insight into natural objects.

do justice in several fields—art and music for example. In Pennsylvania certain assistance comes to districts employing a supervisor of art through state aid based upon the type of certificate held by the teacher and the classification and wealth of the district. This state aid is from thirty-five percent to seventy-five percent of the salaries paid.

The interest in rural school art throughout the state has been encouraged further by the art exhibitions and contests in connection with the annual "play festivals" which occur during the month of May. County superintendents have arranged for a showing of the work done in rural schools. Competent judges have awarded prizes and in some instances pupils have made drawings and designs "on the spot," just as others have engaged in athletic contests.

If these children are going to be allowed to draw, design, construct, and paint like their more fortunate fellows, they must have paper, crayons, and paints. One young teacher starting out from a normal school and believing in the importance of the subject in the rural school requested the most necessary materials for drawing, color study, and handwork. Her modest request being rejected, she refused to be disheartened and made use of wall paper samples, colored papers from old magazines, and other waste materials for constructive handwork. She made her own paste and purchased colored crayons from her own purse. Shortly

after a directors' meeting was called in the school building. In the meantime, barren walls had been transformed by the work of the children. This silent appeal to the directors helped to bring a generous allowance for supplies and the greatest encouragement has since been given. One teacher, a man with perhaps less ingenuity, wrote as follows:

The board of directors is as interested in art and its establishment in the schools as a

South Sea Islander is in snow shoes. The subject has never been taught in this district.

One cannot expect the children to show any great zeal in something that their parents unanimously condemn as foolishness.

There is needed the gift of salesmanship—in some cases even super-salesmanship, but school directors will react favorably to art instruction in rural schools if it is properly presented and explained and has practical applications to the rural school and the community life.

Following are some comments from teachers in rural schools where art work has been introduced for the first time:

1—*Appreciation of beauty*—It has developed a desire both within and without the school for the finer and more beautiful things of life.

2—*Appreciation of nature*—Children have learned to see nature with new eyes and developed a love for flowers and birds.

3—*Appreciation of the fine arts*—Children have had their first opportunity to know some of the masterpieces of great artists.

4—*General effect on pupil and school*—Children have shown a new interest in school. Easier to discipline. Has taken the "drab" out of school life. Has broken the monotony in usual school program. Home life often dull and uninteresting—school life has been brightened by color and handwork.

5—*Develops civic pride*—The interest in art has led to a desire to improve conditions in home and community.

6—*Correlation with other school studies*—The drawing clarifies ideas and leads to better understanding of problems. Provides valuable activity and employment much needed in rural schools. Has brought neatness and beauty in written lessons.



IN THE interests of health. Health rules are inculcated most quickly by having the children work on such projects as these posters. To be able to draw a poster which will have an appeal they must know the facts about their subject. Their knowledge of health rules will not soon be lost.

7—*Home decoration*—Should fit children for making more comfortable and beautiful homes in later years.

8—*Special abilities*—Talent is being discovered that would otherwise lie dormant.

The influence of the art lesson has frequently reached beyond the lesson period in interesting directions. Usually the "little red schoolhouse" isn't red at all—in fact it is colorless, with bare grounds and frequently some unsightly outbuildings. But now comes real "applied" art. A discussion leads to a choice of cheering but inexpensive sash curtains, sometimes stenciled with appropriate design and color; the interior is painted a warm buff or ivory color to counteract the gloom of blackboards; color prints are chosen and carefully spaced and arranged. Perhaps there is no money for prints but there are beautiful paintings reproduced perfectly on the cover of some magazines. The ten cent store provides several really good pieces of pottery—a vase for flowers, etc. Some of the older boys apply the art lessons to landscape design. Local shrubs are transplanted and placed to accent corners and other appropriate spots or to aid in concealing objectionable fences and outhouses. Flat stones are laid to provide a winding and somewhat "artistic" path to the school. Each Arbor Day sees a definite step forward in the development of this landscaping project. As a final touch, a small committee provides a sign announcing one's approach to the "Turkey Creek" school.



H EALTH ideals through posters. Work with paints and pictures has brought color into the lives of the children. They have learned how to brighten their surroundings through this new appreciation of the beauties of color and line. The artistic impulse can be awakened in all.

The country child has the advantage of the environment of wooded hills and flowers and birds, and a general stimulation of beauty of line, form, and color. He is fairly immersed in beauty but "his eyes have no clear vision." He has "buttons where his eyes should be" and he needs to direct his attention and to record the interesting facts found in "God's world" about him. The country boy has

need for skill in constructive handwork in order that he may meet the many demands for ingenious craftsmanship later on. Skills will be developed through such joyful occupations as the translation of farm animals into painted movable toys, and the making of automobiles, airplanes, bird houses, etc. He will learn to letter and "print" the various signs for the sale of produce, so conspicuous today along much traveled highways. He makes posters and thus helps to spread through the community graphic lessons of health, fire and accident prevention, conservation, and good citizenship. Lessons in design and color applied directly to choices in clothing and home furnishing encourage the purchase and correct use of finer and more beautiful manufactured objects. The framed color prints on the school wall carry a lesson home with the promise of finer pictures on home walls. Altogether it would appear that art has a significant mission in rural community life and while it may not be absolutely depended upon to "keep the boy on the farm" it will, in a large measure, add to the beauty and consequent richness and contentment of that life.

Here is a true story of a noble teacher and her experience in leading some small country boys to the great Carnegie Museum in Pittsburgh. With eyes "bulging out" they contemplated the imposing exterior and from one small boy came the following: "Gee! I'll bet that building cost a thousand dollars!"



E VERY child enjoys creative work. By allowing them to use their imaginations the art teachers cultivate their artistic abilities. They learn to observe things about them and to express what they see in pictures. Love of this form of selfexpression is inherent in every child.

Mental Health Habits

DANIEL WOLFORD LA RUE

BUT break my heart, for I must hold my tongue." Why must the heart break when speech is impossible?

A stream of nervous energy is constantly sweeping into the brain and out again. This stream of transmission, supporter of our conscious life, rises and falls, roughly in measure with our emotional condition. As the many units of your radio set may be tensely or laxly charged, so may the many million cells of the brain. With regard to the condition of "bottled lightning," James has given us ample warning. The amount of "lightning" in our nerves depends, like the amount of air in a bagpipe, on relative intake and outgo.

The stream of transmission rather regularly flows through certain open channels, leaving other possible ways closed and unused. These open channels represent our habits. Those that are important for mental health are likely to be formed by an outgush when tension is high.

First habit, then: Temper your ways according to the tension you can stand. Leave thunderbolt thrills to the blasé.

Second habit: Be careful what you do while you are getting your thrill. The channels opened under pressure of powerful emotion are wide and deep. The currents of mind and deed will long flow in them. One youth has an emotion, reduces his tension by stealing something, feels relieved. Another has a similar emotion but wins his relaxation and relief through prayer. Ten years from now, unless something interferes, one will still be stealing and the other singing "Sweet hour of prayer."

In such a way do we tend to move downward or upward in our nervous systems, to "regress" or to "sublimate." And "easy is the descent to Avernus." Cultivate in your brain those regions you want to live in.

Here is a new value for the hobby and for humor. They afford us innocent ways of reducing dangerous neuromental tensions. And always cherish, as one of your hobbies, a faithful confidential friend. It is speech, and not silence, that is golden when mental deflation is necessary to avoid a blow-out.

Third habit: Let emotion rise into reason. Rousseau takes Émile into the forest, loses him, rouses in him the feelings of fear and distress. When he begins to cry,

Rousseau teaches him to think, to think his way out. This is one of the most revolutionary bits of education known to me. The lesson for us here and now is, Learn to reduce emotional tension by thinking. Afraid of your school? Think. Disgusted with your principal? Think.

DON'T be like the mad king, Lear, who had "ever but slenderly known himself." Test out your traits and the strength of your powers.

Make a mental blueprint of the kind of personality you admire. Then do your mental daily dozen and grow to plan.

Have a mental constitution. Wise investors have principles on paper, which they refuse to violate no matter whether the stock market is at fever or panic. You, too, make some cool rules for hot moments.

The athlete has a right to rejoice, modestly, in his fine physique. He has worked for it.

Do you know of any other individual pleasure equal to that of being a healthy, well poised personality? You can look with perfect equanimity upon those who have merely material possessions.

Oppressed with your worthlessness? Think. Many a teacher is enjoying only a fifty percent success because he keeps his emotions in such a flux that his wits won't work.

Of course, where the native and instinctive response is appropriate, enter into and enjoy it. I would hardly recommend thought as a substitute for laughter, unless it is the loud laughter that speaks the vacant mind. But nature gave you the top of your brains so you can do just what the lower animal does not do very much—think. So in the troublesome cases, let the rocket of your emotion burst into the stars of thought.

This does not mean that you banish your feelings, or the enjoyment of them. The "purely intellectual" person, in this sense, is a pure fool.

So important is this third habit that you scarcely need any other for mental health; that is, it will discover for you whatever else is needful. It will help you to recognize your problems and to meet them in a frank, honest, openminded way; it will help you to assimilate all your experiences to that important body

of experience which you call your "self."

Fourth habit: Point your energies outward. The lower animals do this instinctively, and remain healthy minded. But we superior creatures have inferior liberties; we can not naively discharge our emotions, as fast as they arise, in fight or hunt or the burying of bones. If we could, we should have less need to think, so far as mental health is concerned. But our energies dam up. The outer world shuts us into our shell. Repression and worry and conflict ensue. Inhibition becomes the burden of our lives. But it is a blessed burden. "All good things come out of opposition," said Heraclitus, and here is a case of it. Here is the source of our romantic love and our highest thought. But our third motto, "Think," must here be supplemented: "Think what to do."

Let us discharge our fears and worries, then, by discharging our energies in wholesome speech and action. And let us avoid the type of day-dreaming that cuts us off from the world and yields us naught but the dream—very different from ideal-building. Even a happy oyster, shut up in his shell, is hardly a fit subject for a painting. Here, again, the life-career plan saves us. Uncork and pour your energies into the world, for joy and duty's sake.

Fifth habit: Think highly of yourself—your self. For why should the spirit of mortal be cowed? We are only a little lower than the angels, and still going up. Let us be a royal guild, and treat each other royally. We cannot quote too often the two familiar lines in which Tennyson has given us a whole course in personal mental hygiene:

Selfreverence, selfknowledge, selfcontrol,
These three alone lead life to sovereign power.

One who lacks selfrespect seems to lack the very nucleus of soul growth. Selfknowledge requires as careful study as we would make of a machine if we were going to manage it. Selfcontrol is best attained, not by constant scrubbing with that old Dutch cleanser of the mind, a New England conscience, but by doing what reason tells you needs to be done in order to achieve that great and good purpose you have adopted.

Sixth habit: Practise the other habits!

Direct or Indirect Character Education

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PROPOS of the present widespread interest in character education the friendly disagreement between two schools of thought, perhaps best represented by Charters and Starbuck, respectively, has fundamental significance.

Says Charters (in effect): "The approach to character education should be *direct*. You must know what *traits* you want and go after them. You must start with the traits themselves and then find or devise situations to give these traits expression."

Says Starbuck (in effect): "The approach to character education should be *indirect*. Start with *situations* which involve the expression of fine traits of character—stories, historical incidents, biographies, cooperative group activities. The child will receive an impression and respond to a stimulus which will insure adoption of the desired traits.

Direct or indirect? That is the question, therefore. But this is a question of much wider scope than has been explicitly set forth in many of the discussions upon it. Both Starbuck and Charters, as well as most others who have considered the problem, have for the most part treated it as if the terms "direct" and "indirect" apply to method solely as it touches the *pupil*.

Such is not the case. There are at least five or six major factors connected with the school that share in the problem. It is the purpose of this article to show the meaning of *direct* and *indirect* method in character education as applied to these several factors and to point out certain implications which follow. The factors considered are the school *administrator*, the *teacher*, the *pupil*, the *curriculum*, the *time schedule*, *pupil management*, or *social life and control*.

"*Direct*" and "*indirect*" method as applied to the school administrator. The approach to character education may be either direct or indirect for the superintendent or principal. For this officer the approach is *indirect* if he hopes, expects, or assumes that a satisfactory character outcome will result from the work of the school, but takes no definite measures further than to provide for the ordinary school program as good conditions as pos-

sible. He believes, probably correctly, that arithmetic, grammar, history, and science properly studied will in some way build character. He may even believe that to attempt to teach character directly will defeat the purpose.

The approach to character education is *direct* for the administrator who makes

THE CONTENT of the magazine (*Citizenship through Character Development*, Boston Public Schools) furnishes an illustration of a fact with which I have long been greatly impressed. In every school system there is a huge mass of unrecorded specifics, many of them of superior excellence, about which the school system as a whole knows nothing; and one of the most fruitful functions of the central organization of a school system is to collect this unrecorded material and so make the best practices of the best teachers available for the use of all teachers. While the Boston material is interesting in itself, it is of greater value as indicating the type of thing that city and state school systems may profitably do if moral instruction is to become rich, resourceful, and vivid.—W. W. Charters in *The Teaching of Ideals*.

this objective a definite, announced, actively functioning part of his policy. He may be no more keenly aware of the responsibility of the school for character outcome than one of the *laissez-faire* type but he assumes his share of the responsibility, not taking it for granted that what he hopes or expects will come to pass without effort or care on his part.

An active policy on the part of the school administration looking toward character education finds expression at present in various school systems in such activities as these:

1. Taking steps to see that teachers, principals, and supervisors are "sold" on the idea of character education and intelligently informed in its objectives and methods.
2. Putting into effect a scheme by which plans and curriculums for character emphasis shall be cooperatively worked out by teachers, principals, and specialists.
3. Providing for counselors or personnel workers, physicians, nurses, and psychologists, as the size of the school system will permit, who will advise with pupils and cooperate with truant officers, juvenile courts, and with teachers on request.

4. Employing specialists (in larger school systems) who plan experiments and researches, and in general do for character education what such workers are now doing for such subjects as arithmetic, language, etc.

An increasing number of superintendents are adopting the direct as against the indirect method for character education so far as their own responsibilities and functions are concerned.

As applied to the teacher. The teacher, like the superintendent, may use the direct or the indirect approach to character education in his general policy and plan of work.

For the teacher the method is *indirect* if he teaches his subject as well as he can as a subject but without any particular attempt to create or emphasize curriculum or schoolroom situations calculated to stimulate certain character traits consciously set up in his own mind as objectives for his pupils. He hopes, perhaps believes, that good character is forming in his pupils, but, so far as he is concerned, it comes as a byproduct. He may even believe that to make specified traits of conduct a schoolroom objective would defeat their cultivation.

On the other hand, the teacher who adopts the *direct* method has consciously in mind certain definite character objectives for his pupils in the way of traits to be cultivated. In order to encourage the pursuit of these traits he seeks out situations in the curriculum for their emphasis, provides and takes advantage of life situations in the school, tries to work out methods to define and motivate desirable traits of character.

As applied to the pupil. Whether the method of instruction is direct as it comes to the pupil is a question of the pupil's own psychology. For all the other factors we are discussing can be direct while character education still remains indirect for the pupil.

The method is *indirect* for the pupil just so long as he is not aware that his own traits of character are being aimed at. Superintendents and school boards may plan and put into effect their policies; experts may carry on experiments; committees may make reports; teachers may select lists of character objectives; the curriculum may be modified to favor

character emphasis—and the pupil all this time be entirely unconscious of the planning and plotting on his behalf.

The essence of the indirect method as regards the pupil is to emphasize *situations* in which desirable traits are exemplified, rather than to urge selected traits themselves on the child. The trait or traits intended for emphasis may even be named and discussed and their value emphasized but no attempt is made at a personal application to the pupil. He is not made to feel that he is being preached to or that virtue is being thrust upon him. Courage, loyalty, kindness are represented by story, biography or, better still, in actual deeds performed by members of his own group; but the teacher will avoid saying, "Now don't you think *you* should be brave, loyal, or kind?"

If the purpose is to make the method *direct* for the pupil, the emphasis is on the *traits* and trait-actions *with personal application of them to the pupil*. In this case he is made conscious of the trait in question as an objective for his own conduct. Effort is made to cause him to desire the trait and situations provided to insure its practise. In other words, *ideals* are defined and ways devised to motivate their pursuit. Perhaps a list of traits is decided upon by pupils and teacher together and the trait-actions necessary to their development discussed. Possibly one trait is taken at a time for a week of emphasis. A slogan is adopted. Stories are found and read. Incidents are reported. Opportunities are sought for carrying the trait into action. Violations of the trait are noted and penalized. In younger grades an honor list of names may be posted of those whose trait-actions are approved. Attempts may be made even to test the progress attained in achieving the trait. In short, definite forms of behavior for the pupil are specifically named and directly sought.

As applied to the curriculum. For the curriculum the method is *indirect* when its content or organization is not shaped with a character purpose definitely controlling any of its aspects. Other considerations such as knowledge, general culture, or various skills are its main objectives. True, the curriculum may contain many situations, as from literature, history, civics, which are distinctly suggestive of desirable character traits but this material is not selected primarily with that purpose in view. Character is assumed as a byproduct. In similar manner, the method employed in instruction may present situations which have distinct character value, as when a cooperative class

project in geography is undertaken, not because of the value of this method for growth of character, but because the method secures better work in geography. Determined from such a point of view, whatever effect the curriculum has on character development is arrived at indirectly, the conscious purpose of it lying in other directions.

If the curriculum is to aim *directly* at character effect, this purpose must be reflected in its contents and organization. Some of its materials must be there because it is believed they are especially adapted to present situations representing desirable traits of character or condemning undesirable ones. The purpose to provide through the curriculum such experiences as will furnish motive or pattern for right action must be explicitly evident. The method employed in presenting the curriculum to pupils must be determined in part by the relation of this method to character building. For example, if the curriculum is to aim directly at character the "contract system" will be used not alone because it may secure better results in knowledge and skill but also because this method will cultivate such traits as *responsibility, industry, initiative*. The project principle will be employed not alone because it may result in the learning of bigger and better lessons but also because it will provide opportunity for developing *cooperation* and *independence*.

As applied to the time schedule. The application of the two terms here is so evident as hardly to need statement. A superintendent writes me: "All our teachers are keenly conscious of character objectives in their instruction. They choose their materials and shape their methods with this aim prominent among the results they seek to accomplish. We have overhauled our curriculum to discover points at which character emphasis may well be placed. We have added some new matter to take care of character needs. But we do not assign any program time to such instruction, thinking best results can be obtained by leaving the time and place of emphasis to each individual teacher." For the time schedule the method in this school is manifestly indirect, though it seems to be direct for administration, teachers, and curriculum. Whether the method is direct or indirect for the pupils does not appear.

Representing the *direct* method as applied to the time schedule are such schools as set aside a class period, say once a week, for character lessons, though they are not always so named. In some schools

the assembly hour is occasionally used for this purpose. In others, teachers are allowed to select the periods to be used for character instruction but it is understood that occasional class periods are to be devoted to this subject.

As applied to pupil management. The school is a social organism. It has a life of its own and certain activities to perform. Because its life is group life, various regulations or laws are required. Classes must be moved, order maintained, conditions for work preserved, personal rights observed.

If the life of the school is organized with the purpose primarily of allowing the school machinery to run smoothly and effectively, letting the effect of this set of relationships bear what incidental relation they may to individual character development, then the method is *indirect* at this point. It is probable, for example, that many sets of rules and regulations are planned primarily that the school may function smoothly as an organization, rather than that pupils may develop self-control, cooperation, respect for constituted authority, dependability, and other traits which naturally spring out of the extracurriculum relationships of the school.

Other hundreds of schoolrooms scattered through many school systems have been organized on the basis of cooperative control—pupils and teacher together working out the law of the school on the lines of a true democracy. The purpose in these schools is to acquaint the pupils with social responsibility, train them to selfcontrol with respect to the rights of others, and in general cultivate those traits of character that go with helpful cooperation in a properly functioning social order. The approach to the character objective is here very *direct*.

Shall the approach to character education in the schools be direct or indirect? For the administrator, *direct*. Otherwise no consistent and continuous emphasis will be placed on character outcome throughout the school. *Laissez-faire* has been weighed in the balance and found wanting.

For the teacher, *direct*. If he does not have in mind the qualities of character he seeks to develop in his pupils and plan his instruction with this in view his responsibility has not been fulfilled. It is a truism in education that only those objectives which are clearly defined and faithfully sought are actually achieved.

For the pupil, *both direct and indirect*. The psychology of childhood and youth

would seem to dictate that for those below the age of selfcriticism, ideal-forming, awareness of the self, the approach should be predominantly *indirect*. The *situation* rather than the *trait* should receive chief emphasis. With adolescence, however, comes a keen and critical interest in the self and its qualities. This is the age of ideals. With skilful handling the method for this period cannot be too direct. No problem will more appeal to youth than how to attain the qualities that will make them strong, popular, successful. Even for this age, however, indirect emphasis should also continue.

For the curriculum, *direct*. Curriculum content is, or may be, a large factor in defining desirable character traits and

stimulating their pursuit. Some proportion of the curriculum should be determined with this objective definitely in mind.

For the time schedule, largely, but not wholly, *indirect*. In most cases the teaching of desired traits and attitudes can probably best be done in connection with regular class procedure or the ordinary run of extracurriculum activities. Every teacher should feel free, however, to omit arithmetic or language for a period now and then and give the time to consideration of character problems as occasions arise. In some current experiments (Detroit and Des Moines) the teachers are under direction to take an occasional class period for this purpose. For high-school

students, who may well approach the question of character directly, definite time should be assigned for lessons and discussions.

For pupil management, *direct*. Character probably forms faster in connection with extracurriculum associations than under the formal instruction of the classroom. Pupils should be given the largest measure of responsibility for the group life of the school which their development enables them to use successfully. The organization and management of the school should aim first of all at making it a true democracy where good traits of character are at a premium. If this is well accomplished there will be no trouble about the smooth running of the organization.

Middletown

THE TWO boys and the oldest girl all quit because they hated Central High School. They all loved the Junior High School down here, but up there they're so snobbish. If you don't dress right you haven't any friends." "I don't know how we're going to get the children through college but we're *going* to. A boy without an education today just ain't *anywhere*."

To get points of view like these, so essential to any real understanding of the work of education, it is necessary to go out in the community, study it as a functioning institution, and then stand off and look at it precisely as scientists would a bit of tribal life in the South Seas. This is what the Lynds have done in *Middletown*, which is, to use Clark Wissler's phrase in the foreword, "a pioneer attempt to deal with a sample American community after the manner of social anthropology."

In *Middletown*, which is a rather easily recognizable Midwestern city of 35,000,—

The school, like the factory, is a thoroughly regimented world. Immovable seats in orderly rows fix the sphere of activity of each child. For all, from the timid six-year-old entering for the first time to the most assured high-school senior, the general routine is much the same. Bells divide the day into periods . . . As they grow older, the taboo upon physical activity becomes stricter, until by the third or fourth year practically all movement is forbidden except the marching from one set of seats to another between periods, a brief interval of prescribed exercise daily, and periods of manual training or home economics once or twice a week . . . The lesson-textbook-recitation method is the chief characteristic of education. For nearly an hour a

teacher asks questions and pupils answer, then a bell rings, on the instant books bang, powder and mirrors come out, there is a buzz of talk and laughter as all the urgent business of living resumes momentarily for the children, notes and "dates" are exchanged, five minutes pass, another bell, gradual sliding into seats, a final giggle, a last vanity case snapped shut, "In our last lesson we had just finished"—and another class is begun.

They all believe in education in *Middletown*, though the "business" group, representing twenty-nine percent of the population, rather take schooling for granted, while the "working people's" group, the other seventy-one percent, tend to look upon it with all the fervor of an old-time religion. Vocational training is the one field where *Middletown* has frankly commandeered education to meet community needs. "For a long time," the authors quote the president of the school board as saying, "all boys were trained to be President. Then for a while we trained them all to be professional men. Now we are training boys to get jobs."

How *Middletown's* community life is affected by the two groups referred to—those of "business" and "workers"; marked differences in the Binet intelligence scores of the first-grade children belonging to the two groups; women's changed industrial status from the days when graduation essays bore such titles as "Woman Is Most Perfect When Most Womanly" and "Cooking the Highest Art of Woman" to the attitude represented in the brisk slogan of one of *Middletown's* recently organized business women's luncheon clubs—"Better business women for a better business world";

the essential difficulties represented by a community in which material development is more easily grasped than human and personal change; these are but a few of the significant items in this study of an American Community.

If a social approach is fundamental to education, then *Middletown* is one of the most important educational books of recent years. Seldom have the discrepancies between life and the education a community offers been so vividly portrayed. Like hundreds of other communities, *Middletown* "employs in the main the psychology of the last century in training its children in the homes," while it uses the psychology of the present century in persuading its citizens to buy articles from its stores. A boy graduating from *Middletown's* schools may get his living by operating a twentieth century machine, but at the same time have to hunt for his job "under a *laissez-faire* individualism which dates back more than a century"; a mother may be willing to accept community responsibility for the education of her children, but not for the care of their health, and in *Middletown*, as elsewhere, "the automobile has changed the leisure-time life more drastically than have the literature courses taught the young, and tool-using vocational courses have appeared more rapidly in the school have appeared more rapidly in the curriculum than changes in the arts courses."

[A book review by W. Carson Ryan, Jr., based on *Middletown, a Study in Contemporary American Culture* by Robert S. Lynd and Helen Merrell Lynd. New York, Harcourt, Brace, 1929. 550p.]

The National Council of Education

JUST what is it that the National Council should do? It should lead in reviving the importance of reflective thinking in education. It should aid in lifting educational philosophy to its rightful place in educational advance. We need an organization which will develop an integrated philosophy or overview of education, which will see in their true perspective the numerous specialities, side issues, and conflicting factors which play upon the schools today, which will evaluate the findings of scientific research in education, and which will fit each of these factors into its proper place, if it has one, in the whole educational scheme. The Council should regularly bring together a few educational leaders to grind out of the mill of mind reacting on mind, taking into consideration all factors, certain mature conclusions on a few supreme educational issues. In short, we need a group of educational thinkers who are able to see the educational forest as a whole, who are able to enter the woods, to find their way about, and to come out again unconfused by the multiplicity and variety of trees.

Under the leadership of its president the Council has recently made encouraging progress in fulfilling the function discussed above. Indeed, the progress made toward achieving the ideal in recent meetings of the Council encourages one to hope that full attainment is possible. May I suggest some of the positive and negative factors which it is believed will aid or hinder the Council in achieving the ideal?

First, those who select the Council membership should take their responsibility extremely seriously. The 175 members of the National Council should, as fully as this number will permit, include all the outstanding doers and thinkers in the field of education. It should seek out the leaders if they are not interested, and see that what goes on in the Council is of interest to such men.

Second, the National Council's principal activity should be the discussion of and interpretation of major educational issues. This discussion should be of an informal, unhurried, deliberative type which would search out the very roots of our educational evolution. Many of these deliberative sessions should come to nothing more than a clarification of the viewpoints of those deliberating. At other times the results of these discussions

should eventuate in published statements representing the conclusions reached.

The Council should keep itself relatively free from committee work. The National Council itself should carry on few, if any, research projects. To

AT THE Cleveland meeting of the National Council of the National Education Association John K. Norton, director of research for the Association reviewed the purposes of the Council in the light of its entire history and stated anew its present place in the scheme of professional organization. In the part of the address which is here reproduced, Dr. Norton emphasized the need for reflective thinking in education and the advisability of having the Council meet at a separate time and place so that it may be free from the fever and rush of the large convention and the value of its service as a place for informal discussion which will search out the very roots of our educational evolution.

engage in these activities would absorb its energy in producing more educational opinion or objective data to be added to the already large unassimilated mass. Rather, the Council should concern itself with opinions already expressed and facts already available, and should seek to evaluate and bring some synthesis out of these materials. This does not mean that the Council should not define major educational problems which call for scientific investigation. The Council could render a significant service by pointing out problems which deserve the attention of the United States Bureau of Education, the National Education Association, graduate schools of education, and other agencies for educational research.

The meetings of the National Council should be open to members of the Council only. Also, it is doubtful if the meetings of the Council will ever be what they should be if they are held at the same time as the summer and winter meetings of the National Education Association. These meetings are too hectic to permit reflective thinking. We should have what was aimed at in 1882, to quote from the *Volume of Proceedings* of that date.

A council organized with care, deliberating apart from the excitements of a popular audience, with time and opportunity for comparison of views, and not compelled to premature declaration of opinions.

Such a council cannot exist in the midst of a convention such as we are now attending. But if the Council could meet at the headquarters of the National Education Association for two or three days at some stated time of the year, a proper environment for its thinking would be found. It might be that but a score or so would come. So much the better. If more came the group should be divided anyway.

The Council sessions should not be given over to the presentation of a series of formal papers, with little or no time for discussion. This attitude is supported by the founders of the Council, one of whom said in 1880:

(The council should be) a conference for the discussion of living educational questions by those who have made such questions a study. Elaborate essays and speeches should be a subordinate incident rather than a leading feature.

The typical session of the Council should revolve about a few carefully worded major educational issues. Here are the types of questions which might be raised.

1. What are the criteria which should guide in determining which students shall be allowed to participate in post-secondary school offerings of our educational system?
2. Does the present situation in the United States indicate that such educational progress as is to be achieved in the next few decades should or must be achieved without increasing the amount of financial support provided for education?

Previous to the discussion of each question a member should present a statement defining and clarifying the issue. The presentation of such papers, however, should be a subordinate rather than the major features of the Council sessions.

A council so constituted and so functioning could render an incalculable service in these days of rapid and often chaotic educational development.

The conclusions of the Council would have no legal or official authority. But they would exercise a powerful, persuasive influence because of their innate worth. Like stones cast into a quiet pool the well-considered conclusions of the Council would become the center of waves of thought extending throughout our educational system. These conclusions would not disturb the freedom of our school system, but they would do much to give it a desirable unity and coherence.

Curriculum Making for Small Towns

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ONCE asked a superintendent of a fairly large and prosperous town what he was doing with regard to curriculum revision. He apologized for his limited financial resources and personnel, and explained that he was using certain generally accepted courses of study of the more progressive larger cities. Now this is certainly a safe procedure if not a forward-looking one, but it has several obvious limitations. The most popular course of study is not always the most reliable. A curriculum for a city a thousand miles west of the Mississippi is not always applicable to a small town on the Atlantic seaboard. Changing the curriculum of a school system is a growing and not a selecting process.

Were I a superintendent of a small town or county, I should send the most capable person on the administrative staff to study the technic of curriculum making under a competent master. I should commission him to bring back a practical plan of procedure applicable to the local situation, which he would be prepared to direct. Were this not practicable I should engage a curriculum specialist to spend at least a month in the organization developing a simple workable plan which could be carried out in his absence. Perhaps two or three neighboring towns or counties might be induced to affiliate for the purpose of executing a program of curriculum reconstruction. It is some of the important details of such a plan that I propose to discuss.

The preliminary steps—The first step in curriculum making is to organize the persons who are to have active part in the work. It will be necessary to have a small central committee under the director of curriculum revision which will determine certain general policies and coordinate the work of grades and departments. The actual labor will be performed by the working or subject committees, small groups organized by subjects and by school levels. In a small town the working committee may consist of only one or two persons who, under the guidance and stimulation of the director, can make a substantial improvement in their courses of study. It is obvious that best results are obtained when active participants are given free time to devote to curriculum

Some Outstanding Sources of Objectives

Horn, Ernest—*A Basis Writing Vocabulary*. University of Iowa Monograph in Education, No. 4, April 1, 1926.

Thorndike, E. L.—*The Teacher's Word Book*. Teachers College.

Gates, A. I.—*A Reading Vocabulary for the Primary Grades*. Teachers College, 1926.

Terman, L. M. and Lima, M.—*Children's Reading*. Appleton, 1926.

Washburne, C. W. and Vogel, M.—*The Winnetka Graded Book List*. American Library Association, 1926.

Charters, W. W. and Miller, E.—*A Course of Study in Grammar*. University of Missouri Bulletin, Vol. 16, No. 2 (Education Series 9) 1915. More conveniently available in the *Sixteenth Yearbook, National Society for the Study of Education, Chapter 6*.

Lyman, P. L.—"Fluency, Accuracy, and General Excellence in English Composition." *School Review*, Feb. 1918, pp. 85-100.

Wilson, G. M.—*What Arithmetic Shall We Teach?* Houghton Mifflin, 1926, ch. 15.

Schorling, R.—*A Tentative List of Objectives in the Teaching of Junior High School Mathematics*. Wahr, 1925.

Upton, S. M. and Chassell, C. F.—*A Scale for Measuring the Importance of Good Citizenship*. Teachers College, 1921, pp. 21-27.

Hockett, J.—*America's Crucial Problems*. Teachers College, 1927.

Craig, G. S.—*Tentative Course of Study in Elementary Science for Grades I to VI*. Teachers College, 1927.

Wood, T. D. and Lerrigo, M. O.—*Health Behavior*. Public School Publishing Company, 1927.

Hopkins, L. T. and Kinyon, K. W.—*Home Economics: Research Monograph No. 1*, Public Schools, Denver, Colorado, 1925.

Public Schools, Denver, Colorado. *Industrial Arts: Research Monograph No. 4*.

Curtis, F. D.—*A Synthesis and Evaluation of Subjectmatter Topics in General Science*. Ginn, 1929.

ordinate the practical labors of revision with university study, thereby obtaining the informal assistance and stimulation of educational specialists. Perhaps the university can be persuaded to carry an extension class in cooperation with the program of curriculum revision.

The second step is the preparation of an introductory statement by the central committee for the guidance of all active curriculum workers. Differing points of view on the aim of education and the meaning of the curriculum lead to wide discrepancies in instructional material. The introduction of a new educational principle should be accompanied by an honest effort to understand how profoundly it will affect the curriculum. In all probability the idea of usefulness which dominates the present curriculum-making movement will have to be studied and clarified. The amount of emphasis to be placed on the natural activities of the pupils and their social needs will have to be determined. It may be necessary to determine whether the school system wishes to adhere to the present divisions of the curriculum. Undoubtedly, the committee will anticipate the need for discovering the objectives or specific useful purposes of the curriculum, in which case considerable attention should be given to their meaning. Once the committee has come to a decision on an important issue in curriculum making it should be set down. The central committee should hold occasional meetings of the whole teaching corps for the purpose of pointing out the issues which arose and the position which it took on them.

Supplied with a statement of guiding principles each subject committee is prepared to proceed with its special task. From this point the burden is carried mainly by the subject committees. Just as there are issues in curriculum making in general, so there are issues within each subject. The third step, therefore, is to ferret out the issues, to discuss them in committee, and to come to an agreement on the position which it intends to take. These are used constantly for the guidance of the committee.

Determining the objectives—The committees are then prepared to undertake the fourth step in the process, namely, the

work. It is advisable to enlist the services of all teachers who are in a position to make any contribution, no matter how small. Frequently, it is possible to co-

determination of the objectives or specific goals of instruction. Here the superintendent must be satisfied with the product of curriculum research conducted by the more favored individuals and organizations. A few minor original investigations such as a study of home repair activities or physical defects might be encouraged, but they should be conducted under the supervision of the director of curriculum revision.

In my opinion the procedure which will yield the most fruitful results in small school systems consists of the following steps, which, to be concrete, will be applied to junior high-school science: (1) With the help of specialists select the best curriculum investigations, courses of study, and textbooks in junior high-school science. Roughly, there will be ten sources of each type or about thirty in all. (2) Proceed to list the objectives on index cards, one on each card. Some sources, such as textbooks will not state objectives explicitly. In such cases the worker will state the objective which he thinks the author had in mind. (3) Determine the main headings of junior high-school science and sort the cards under them with no attention to frequency of occurrence of objectives. (4) Eliminate objectives which are too difficult. (5) Eliminate objectives which are adequately learned outside of school. (6) Rate the remaining objectives for usefulness and interest. (7) The final list will be a selection of the most useful and interesting objectives which may be made by the local staff and checked by a jury of about six specialists in junior high-school science.

In several fields there is easy access to the essential objectives; the product of ten years of work, to which the director of curriculum revision may turn with confidence. In no cases should the objectives be adopted *verbatim*. There is always opportunity for selection and change to conform to the local situation.

Composing teaching units—When the working committees have arrived at a final list of objectives arranged in instructional sequence by grades, they are ready for the fifth and most important step—the composing of teaching units. These are the detailed *plans* and *specifications* for the new educational structure. At this point in the process the mass of teachers begin to be converted, for they witness the emergence of specific usable instructional procedures.

In preparation for this step it is necessary for the committees and, if possible,

the whole teaching staff to consider the change that is taking place in the nature of school activity. If the organization follows the trend of the leaders, it will conclude that the new curriculum shall consist of activities or experiences. A teaching unit, therefore, will probably be a complete experience which a class has in the attainment of any one or any group of related objectives.

Following a short period of preparation, the committee should undertake a study of several outstanding curriculums, noting their merits and their defects. A more intensive study of a half dozen specially selected teaching units brings the committees a little closer to their specific problem. Each committee is now ready to agree on a dozen or more definite qualities which it intends to introduce into each unit of work. The qualities agreed upon need not be uniformly applicable to all committees, especially if the reorganization of the curriculum is on a subject basis. The statement of qualities serves as a guide to those who are working on teaching units and later as a basis for criticism of those already prepared. When a unit is complete it is clearly typed and criticised by the committee. The unit is rewritten to incorporate the suggestions made in committee and, to be really workable, it should be tried out in an average teaching situation. When all the units are complete the course of study is ready for publication.

At this point a discussion of the published sources of successful teaching units would be valuable. Unfortunately, it is difficult to list the sources, nor would there be space if one could enumerate them. A committee should consult a specialist or study the literature of the special field for a complete selection of good references. The Research Division of the National Education Association published a list of most helpful materials arranged by subjects in 1922 and again in 1925 which should be of assistance. (*Facts on the Public School Curriculum*, Research Bulletin, Vol. I, No. 5; *Keeping Pace with the Advancing Curriculum*, Research Bulletin, Vol. III, Nos. 4 and 5.)

In general there are four important types of publications to which one may refer for explicit instructional procedures. First, there are over a score of activity curriculums which are a rich storehouse of units of work. These include Miss Well's *Project Curriculum*, Miss Burke's *Conduct Curriculum*, Miss Salisbury's *Activity Curriculum*, Miss Pratt's *Ex-*

perimental Practise in the City and County School, Miss Keelor's *Curriculum Studies in the Second Grade*, and Mr. Tippet's *Curriculum Making in an Elementary School*. Second, hundreds of courses of study have been published in the last five years by public and private schools which contain units of activity. The Bureau of Curriculum Research of Teachers College, Columbia University, has made a careful selection of the best courses of study for elementary schools (*Rating Elementary School Courses of Study*, by F. B. Stratemeyer and H. B. Bruner) and is now engaged in making a similar selection for secondary schools. Certain of the large cities like Denver and St. Louis which have undertaken elaborate programs of curriculum revision have produced series of publications which are helpful. Third, several valuable courses of study have come from the pen of individuals such as Mr. Rugg's *Social Science Pamphlets* and Wood and Strang's *Tentative Course of Study in Health Education for Grades I to VI*. Fourth, several general works have appeared which suggest numerous activities. Among the more important of these are Bonser and Mossman's *Industrial Arts for Elementary Schools*, Parker and Temple's *Unified Kindergarten and First Grade Teaching*, Miss Hamaide's *The Decroly Class*, and the *Yearbooks* of the Francis W. Parker School.

Before the accumulated teaching units in any field are assembled and printed or mimeographed they should be carefully edited by one person or group of persons to make the parts cohere, to correct any crudities in literary form, and to introduce uniformity in headings and in other mechanical details. No reference to certain final steps in the process of curriculum making such as adapting instruction to individual differences, and remedial instruction has been made in order not to complicate the present discussion.

To summarize, I have suggested a simplified technic of curriculum making for the smaller towns under competent leadership, which includes the following steps: (1) selecting and organizing the personnel of curriculum revision, (2) preparing a statement of guiding principles in curriculum making, (3) setting down the position of each committee on the important issues in its field, (4) determining the objectives in each field, and (5) composing teaching units to accomplish the objectives. Finally, the superintendent will do well to keep his organization intact for continuous improvement.

School Nursing as a Career

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THERE is probably no phase of public education which has changed as radically in the last ten years as school health. From a formal, specialized, routine program, dealing mainly with negative phases of childhood development, it has become an inspirational, dynamic, positive force in all education. It has become a huge cooperative program, working toward the better health of children as a common objective.

The school nurse has not only seen a revolution in all her aims but an entire change in her relationship to children, school staff, administration, and community.

School nursing now offers an educational opportunity to the young woman just launching upon vocational training; an extension of service to the teacher who has seen in the classroom the tremendous need for the promotion of child health as an attribute of good citizenship; and a challenge to the welltrained professional woman who has a desire for community service and who sees in work with children large constructive possibilities as a result of cooperative effort.

In the pioneer days of school nursing, many people had the idea that the school health program was vested in whatever specialist worked in the school, whether this was a nurse or a doctor. School nursing, in those days, emphasized mainly the negative aspects of the health program, discovering and running down cases of contagion and finding physical defects among the children. Corrections were secured by home visiting, urging, persuading, or whatever term would express best the process of repeated calls upon Mrs. Jones to secure a correction for Johnnie.

The modern school health program has become a positive thing—aiming to develop fine children and reaching every child in the school. It is becoming a program of activities of interest to the children. The old idea of specialization has given way to one of cooperation. It is quite as likely now that Johnnie and Mrs. Jones are the two people most interested in having his corrections made and that the specialists only stand by to assist in every possible way.

The school nurse has thus become a participant in a big program, much

greater than anything she could institute or carry alone. Because of her specialized training, there are possibly some contributions which she alone can make; how-

the school population, this means a program of increased scope and responsibility and one holding unmeasured possibilities for the school nurse.

In her relationship to the local health organization, the school nurse is the active representative of the commissioner of health in all her contacts with the school. Her civic responsibility here is tremendous when she realizes that the classrooms may constitute a great source for the spread of contagion in the entire community.

In relation to the school organization, the nurse should be consultant and adviser of the school administrator on matters that concern health. In a rural school system, she works closely with the county superintendent in planning all health phases of institute programs or group meetings, and assists him in making plans for the year. Assuming that every efficient, conscientious school principal or superintendent is vitally concerned with the health and safety of the children under his care, it can be readily seen that the responsibility of serving as adviser will grow, as demands are increasingly made from within the school organization.

The possibilities in the school nurse's work differ greatly in accordance with the type of field in which she is working. If her work covers a large territory and includes several other phases of public health, her opportunities in school work will naturally be limited. No matter what her type of program, however, it may be her job to help the school in welding an apparently complicated program into a unified whole—based upon some very definite aim, expressed in terms of fine children. No matter what her field, she will need tact, patience, persistence, enthusiasm, and a vision of what the future may hold for the children.

What should be the personal qualifications of the school nurse? Good health first! As far as possible, she should represent an ideal in health. She should be able to enter into the spirit of childhood. She should have a fund of energy, good nature, broad sympathy, and understanding; be able to deal fairly and tactfully with the poverty stricken mother from the poor district and the prosperous patron from Capitol Hill. The school

The School Nurse

AT THE present time the most important special agent in school health work is the school nurse. The employment of a competent person in this post has practically always meant her retention, raise of salary, and often reduction in the number of pupils assigned to her by the employment of other nurses. Her work has changed considerably. She is no longer chiefly a searcher for and eradicator of vermin. And with the invitation of parents to attend the physical examination of their children, her labor in "following up" physically defective pupils and getting something done for them is being lightened. The better training of teachers in observing the physical traits of pupils will also relieve her work, but there is still very much to occupy her time, and she continues an indispensable agent in every well-ordered school system.

Her duties are to assist teachers in their work of health instruction and training by suggestions and advice; also to give any nursing demonstrations that may be required in connection with such subjects as physiology and home economics; to make home visits to explain health care needed for children, to obtain consent and cooperation of parents for measures advised, and to give suggestions and advice for better home care. The tactful nurse is in a most advantageous position to bring about a most sympathetic and helpful cooperation.—*The Indiana Teacher*, October, 1928.

ever, the effectiveness of these contributions depends, to a great degree, upon the responses and willing cooperation on the part of all others who are working toward the accepted objectives.

Because health is now recognized as one fundamental aim of all education, the school nurse must see her program in relationship to the entire educational process and not as a thing isolated in any way in the life of the child. Since the major portion of the health program has to do with the building and maintaining of health in normal children, which group may constitute the greater part of

nurse who has a desire for service in the far off places, should especially have a genuine love of people and a real missionary spirit. In whatever type of service, she should have a vision of the possibilities in her work, which will serve as a guide through difficult situations, and will enable her to see clearly remote results to be attained.

Among her professional qualifications, she should be a graduate of an accredited high school and of a hospital training school of high standing, preferably one which gives some experience in public health as part of the course.

Private duty nursing for a year, following her graduation, is valuable in helping her to understand home situations and problems, especially those which accompany times of stress and anxiety. It also gives her an opportunity for observation and study of influences which affect health, behavior, and emotional reactions of children in the home.

This should be followed by postgraduate work in public health, with special emphasis upon phases that concern children. Her work along these lines should not, however, be too specialized since, in school nursing, it is most essential that she know the entire public health field, realizing that school health is just one part of a community-wide problem. The course should give her practical working knowledge of official health organizations and laws. She should become familiar with all voluntary health and social agencies and should develop ability and initiative in finding ways to have these functions in the school whenever needed. Social science and psychology are invaluable aids in helping her to understand people. She should develop ability to organize material and to present ideas in an attractive, forceful way. She should have an understanding of simple statistical methods, sufficient to show in graph form the progress and result of her work; in short, she should become skilled in translating health, orally and visually, into simple terms to suit whatever type of community she is serving.

She must often be the educational agent for the cause of child health in her community and practical knowledge of newspaper and other publicity methods will be of great assistance to her.

If possible, her work should broaden along the cultural sides of education. Music, art, literature, and history will help her live more fully and help her make and enjoy community contacts. These subjects may and should apply toward a degree, a necessary qualification

for leadership in a school organization.

Teacher training and experience are invaluable and indispensable to the school nurse whose work includes teaching in high schools, colleges, or teacher training courses. They not only develop in her a greater interests in the teaching staff, their work, hours, rest, environment, and health, but also help her understand and appreciate the teacher's problems in the classroom and community. If the work of the school nurse is more or less that of supervisorship, her training should at least be equal to the average teacher on the staff, with specialized training in addition.

For the nurse who has in mind special work in school health, the public health course should recognize and provide for the peculiar needs of this field.

She should be helped to become a student of children. She should be able to help others study children, with special emphasis upon the relation of physical and mental health to the child's whole development. She should develop a clear ideal of characteristics of normal children. She should be able to translate that ideal, and to arouse a desire for its attainment on the part of children, parents, and teachers.

There is a great need, in the average public health course, for greater contact with normal, healthy children, for more observation of skilful, psychological handling of childhood problems. Courses in public health should stress strongly promotion of health; courses in mental hygiene should give major emphasis to the study of reactions of normal children, and to a consideration of activities and conditions which will favor the upbuilding of fine, wholesome, individual, and social adjustments.

The prospective school nurse should have an opportunity to see in actual operation a school health program as a whole. She should participate in as many activities as possible and should be shown the problems, the difficulties, and the failures, as frankly as the successes and achievements.

Actual field cases should be brought before the public health class in order to help the future school nurse develop resourcefulness in meeting new and difficult problems in her field.

She should learn to survey the school needs in order to point out where expenditure of money may not only promote the health of all children, but may also be the means of special protection. These special needs might include screening a building, establishing a hot noon lunch,

providing special nourishment for children who need extra help in gaining, improving sanitary drinking facilities, or building fire escapes.

She should develop a keenness in detecting departures from the normal and ability in interpreting symptoms which will guide her in advising on habit programs for individual children.

She will be called upon in her work to assist in eliminating, if possible, any physical or environmental causes which keep a child from progressing normally. Friendly visits in the home or conferences at school may bring to light causes, inherent in the home, such as friction, unhappiness, discipline, problems, or other maladjustment which may be reacting unfavorably upon the child's sensitive organism. Retardation in school may have its foundation in some physical cause—defects, lowered vitality, very rapid growth, infectious diseases, or other conditions, such as impaired hearing or vision.

Her training should make her keen to discover the child who is an outsider in the school circle, who is a behavior problem, or who is otherwise not able to make a satisfactory adjustment. She should then be able to secure all special services necessary to establish wholesome social contacts for this child.

She should know community resources which may be tapped in the upbuilding of children who need special assistance. She may find a need for establishing special facilities for particular groups, such as crippled children or children with seriously impaired vision or speech defects.

She should be skilful and resourceful in emergencies and accidents. She should recognize quickly suspicious symptoms which indicate need for medical diagnosis. She should have the ability to teach others what to do in her absence.

While, in the beginning, the nurse may actually do many of these things herself, she should be quick to see functions which can be taken over by others in the school, realizing that as soon as other people are cooperating the child will be reached through many and varied avenues.

For the school nurse with a good background in education, opportunities are constantly presented for applying principles of correlation in connection with regular school subjects and for reaching basic conclusions, as the result of research. She should be a student of such subjects as make important contributions, either directly or indirectly, to the health field, notably nature study and elementary science, social studies and civics,

chemistry, physics, biology, and home economics, in order to be of assistance in pointing out these opportunities to teachers in service or in training. She should be quick to discover good teaching material in everyday occurrences and have the ability to reinforce and supplement what the classroom teacher has initiated.

Teachers' institutes afford opportunities for placing important projects in health before large numbers of teachers. Here good material, attractive presentation, and skilful demonstrations will have much to do with results seen in classrooms. The school nurse should keep up with current publications on health and related subjects of interest to teachers and valuable for work with children.

If the field in which she works is small and concentrated, it is possible that, in cooperation with the school staff, research problems may be carried through to a satisfactory conclusion. These problems are constantly presenting themselves. For example: A study of causes of absence; of the best methods of contagious disease control; of effect of extra nourishment upon underweight children; of the progress of individual children who present peculiar difficulties; comparison of health of children who live in cooperative and uncooperative homes. Results of such studies should be of inestimable value and should point the way to more constructive effort in the future. Reports of such studies make desirable contributions to educational publications.

Anyone who works in any phase of school health cannot fail to be impressed with the great influence which the home and community bring to bear upon the health of children. Part of the work of

the school nurse is to carry new ideals of child health into her community, realizing that, in a large territory, lay people must carry much of the work if it is to be successful.

Instruction of parents in the best methods of promoting child health should go on constantly either individually or in groups, either directly through personal contact, or by bulletin, or indirectly through the child's influence in the home.

The nurse should be able to translate into simple terms the latest scientific findings on such questions as nutrition and growth of children, the value of sunbaths, cod liver oil, and immunity so that all mothers may understand them.

In rural communities, the nurse should be familiar with the health phase of the 4H club movement, in order to respond if assistance is required by the leader. Girl and Boy Scouts, Campfire Girls, Girl Reserves, and Junior Red Cross all embody, in their organizations, very important health objectives with which the nurse should be familiar.

Parent-teacher associations are becoming increasingly interested in problems which concern the welfare of children. The nurse may have many opportunities to place before the parent group the needs for constructive action on playground apparatus, equipment for a new home-makers course, additional lavatories, improved drinking water, necessary corrective work, the underweight problem, and work for the preschool child.

It may be her good fortune to interest civic organizations and clubs, whose aims include a wide range of objectives, in equipping playgrounds for tuberculous children, sponsoring a fresh air class, a

summer camp, or a hospital for crippled children.

Last, but not least, she has an opportunity to influence constantly the lives of boys and girls in her community. If every contact is of educational value, the influence in the community itself cannot be measured.

Drawing upon this immense field of possibilities, the nurse should be able to use constantly materials, statistics, stories, pictures, which have to do with child health, in order to win the interest and support of the general public. The general public is, to a great extent, a collection of fathers and mothers to whom the child makes a tremendous appeal.

A study made during the present year shows that the compensation for school nursing compares very favorably with that of other lines of educational work. The range of yearly salary for the nurse doing school work, in a small school, is from \$1100 to \$2299. The median yearly salary is \$1730. As in all other phases of professional work, places are open at the top for applicants who are unusually qualified, who have grasped opportunities for broad training and who are prepared for positions which require leadership. Financial returns here cannot be averaged, since they depend entirely upon the individual situation. The returns in other ways, in appreciation of parents, in increased joy in living on the part of little children, in the reestablishment of normal childhood for many who could otherwise never experience this, are of such immeasurable quality that the career of the school nurse becomes one of real service to humanity.



H EALTH activities in Tennessee schools—These pictures, made by the State Department of Health of Tennessee, show some of the ways in which the school nurse can influence the health activities of a community. At the left, one hot dish is served each day to the children of Ripley Primary School. This project has been very successful. At the right—one corner of a booth on health at a fair. By means of such visual aids the nurse is able to give instruction in health to all members of the community.

The Pact of Paris

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

ARTICLE II.—The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

THE YOUNG people of the entire civilized world have an interest in this Pact because it will help to determine their lives. War expenditures require money that might be spent for education and war service destroys the best life in its prime. Let every child memorize this Pact and resolve to appreciate and understand the gifts of all races and nationalities. Future generations may look back upon this simple document as we now regard the Magna Charta and the Declaration of Independence.

Visual Instruction in Classroom Teaching

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THE efficient use of visual instruction today involves many serious problems which have never confronted teachers before and time and money are apt to be wasted through lack of adequate knowledge of both materials and apparatus and the technic of their pedagogical use.

There are fundamental reasons why visual instruction in the public schools demands the conscientious consideration of every wideawake educator.

First, all types of visual materials, especially the stereograph, the stereopticon slide, and the motion picture, have already found a prominent place in many educational systems and their influence is growing daily with unprecedented rapidity. These materials have come to stay. What are we going to do with them? Schools all over the country are spending vast sums of money for visual equipment. Is this school money wisely spent?

Second, schools are buying the tools but are making little or no provision for training teachers in their use and as a result visual instruction has been poorly handled generally. The misuse and abuse of certain types of visual aids, particularly the motion picture, may constitute a real danger to educational growth. This constant misuse must be attributed to indifference or lack of knowledge of modern pedagogy and to over-enthusiasm regarding the possibilities of a new and novel device.

In communities where the work is not well organized under a centralized educational head the visual instruction program too often consists of mere showing of films in auditoriums to large groups of children of various grades and mental levels. Frequently neither pupils nor classroom teachers are familiar with what they are to see, previous to the auditorium lesson. This seems to be a superficial use of an educational device for the device's sake or for the mere information it contains and not to meet definite needs in a normal teaching situation. We cannot expose children to pictures, be they ever so appealing and captivating, and delude ourselves into thinking that such exposures and superficial contacts will provide fundamental and lasting results.

Psychologically we know this is contrary to all laws of learning. While stimulating educative situations are of the first concern in the educative process, the second concern is effortful response involving prolonged attention. Effort and work accompanied by interest and motive are vital to learning. We must endeavor to increase the ability to put forth effort to overcome obstacles in order to achieve. This is just the service that visual aids promise when properly used. That is, they present interesting new problems to be solved and then help the student to solve them. Educators must therefore discriminate between entertainment and careful learning.

It should be emphasized that visual aids are educational tools and are valuable only as means wherewith to attain certain ends. An educational tool is of interest to a teacher only to the degree that it may help pupils solve their problems and stimulate their interest in gaining new knowledge, thus aiding them to learn happily and live abundantly.

The truth must not be lost sight of, that the object of all professional efforts is the child, his needs and interests. Enthusiasts are apt to become so absorbed and interested in theories and attractive devices that they seem to lose sight of what it is all about—namely, the child.

We are concerned then, in the pedagogical use of the various so-called visual aids as legitimate teaching devices for developing clear thinking and more efficient learning in natural, normal classroom situations. The teacher's problem is to determine in what stage of the learning process each type of visual aid will render the greatest service to the child.

General technic—How may visual materials be used effectively in normal teaching situations? Generally speaking there is no set methodology in modern teaching. Teaching procedure should be flexible to meet needs and interests of boys and girls. Likewise, no definite set technic has been developed for using visual materials, nor is it wise that there should be. But there are certain fundamental principles governing teaching and learning which are based on accepted theories of psychology, and these basic principles must be recognized and adhered to in

using any type of educational tool, be it a book, a map, an exhibit, or a motion picture. It is of first concern then, that teachers have a scientific conception of the nature of the child and how he develops. If thought is clear and natural, normal processes and methods will almost inevitably follow, because they will be correctly motivated.

Visual materials of the right sort may be used effectively in nearly every step in the teaching process and are valuable and necessary in developing every type of lesson or activity participated in in modern classroom procedure. But whether the visual aid used actually improves or enriches learning depends entirely on how that material is used.

The assignment of a lesson—One of the most valuable uses of pictorial materials is as a means of stimulating interest in new subject matter. For example, the judicious use of one good picture showing elephants at work in the teakwood forests of Burma, either as a wall picture or as a stereopticon slide screen picture, studied slowly and carefully may arouse an abiding interest in elephants and life in Burma which will result in days of purposeful study. Such a use of one or two good pictures has a tendency not only to stimulate interest, but to fix definite mental images in the minds of young children to begin with, and thus to give a background for the next step in the teaching process.

Resourceful teachers have found many valuable ways of utilizing small sets of slides and certain types of motion pictures during the assignment of a lesson.

The laboratory period—A necessary and indispensable use of illustrative materials is during the preparation of assigned work, such as solving problems and executing projects. Here the various visual aids are used much as dictionaries and reference books are used. At the psychological time in this research period, when the interest is keen and an urgent need for the knowledge is felt by the students, the value of visual aids, such as the excursion, the flat picture, the exhibit, graph, cartoon, map, and stereograph, in bringing concrete, vivid information, can hardly be overestimated.

For example, in developing such a

problem as, "Is the coconut the most commercially valuable tree to man?" in order to solve the problem definitely and satisfy pupils' longing to know, exhibits of the whole coconut, copra, and byproducts must be examined; books, maps, and pictures studied; world supply charts and graphs made; and probably a field trip taken to a copra oil factory. During the recitation period when the individual reports are given on the various phases of the problem, the stereopticon slide renders its greatest service as a means of furnishing concrete information to a group. The large picture may be held before the group long enough for detailed study and all may concentrate on the same point of interest. Equipped with such a background and understanding, the pupils are now able to appreciate fully a motion picture on the coconut and

copra industry, and nothing escapes their attention.

The review lesson—Stereopticon slides, still-films, and motion pictures are of particular value as a means of reviewing a series of lessons or experiences in a concrete, connected way. No other visual aids can so quickly and so interestingly review the whole field of previous study and research, and thus, through re-visualization, permanently fix correct mental concepts in the minds of students.

Thus it may be seen that in developing one problem there may be a need and a place for every available visual aid before complete satisfaction is brought to the learner. It was emphasized before, however, that the teacher must use great discretion as to the quality, the quantity of material, and the pedagogical use in each step in his procedure.

There is need at the present time to emphasize the importance of a more pedagogical use of all visual materials. The value of the motion picture particularly has been somewhat overestimated, and it has been used indiscriminately, often as a substitute for, rather than supplementary to other means of instruction. Books and illustrative materials must always supplement each other. Children must have various types of concrete aids to help them build up a rich background which will serve as a basis for comparing, judging, and acquiring new knowledge. The perfection of modern photography has placed in the hands of teachers just the means needed to bring this background, this wealth of experiences necessary for efficient growth and development on the part of every child. Let us use it, but use it wisely.

The Rights of the Child—Judgments

HAPPY HOOLIGAN with his blundering may be an exaggeration and a caricature; but his type is to be found in every walk of life; and the apologetic, "I assure youse it was wholly unintentional" does not save him—nor his type—from the penalties society can so heartlessly inflict. The future happiness of the child will depend in no small measure upon the soundness of his judgments. Yet he is helpless, except as society has provided him with experiences and symbols and trained him in analysis and discrimination.

The little child who played with matches didn't know that they were likely to burn the house. The high-school boy who joined in a hastily suggested prank didn't know that he would be expelled from school and his whole future handicapped. The college girl who accepted a sorority dinner invitation didn't know that one slovenly element in her attire was going to bar her from realizing a fond ambition. The boy who took a girl with cheap morals out for a joy ride didn't realize that crossing the state line a few miles distant would subject him to federal prosecution. The revelations made by juvenile court officials cry out to society that the child has a right to intelligence on every subject affecting his future moral choices.

Not only in direct social relationships but in all walks of life the ability to think rationally, to see the relationships between cause and effect, to test a theory

by relentless logic, is a condition of success and happiness. When men are trained to think clearly alchemy gives place to chemistry; astrology yields to astronomy; superstition surrenders to science. Political prejudices are holding our nation in needless bondage; economic prejudices are subjecting thousands to needless injustice and suffering; religious prejudices are dividing the energies of the most effective institution for moral uplift which the world has known; racial prejudices are erecting needless obstacles in the way of world brotherhood and peace. If a generation could be equipped with adequate data in the fields of politics and economics and religion and sociology, and trained to use such data rationally the unhappiness of the human race could be materially diminished.

Now the child is born without knowledge or judgments. All he ever possesses must be acquired under the guidance of society.

The shooting of playmates in mock warfare; the drowning of comrades in aquatic dares; the deaths from hazing and initiations; the instances of invalidism caused by fright resulting from practical jokes; the blighted careers and broken characters consequent upon some ignorant choice; and the procession of business and political blunders growing out of false theories, constitute a cumulative argument for the intellectual equipment of youth which society must be blind not to heed.

Indeed it may be an argument in favor of some organized form of ethical instruction in the schools. The question is increasingly raised whether more opportunities should not be provided for frank, thoughtful discussion of principles of conduct. Basic and central as is habit training is there not a need today for organizing ethical judgments on more fundamental lines than traditional practise? Social training has value *if it is interpreted*. But many experiences rich in possibilities for moral enlightenment and advance have actually cheapened the standards of those who chose the lower alternative in order to retain popularity.

Had the ultimate significance of that low choice and the possibilities of the worthier alternative been pointed out a different view of life might have been established. Some place is needed in the school program for building basic moral judgments.

Since the child is so dependent on society for his equipment of knowledge and his training in the functioning of that knowledge in judgments, and since his happiness and personality are so intimately bound up with the effectiveness of his judgments, *society owes the child that intellectual discipline which will enable him to choose wisely and in full knowledge of the consequences whenever he is faced with the occasion for decision.*—Harold Saxe Tuttle, assistant professor of education, University of Oregon, Eugene, Oregon.

The Summit Demonstration School

FRANK E. WILLARD

CONTINUOUS growth in service is no less essential than preliminary preparation. In what way, then, may a city school system be so directed as to help its teachers effectively to a common understanding of the general educational tendencies and principles upon which its courses of study are based, and to the general use of appropriate methods of interpreting them in terms of classroom procedure? Various means are employed to this end. One that Seattle has found quite outstanding in its influences is the Demonstration School.

Probably no one now questions the desirability of making some provision for the differences of pupils through group and individual instruction, and of utilizing children's interests and experiences in suitable creative activities, but skilful accomplishment lags far behind purpose. There is always danger that the educational leaders of teachers will go faster and farther in their thinking and planning than the rank and file are able to follow unless expertly aided. Revised courses of study that express the present forward movement of educational philosophy, even when confined to tested practise, need more than mere explanation to make them usable throughout a school system. Illustration and exemplification are essential to their proper interpretation in terms of classroom activities. The administrative organization in Seattle felt keenly a need of some agency for more effective demonstration. A representative elementary school with a corps of selected teachers who, while working under normal conditions, would be especially responsive to such need, was believed to be the logical solution of the problem. Such a school would at least furnish a practical answer to some of the difficulties of those who were moving forward over a new trail; and under present conditions of change this would include everyone. It was finally determined, in the spring of 1926, to organize one of the elementary schools for demonstration purposes, giving it a corps of teachers selected because of their sympathetic understanding of the principles represented in the courses of study and their technical ability to apply them in practise.

Since the purpose of this school was to show how approved methods may be successfully employed under ordinary

classroom conditions, it seemed best that the school selected should have no special advantages either in type of building or in type of community served. The Summit school was chosen as one representative of average conditions in the city, and



A HOME economics class assisting kindergarten children to make "gingerbread men"—a picture illustrating the carryover of work from one of the departments to another.

having all the typical problems of the average elementary school. This school is located not far from the business center of the city. It serves a cosmopolitan district containing a good many apartment houses and representing a wide social range. The school has a considerable transient attendance. The level of economic condition on the whole is not high. Both parents of many of the children work away from home in stores and offices. The enrolment at present is about five hundred sixty. A kindergarten and eight elementary grades are represented. The teaching corps consists of a kindergarten teacher, fourteen grade teachers, a shop teacher, and a home economics teacher. The teachers assigned to this school were selected without regard to academic degrees, but since it is necessary for them to relate their practise to the principles that support it, all are capable students as well as teachers.

The school as now organized should be regarded neither as a model school nor

an experimental school. The quality of work done is distinctly superior, but it is presented as the work of teachers who are also learners studying their own technic and trying earnestly to improve it. In so doing they are free to try out plans and devise means to achieve desirable ends. The demonstrations are primarily to illustrate superior teaching technic, guided by the application of sound fundamental principles, but it is not presented as fixed or final. A friendly interest in the whole range of activities within the school and a disposition to learn from one another is characteristic of the Summit teachers. When one is having a demonstration several others usually arrange to be present during a part of the time or to listen in at the conference. It was probably due very largely to the impersonal attitude of the demonstration teachers toward their own work that the members of the corps as a whole quickly recognized the school's possibilities for helpfulness. Both the less experienced and the more experienced have welcomed the opportunity to spend a morning there and have been wholly appreciative of its service.

The Summit principal and teachers work in close understanding with the superintendent's office, but demonstrations are not dictated or directed by the central office. Responsibility for these rests primarily with the demonstration teachers, who present their own interpretations of the phases of work demonstrated. The head of the Department of Primary Methods, the head of the Department of Intermediate Grades, or an assistant superintendent, is usually present at a demonstration, but only to assist in the discussion and interpretation of the work done.

The Summit teachers are working together to find the best answer to the more perplexing problems that arise in the experience both of new teachers who are seeking to develop right standards of work and of experienced teachers who are called upon to readjust their practise to conform to newer standards. Some of the more important of the problems that engage their attention have been listed by the principal as follows:

1. To carry on an extensive reading program and still secure the benefits that are the result of intensive training in special reading abilities.

2. To provide for the teaching of arithmetical processes through life situations.

3. To have all drill work on an individual basis and where there is a recognized need for it.

4. To determine the use of technical grammar and to provide for its teaching through a functional approach.

5. To provide for individual differences through supplementary projects instead of segregation where to segregate would result in a marked difference in social and physiological age.

6. To provide an opportunity for children to acquire a rich background of normal social experiences and correct some erroneous ones, these experiences to be used as the point of departure when invoking the doctrine of "children's interests in school work."

7. To indicate the relative place and function of formal materials of instruction and activities.

8. To show the need for having the teacher determine the desirable outcomes of any given unit of work in order that he may intelligently direct the pupils' activities.

9. To interpret the teacher's rôle in seeing (a) that only worthwhile experiences are engaged in, the children being prevented from spending their time on relatively unimportant aspects of their environment, from which they gain only superficial values; (b) that children do not direct their efforts entirely to the physical and manual aspects of creative work and neglect the mental aspect; (c) that activities are so selected and graded that children are led to participate in experiences and intellectual endeavors on progressively higher levels.

The number of demonstrations to be given by a teacher during the semester is not predetermined. Beginning in October after the year's work is well underway two or three demonstrations a week are usually scheduled. The number is not permitted to be so large as to interfere with proper attention to the needs

of the classes. Demonstrations are given on different phases of work only as they naturally develop. In order that normal schoolroom conditions should prevail and the children be kept free from embarrassment on account of visitors during demonstrations, the number of visiting teachers was at first limited to six. The children, however, quickly adapted themselves to the situation, and it was found that the number could safely be increased to twelve or fourteen.

The principal sends to the superintendent's office a weekly notice of demonstrations scheduled. Principals are notified from the superintendent's office when they may send a teacher or may themselves attend. There are frequently both principals and teachers present at demonstrations.

In the lower grades, the demonstration consists of the regular sequence of work as outlined on the day's program. In the upper grades, where the work is departmentalized, demonstrations are given in two subjects, about fifty minutes being allowed for each; or one teacher may have two periods of demonstration in the same subject with different classes. At least forty-five minutes at the end of the morning are reserved for a conference on the work seen. The visiting teachers, upon arrival at the building in the morning gather in the principal's office. Each is given a mimeographed sheet explaining the work that is to be presented and suggesting for consideration several questions that will be discussed at the close. The principal then holds a brief preliminary conference with them to suggest some things for them to look for and

some points that they may well keep in mind while making observations. Necessarily, a demonstration can show only one phase of the work, or one stage of development. Seen alone, without background, its relation to a cycle of work may be misinterpreted. It is important that some account should be given of the work leading up to it and that which is to follow. The teacher who has given the demonstration acts as chairman of the conference, making all necessary explanations and leading the discussion. The principal of the school is always present during a demonstration and participates in the conference. It is the common report of visiting teachers that this conference period adds greatly to the value of the morning's work. Frank discussion, inquiry, advice, and contrary views are invited and impersonally considered. Visiting teachers leave with some reassurance concerning their own related problems.

Incidentally, the Summit school is furnishing a demonstration of some of the larger values that flow from wise school management. Two have frequently been noted by visitors:

1. When teachers are led to work together on important basic problems, each with an understanding appreciation of the work that others are doing and an interest in its success, there is a large carryover of activity from one room or department to another. Education becomes a building project to which each is making a contribution.

2. Most disciplinary problems disappear when learning conditions are suitably adjusted to pupils' mental needs. They are really teaching problems, and may be happily solved when treated as such.



A FOURTH-GRADE demonstration of work-type reading. Reading is taught in the Seattle schools so that the children will wish to continue it independently. Love of reading, when it is once acquired, is an assurance of continuing education throughout life.

The Atlanta Convention

ONE OF the unique features of the sixty-seventh annual convention of the National Education Association at Atlanta, Georgia, June 28-July 4, will be the first luncheon of life members of the Association, of whom there are now nearly 2500. President Lamkin has arranged for the luncheon to be held on Saturday, June 29.

"Education for a New World," has been selected by the President as the theme for the convention. All who attend the meeting will wish to arrive in time to be at the opening session in the Atlanta Auditorium, Friday evening, June 28, when the theme will be discussed by outstanding speakers, including United States Commissioner of Education William John Cooper.

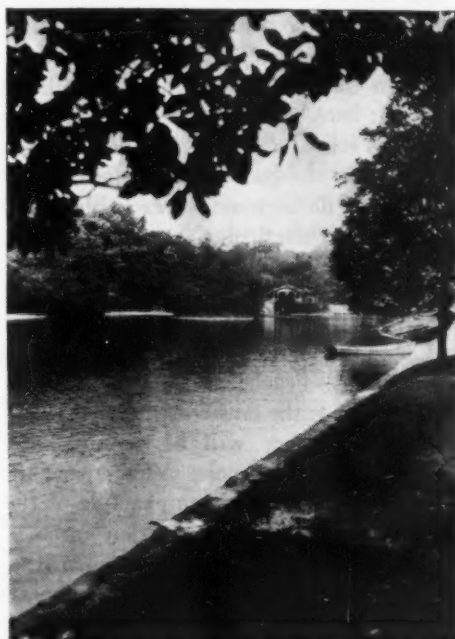
Saturday, June 29. The second general session will be held in the Auditorium at nine o'clock Saturday morning and in the afternoon the delegates and others attending the convention will be entertained at a barbecue by the citizens of Atlanta. In the Auditorium Saturday evening there will be a program of Negro music being arranged by the National Association of Teachers in Colored Schools.

Sunday, June 30. In the morning, churches throughout Georgia will give attention to the convention theme and many pulpits will be occupied by visiting educators. In the afternoon there will be a Vesper Service for members of the convention and the people of Atlanta.

Monday, July 1. The Representative Assembly of the National Education Association will hold its first session at nine o'clock. At the same time there will be a general session for those who are not delegates to the Assembly. The afternoon will be devoted to meetings of the departments of the Association. Monday

night there will be a general session in the Auditorium.

Tuesday, July 2. The Representative Assembly will hold an open session to which all persons in attendance at the



LAKE scene in Grant's Park, one of the oldest of Atlanta's many beautiful parks. In it are located the Cyclorama in which is the painting of the "Battle of Atlanta," and "The Texas," the engine used during the Civil war.

convention will be invited. In the afternoon the departments will continue their meetings and in the evening the pupils of the Atlanta public schools will present a pageant.

Wednesday, July 3. The morning will include a business session of the Representative Assembly and a simultaneous general session. There will be department meetings in the afternoon and another general session at night.

Thursday, July 4. The closing session of the convention will be a great patrio-

tic meeting in the Auditorium on the morning of Independence Day. The program for this meeting will be announced in the June issue of *THE JOURNAL*. The adjournment of the convention at noon on Thursday will permit teachers to attend summer schools or to take boats for the meeting of the World Federation of Education Associations at Geneva, July 25-August 3.

An international aspect will be given to the Atlanta convention by the Inter-American Conference on Education which will meet at the same time as the convention of the National Education Association. This conference has been called at the invitation of President Lamkin to consider educational problems of the Western Hemisphere.

Automobile routes. Hundreds of teachers and administrators are planning to go to Atlanta by automobile. In the January issue of *THE JOURNAL*, on page 11, there is an automobile road map of the United States showing the best routes to the city from all parts of the country.

Railroad rates. Roundtrip tickets will be sold to Atlanta on the identification certificate plan at one and one half fare to members of the National Education Association and dependent members of their families. For identification certificates write J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.; the Secretary of your State Education Association; or your National Education Association State Director.

Hotels. To secure hotel reservations, write to Fred Houser, executive secretary of the Atlanta Convention and Tourist Bureau, 218 Mortgage Guarantee Building, Atlanta, Georgia, stating the date of arrival and the type of accommodations desired.



Two famous homes near Atlanta. On the left is the "Wren's Nest," the home of Joel Chandler Harris. It is kept exactly as it was when he lived there. At the right, Bulloch Hall, girlhood home of Mittie Bulloch, mother of President Roosevelt.

Everywhere Schools Are Different

BEATRICE ENSOR

Editor, "The New Era" and Executive Director, The New Education Fellowship, London, England

THIS article is written as guidance to American friends who plan to visit pioneer European schools this summer. It is necessarily only an outline of what may be seen; fuller lists and particulars may be had from the different European educational centers. The New Education Fellowship office in London, 11 Tavistock Square, London, W. C. 1, is the educational center for Britain for progressive schools and here visitors may obtain introductions and more detailed information concerning schools on the Continent. Friends should note that in Europe visitors may not enter schools quite freely and at their own convenience, as is the custom in the States. Specific appointments should be made and, where necessary, introductions obtained.

England—In London schools of particular interest are the Marlborough Demonstration School and Middle Row School. A visit to the infants' department of the former, which is situated in the slums of Chelsea, will give a lively idea of the difficulties faced and of the spirit that carried the work through. The infants' departments of Medburn Street and Denmark Hill School, are other examples of what can be done in state schools when teachers have vision. Where older children are concerned, the work of the boys' department at Middle Row School in one of the worst slum districts of London is remarkable. The curriculum has been adapted to the needs of the boys and brings into use the constructive abilities inherent in most of them. This school aims at being the center of social improvement for the neighborhood, and is forging a chain of friendship between itself and the home.

France—The École des Roches, near Paris, is the most progressive boarding school in France. Georges Bertier, its founder and head, was one of the first in Europe to publish the theories of John Dewey. The Chateau de Bures, near Paris, was founded three years ago as a progressive boarding school chiefly for American boys in Europe. There is also a good example of the Écoles Maternelles (centers for preschool children), supported by the state, at Suresnes, near Paris. Here Montessori and Decroly methods are enriched by original and at-

tractive games to facilitate the reading and writing processes.

Switzerland—The work of the J. J. Rousseau Institut in Geneva is so well-known that there is no need to enlarge upon it here. Attached to it as a demonstration school is the Maison des Petits, a school for children of kindergarten age that has done some remarkably good work. It is particularly noteworthy for the fine apparatus it has evolved. The Institut Gabriel Rauch, a coeducational day school, is also noteworthy: it has adopted the Dalton Plan.

Austria—Teachers going to Vienna should call at the Austro-American Institute, where they will be given advice about Viennese schools. Vienna is particularly interesting as an example of reforms initiated by the education authorities themselves and imposed upon the teachers. Throughout the whole group of schools the size of classes has been definitely limited to thirty and every encouragement is given to teachers to improve and broaden their work.

Czecho-Slovakia, Poland, and Russia—A few teachers may care to go into Czecho-Slovakia to see the extraordinary work of Bakule at his schools in Prague among invalid, crippled, and unfortunate children. Then on into Poland, where everywhere the Dalton Plan is very popular and where the whole educational system is being reorganized to make the utmost use of modern methods and progress. Of educational developments in Russia it is almost impossible to give any definite idea. The Russians are working out their own peculiar system of education and have completely overturned the whole system that existed before the war.

Germany—Odenwald School in the south is of long standing, and is coeducational; it has contributed much to the pioneer movement and is characterized by the simplicity of its life. In Berlin, Dr. Karsen's work in the poor quarter of the city has created the new type of community in which educational and social activities are linked together, parents, children, and teachers all cooperating. Hamburg offers a feast of experimental educational work.

Belgium—Dr. Decroly's work in his school at Uccles does not need more than

a mere mention. Under the direction of Mlle. Hamaïde it is an example of clear thinking translated into action. The Palais Mondial, in Brussels, the work of M. Otlet, an internationalist whose vision penetrates far beyond the horizon of the present, is a unique museum of models illustrating evolution.

Holland—In The Hague, the Montessori work done in the state schools under the direction of Mme. Philippi van Reesema, must especially be mentioned, and it is well worth visiting. Montessori is combined with housekeeping, organized on the basis of group work, and of many Decroly educative games. All through Holland the Dalton Plan and the Montessori Method are extensively used.

Denmark—The most interesting schools in Denmark are the Folk High Schools. These are boarding schools for adults (ages seventeen to thirty) the aim of which is to train the pupils to educate themselves. Most come from the farming class and to the number of about 9000 annually. Four are within reasonable distance of Copenhagen: Askov, Ryslinge, Ollerup, and Rødding. In Copenhagen there is the chief state experimental school, Vanløse, where much good work is done.

Sweden—The fine old University of Malmö, just across the water from Copenhagen, should not be missed. There is a good coeducational private school near Gothenburg, the Göteborg Högre Samskole, where new methods in education have been followed since it was opened in 1901. The leading pioneer girls' school, Hjälpensionen Tyninge, near Gothenburg, also, is worth a visit. In Stockholm there is the Anna Skolan, and some fine elementary schools.

Everywhere schools are different. In every country in the world experiments are being carried on, experiments induced by the underlying urge to find better forms through which the spirit of the new age may express itself. Visitors to many of these new schools may see points to criticize; but the true attitude is not one of criticism, but of openmindedness and sympathy that will recognize and welcome the spirit informing schools, penetrating everywhere through the sometimes faulty outward forms.

What is a Satisfactory School?

CLARENCE H. DEMPSEY

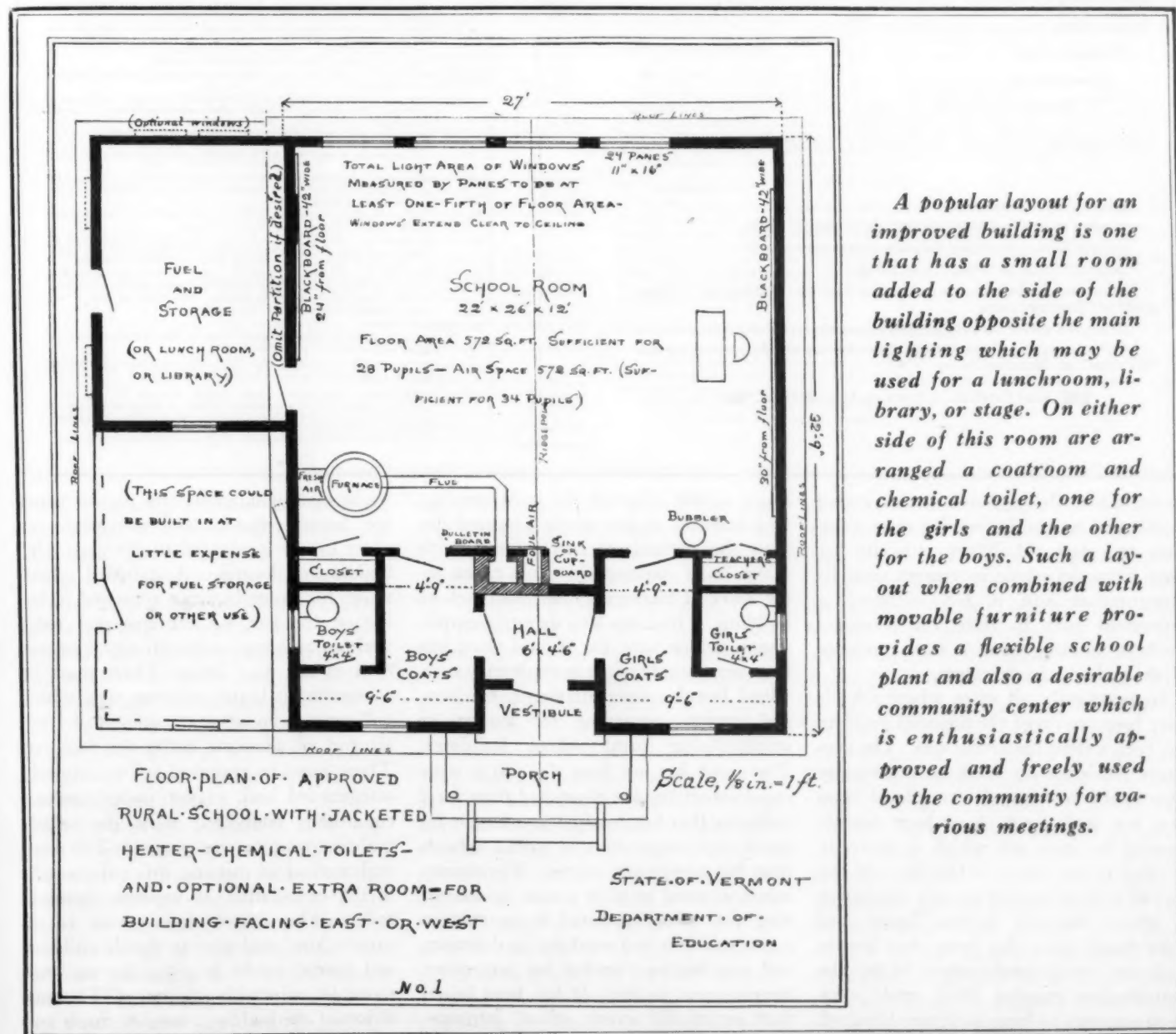
Commissioner of Education, Montpelier, Vermont

VERMONT is a mountainous state containing many small rural communities and a widely scattered population. On account of the geographical and climatic conditions and because of the sparse population in many towns, the consolidation of one-room schoolhouses is not usually a practical plan. The necessary improvement of rural education, therefore, must in most cases be centered about the improvement of one or two-room school buildings.

Realizing this situation, a committee

of teachers made a study of the situation in 1921 and conferred with the State Board of Education regarding the introduction of a systematic plan for standardizing rural schools. The result was the inauguration of a plan which has been, with slight changes, consistently followed for the last seven years. Fundamentally the system involved the reconstruction or remodeling of existing rural school buildings so that in respect to general condition, lighting, heating, ventilation, sanitary facilities, equipment, play-

grounds, and apparatus the school plant should be made thoroughly satisfactory and modern. In connection with this plan it was recognized that no school should be considered a standard school unless the teacher, pupils, program of work, administration, standards of progress, and community cooperation were also of a high and satisfactory standing. The first step in putting this program into operation was to set up the requisite standards and requirements by which schools should be rated. It was also nec-



A popular layout for an improved building is one that has a small room added to the side of the building opposite the main lighting which may be used for a lunchroom, library, or stage. On either side of this room are arranged a coatroom and chemical toilet, one for the girls and the other for the boys. Such a layout when combined with movable furniture provides a flexible school plant and also a desirable community center which is enthusiastically approved and freely used by the community for various meetings.



OFFICIAL RATING SHEET FOR VERMONT RURAL SCHOOLS

(For year 1928-1929)

FORM B

To be filled out and sent to the Commissioner of Education by the Superintendent after visit and inspection. A tentative rating should be made in the fall; the official rating will be made as soon thereafter as possible.

Town _____ Name of School _____
 Number of Pupils _____
 Name of Superintendent's District or Town _____
 Date of Scoring by Supt. _____ Number of Credits _____
 Teacher's Name _____
 Teaching Address _____
 Home Address _____
 Signed _____ Superintendent
 Date of checking _____ Number of Credits _____

Possible Score 200 credits.

Required for Standard School the first year at least 150 credits.

Required for Standard School thereafter at least 160 credits.

Required for Superior School at least 180 credits.

All numbers marked * must be made in full, if school is to be eligible for "Standard" or "Superior" rating.

All numbers marked * must be made to at least 50 per cent of each possible score.

A school must meet all legal requirements of the State in order to obtain or retain "Standard" or "Superior" rating.

Read Carefully all Items on All Four Pages.

PART I

Credits Allowed		PLANT AND COMMUNITY (At least 70 credits for first year and 75 for subsequent years for Standard, and 85 for Superior School required for Part I.)
By Supt.	By State Dept.	
		I. BUILDING AND GROUNDS
		(4) 1. APPEARANCE—Neat and attractive, exterior and interior of building. School grounds neat and well cared for with shade trees planted.
		(6) 2. GENERAL REPAIR—Good foundation, smooth tight floors (2); no leaks, suitably painted (1); all windows and doors with locks in good working order (1); fully screened from flies (2).
		3. LIGHTING
		(5) * a. Light admitted only from the left or left and rear of pupils (5).
		(5) * b. Glass area at least one-fifth of floor area (3); windows with adjustable shades in good condition (2); with shades running from bottom rollers (1).
		(8) * 4. HEATING AND VENTILATION—Ventilating heater or satisfactory jacketed stove, with adequate fresh air inlet and foul air outlet, or furnace, with window boards used in at least four windows.
		(5) * 5. CLEANLINESS—Swept and dusted in a sanitary manner after school hours, daily when needed, and at least twice a week, with dustbane, dampened or oiled sawdust or oil spray used, or floor oiled (3); a thorough housecleaning at least once a year (1); clean windows, watertank, hand basin, etc.; tidy closets, shelves, tables, desks, etc. (1).
		(10) * 6. OUT-BUILDINGS—Two completely fly-screened sanitary dry closets at least twenty feet from the school building and one foot or more apart (1); connected with the schoolroom by a well ventilated and lighted divided passage-way having a good roof and floor, entered only from the school room and leading to separate closets for the sexes (4); or sanitary chemical or flush closets (3); closets carefully supervised, neither marked nor soiled (1); well ventilated and regularly disinfected (2); fuel house convenient and in good repair and separate from girls' toilet (2).
		II. EQUIPMENT
		(8) 1. FURNITURE—Tables and chairs of three sizes or chair desks of three sizes or single adjustable desks or desks of three sizes to fit all pupils. When new ones are bought they must be chairs and tables of three sizes single adjustable desks or chair desks. (Tables and chairs or chair desks, or single adjustable desks, all of proper sizes, are required for Superior rating) (5); Teacher's desk with drawer that can be locked, and two good chairs, reading table, recitation chairs, case or shelves for books, protected shelves for lunch boxes, bulletin board (3).
		(4) * 2. BLACKBOARDS—At least sixteen linear feet not less than three feet wide in good condition, with one or more sections not more than twenty-six inches from the floor. When new boards are installed one section of six feet in length twenty-four inches from floor is advised.
		(5) * 3. TEXTBOOKS—Modern, in good condition, in quantity to supply the needs of every pupil.
		(8) * 4. SUPPLEMENTARY BOOKS AND SUPPLIES—Covered wall maps of the World, United States, Vermont, a globe, a large up-to-date, dictionary and several small ones (2); a library of at least ten books, with five new ones added each year, to be selected from the list of approved books for Rural School Libraries (2); at least two sets of supplementary readers for each grade (1); at least three kinds of primary material (1); use of traveling school library (2).
		(2) * 5. DRINKING ARRANGEMENTS—Covered tanks with faucets, regularly and frequently cleaned, and individual drinking cups properly cared for, or satisfactory drinking fountains.
		(2) * 6. FLAG—A flag flying outside and one not smaller than two by three feet displayed inside at all times when school is in session.
		(4) * 7. APPARATUS FOR ORGANIZED PLAY—Outdoor equipment such as bean-bags, teeters, swings, ropes and rings, basket-ball, tether ball, volley ball and indoor games. Some of both kinds required for two credits.
		(4) 8. MISCELLANEOUS—Clocks, first-aid outfits, thermometers, individual towels used, wash basins, liquid soap or soap powder used from container, mirrors, wastebaskets, pencil sharpeners, shoecraspers or flexible wire mat, or cocoa doormat, etc.
		(37)
		III. COMMUNITY
		(4) 1. SALARY—Minimum salary of \$25 per week (4); \$22 to \$25 per week (3); \$20 to \$22 per week (2); below \$20 no credit.
		(3) * 2. LIVING CONDITIONS FOR TEACHER—The community must provide suitable living conditions for the teachers
		(4) 3. RETAINING TEACHER—Same teacher retained in the same school for more than three consecutive terms. A school that has kept the same teacher for two or more years may retain credits on this item under a different teacher for the next year.

essary to issue descriptive bulletins, rating sheets, and to provide needed state guidance and state aid. Much publicity has been given the whole movement since its inauguration and it has occupied a prominent part in state and sectional teachers' meetings and in state guidance of the public school system.

In practically all cases where schools have been improved the financial problem has been a most important one. The necessary funds for the work have naturally been raised very largely from local taxation but such funds have been supplemented by state aid which is typically granted to the extent of one third of the cost of a given project up to a maximum of three hundred dollars. Local and state funds have also been very generously and freely supplemented by private contributions ranging from small sums up to amounts as large as fifteen hundred dollars or two thousand dollars for a

single school. One of the most satisfactory features of the whole program has been the enthusiasm and interest with which local communities have taken up the work of improving their local school building. There are two deputy commissioners whose time for several years has been very largely taken in conferring with school boards, superintendents, teachers, and patrons regarding the matter of standardizing rural school buildings. *The work has not been done as a state requirement but has developed from local initiative* that has resulted in a keener interest and cooperation in public schools than has previously existed. The deputy commissioners' services consist in conferring with those interested in carrying on a given project and working up drawings and specifications needed for any given improvement project. It has been found that practically every school improvement scheme is an individual one, and

while some basic plans and requirements are found requisite and universal, yet every layout is adapted to the particular building or location. A standard school must, for example, have approved lighting on the left, or left and rear only, with an area approximately equal to one fifth of the floor space. There must be a ventilating heater of some type which will provide an adequate amount of fresh air and an adequate outlet for foul air. There must be approved toilets properly safeguarded and, except under unusual conditions, connected with the school building by a covered passage. The general method of meeting this requirement is the installation of modern chemical toilets. The school desks must be of proper kind and size to fit all children and special credit is given for modern, movable, adjustable equipment. The condition of the building, interior finish and color, equipment of maps, reference

Credits Allowed By Supt.	By State Dept.	
		PLANT AND COMMUNITY (At least 70 credits for first year and 75 for subsequent years for Standard, and 85 for Superior School required for Part I.)
		(4) 4. MEETINGS, FAIRS, EXHIBITS, ETC.—Parent-Teacher or other Associations, giving definite community support to general welfare, health work, Boys' and Girls' Clubs, exhibits, improvement of school building and equipment, attendance of pupils, etc.
		(5) 5. SPECIAL POINTS OF MERIT—Hot lunches at noon, two extra thorough house cleanings; stereoscopic and approved slides; or radioscope; or stereoscope and approved stereographs; phonograph and six or more approved records; suitable pictures and decorations; garden, school kept thirty-six or more weeks; other desirable community work; distinctly superior plant, etc.
		(20)
		(100)

PART II

Credits Allowed By Supt.	By State Dept.	
		TEACHER AND PUPILS (at least 70 credits for first year and 75 for subsequent years for Standard and 85 for Superior School required for Part II.)
		IV. TEACHER-TRAINING (12) Completion of four years of high school and two years additional teacher training (12); of four years of high school and one year additional teacher training, or of three years of high school and two years additional teacher training (10); of three years of high school and one year additional teacher training (8); or holding qualification or new life certificate without teacher training (6)
		V. EXPERIENCE (8) Four years (equals 34 weeks each) or more of successful experience (8); from three to four years (6); from two to three years (5); from 24 weeks to two years (4).
		VI. EFFICIENCY (32) Good school management (2); register and other records well kept and up to date (1); well-planned school program, showing study periods as well as recitations, posted at all times in conspicuous place, and regularly followed (24 cred- (1); definite daily preparation resulting in well organized teaching and definite results (2); seat work for small children constructive and of educational value, no child sitting idle, (1); methods modern and well used (2); extra outside time systematically given to help weaker pupils (2); individual differences considered in assigning lessons (1); teacher or adult supervision during room hour (2); teacher regularly at school at least twenty minutes before opening hour (1); frequent drills and reviews on fundamentals (3); pupils graded and taught according to state course of study (2); well conducted health program (1); careful attention at all times to proper lighting, heating, ventilation and cleanliness of school room (2); clear, full, detailed assignment of lessons (not page or list type) (2); building, grounds and equipment well cared for and supervised (2); play supervised or directed by teacher (1); neat attractive personal appearance (1); pleasing voice and cheerful manner (1); loyalty to profession and school officials (1).
		VII. PROFESSIONAL SPIRIT (10) Attendance at State and district educational meetings (2); take and use at least one standard educational journal (2); read at least two professional books each year selected from State List or approved by superintendent, with application to daily work (2); attendance at summer school three times during last five years (4); or twice during last five years (2); or once during last three years (1).
		VIII. RESULTS AND PUPILS (26) REQUIRED ATTENDANCE —An average of not less than ninety per cent for the two terms last completed before the date of checking by State Department (4); or of eighty-five to ninety per cent (2). APPEARANCE AND CONDUCT —Neat, clean, orderly, polite, industrious and profitably employed (10); RESPONSIBILITY AND CO-OPERATION —Pupils showing personal interest and participation in welfare of the school (4); practicing good citizenship in daily activities (4). PROGRESS —Progress and promotions satisfactory as shown by standard tests (4).
		IX. RELATION TO COMMUNITY. (12) Co-operation with parents (1); homes systematically visited (3); acting as a leader in community (1); a majority of parents visiting school (average twice a year) (1); school building made community center (1); hot lunches at noon (1); active work with parent-teacher or similar organization (2); two week-ends spent by teacher in community each month with out-door walks, sports, activities and other desirable out-of-school work (2).
		(100)

Standardization of the Rural Schools of Vermont

I. PURPOSE

To improve every Rural school through better buildings, better equipment, better teaching, and definite community co-operation, nameplates will be issued by the State Commissioner of Education to all schools which receive the required rating on this Rating Sheet. Only those things which are necessary to a good school are required. Essentials rather than minor details will determine the rating, but the school must be a good one. All points having to do with sanitation have been made to comply with the regulations of the State Board of Health.

II. PLAN

NAME PLATES—The Superintendent will furnish to every rural teacher, school clerk, and member of school board in his district, a copy of this Rating Sheet, at the opening of the school year. The teacher should score with a pencil each number on the sheet previous to the Superintendent's visit, and submit it to him for revision or approval. The Superintendent will then check up the marks and complete the scoring. ALL SCHOOLS ARE TO BE RATED, EVEN IF THEY ARE NOT UP TO STANDARD. To all schools whose Rating Sheet shows a total score of 150* or more credits as rated by the superintendent with the assistance of the teacher, and WHEN APPROVED BY THE STATE DEPARTMENT, one of two name plates will be awarded by the State Commissioner of Education.

III. STANDARD SCHOOL

A name plate bearing the words "STANDARD SCHOOL" will be awarded to those schools scoring on the Rating Sheet between 150 and 179 inclusive. To become a Standard School all the forces of the community should work together. The school board, the teachers, the pupils, and the patrons of the school have each a share in the work of improving the school. Every community found to be actively engaged in working for a good school, deserves honorable mention, even though a name plate may not be obtained at the time.

IV. SUPERIOR SCHOOL

There is a laudable desire on the part of many school officials to make their schools as nearly perfect as possible. To encourage this a name plate bearing the words "SUPERIOR SCHOOL" will be awarded to schools rating 180 or above on the Rating Sheet. A Superior School is one that is taught by teachers of superior qualifications and with the highest efficiency; in a school house as nearly perfect in all essentials as possible and furnished with everything needed. The community must show the interest that the claim of such a school implies.

V. RETAINING THE NAME PLATE

Standardized schools will be rated once a year. The approved lists of all "STANDARD" or "SUPERIOR" schools will be kept on file in the office of the State Commissioner of Education. If it is found on later inspection by the Superintendent, or the State Department, that a school no longer meets the requirements for standardization, conditions must be improved without delay, or the name plate will be removed. Every school should try not only to secure and retain the name plate, but also to have a finer and better school from year to year.

VI. STATE AID

The State Board has available a sum of \$30,000 to help in this work. To secure State Aid the school should first make application and state its plan for standardization. If these plans are approved by the Commissioner, the State will pay one-third of the cost of approved repairs and approved equipment for the school, with the provision that not more than \$300 of State Aid from this fund shall be given in any one year to any one town for one school; \$500 for two schools; and \$100 more for each additional school. Send for special bulletin on State Aid. This State and local money must be spent either for approved repairs or to buy approved permanent furniture and equipment as described under I-4, II-1, 4, 5, 7 and 8.

VII. USE OF RATING SHEET FOR SCHOOL IMPROVEMENT.

This sheet may be used to check up the school, its work and its improvement as follows:—

Mark each sub-item for which full credit is allowed with heavy black check mark or star.

Mark each sub-item which is not given full credit with red pencil. When credit is earned, leave red mark and add heavy black check or star.

Preserve rating sheets and note improvement year by year.

*After the first year 160 points are necessary.

books, textbooks, supplies, etc. must all meet certain definite standards before a "Standard" or "Superior" plate is awarded. Numerous other features are essential but, as can be readily realized, the exact way in which these requirements are met will vary indefinitely. The readiest way of understanding and appreciating these requirements will be by study of the Rating Sheet on this and the preceding page in which the various features are listed together with credits granted for each one.

There are approximately 1050 one-room school buildings in Vermont. In 1921 none of these were in a condition to be granted a standard rating. Since that time the work has steadily progressed so that at this present writing there are approximately 400 rural schools that have been completely improved so that they are now bearing a "Standard" or "Superior" plate. In addition to these,

nearly 200 other rural schools have been nearly completed and require but minor improvements to achieve a standard or superior rating. The public interest in the movement is greater than ever.

The training and efficiency of rural school teachers has rapidly improved so that instruction and school work measure up more completely to clearcut standards of efficiency.

The welfare of pupils is one of the primary considerations and the plan includes provision for children's health and happiness. Attention is, therefore, paid to the playground and play activities of children, to hot lunches at noontime, to home reading, library work, to field work and extracurriculum activities, to the development of the esthetic nature by attention to the attractiveness of a school, to study of art, to the introduction of music, and also to the adjustment of the school to its community in an effective way.

Editorial note—The rural school is the most baffling problem in American education. It presents unusual opportunities and peculiar difficulties. Perhaps the greatest task is to secure trained leadership. It is also necessary to fix in the minds of the rural people themselves an appreciation of the factors involved. The whole plan of standardization endeavors to enable a superintendent, school board, or community to answer the question "What is a satisfactory school?" in definite, concrete terms and to be able to proceed along proved lines to secure a rural school which in every essential will be one of satisfactory conditions and standards. Several other states are improving their rural schools by a plan similar to that used in Vermont. The schoolhouse may well be the most dominant and beautiful building in the rural community—an inspiring symbol of the community's aspirations for its children.

Growth of Allied Education Associations

Prepared by the Research Division of the National Education Association

States and other units	Estimated population 1927	American Vocational Association			National Council of Teachers of English			International Kindergarten Union			American Library Association			National Council of Music Supervisors		
		Number of members 1928	Population per each member in American Vocational Association	Rank of column 4	Number of members 1928	Population per each member in National Council of Teachers of English	Rank of column 7	Number of members 1928-29	Population per each member in International Kindergarten Union	Rank of column 10	Number of school librarians members 1928	Population per each school librarian	Rank of column 13	Number of members 1928	Population per each member in National Council of Music Supervisors	Rank of column 16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental-United States..	118,628,000	7,540	15,733	.....	4,790	24,766	.....	1,852	64,054	.....	1,653	71,765	.....	3,531	33,596	.....
Alabama.....	2,549,000	172	14,820	15	30	84,967	48	3	849,667	48	7	364,143	46	9	283,222	47
Arizona.....	459,000	20	22,950	25	18	25,500	28	6	76,500	23	6	76,500	21	6	76,500	35
Arkansas.....	1,923,000	52	36,981	36	43	44,721	41	1	1,923,000	49	5	384,600	47	17	113,118	43
California.....	4,433,000	140	31,664	33	251	17,661	12	95	46,663	13	167	26,545	1	56	79,161	36
Colorado.....	1,074,000	60	17,900	19	50	21,480	19	26	41,308	11	28	38,357	6	48	22,375	11
Connecticut.....	1,636,000	75	21,813	23	105	15,581	6	129	12,682	2	24	68,167	19	42	38,952	21
Delaware.....	243,000	97	2,505	1	13	18,692	14	1	243,000	32	4	60,750	16	15	16,200	6
Dist. of Columbia	540,000	16	33,750	34	33	16,364	8	68	7,941	1	4	135,000	34	19	28,421	15
Florida.....	1,363,000	61	22,344	24	44	30,977	35	4	340,750	38	5	272,600	41	13	104,846	42
Georgia.....	3,171,000	222	14,284	12	34	93,265	49	11	288,273	35	15	211,400	38	15	211,400	45
Idaho.....	534,000	23	23,217	26	17	31,412	36	2	267,000	34	3	178,000	36	6	89,000	40
Illinois.....	7,296,000	1,015	7,188	4	419	17,413	11	75	97,280	27	121	60,298	15	692	10,543	2
Indiana.....	3,150,000	304	10,362	6	189	16,667	9	85	37,059	7	36	87,500	24	207	15,217	4
Iowa.....	2,425,000	165	14,697	14	137	17,701	13	32	75,781	21	37	65,541	17	112	21,652	10
Kansas.....	1,828,000	97	18,845	20	78	23,436	21	22	83,091	24	19	96,211	29	110	16,618	7
Kentucky.....	2,538,000	2	1,269,000	47	41	61,902	46	14	181,286	30	27	94,000	28	66	38,455	19
Louisiana.....	1,934,000	3	644,667	44	27	71,630	47	1	1,934,000	50	1	1,934,000	50	9	214,889	46
Maine.....	793,000	76	10,434	7	56	14,161	4	13	61,000	17	8	99,125	32	12	66,083	32
Maryland.....	1,597,000	81	19,716	22	64	24,953	27	25	63,880	18	17	93,941	27	39	40,949	24
Massachusetts.....	4,242,000	14	303,000	42	262	16,191	7	169	25,101	3	43	98,651	31	144	29,458	16
Michigan.....	4,490,000	192	23,385	27	207	21,691	20	143	31,399	5	130	34,538	4	297	15,118	3
Minnesota.....	2,686,000	55	48,836	38	105	25,581	29	50	53,720	14	83	32,361	3	81	33,160	17
Mississippi.....	1,790,618	60	29,844	31	73	54,261	45	4	447,655	42	6	298,436	42	6	298,436	48
Missouri.....	3,510,000	343	10,233	5	144	24,375	23	38	92,368	26	39	90,000	25	85	41,294	25
Montana.....	714,000	1	714,000	46	26	27,462	32	.....	.....	.....	2	357,000	44	18	39,667	22
Nebraska.....	1,396,000	6	232,667	41	57	24,491	24	10	139,600	28	26	53,692	12	37	37,730	18
Nevada.....	77,407	26	2,977	2	5	15,481	5	2	38,704	8	0	77,407	22	2	38,704	20
New Hampshire.....	455,000	1	455,000	43	33	13,788	3	6	75,833	22	5	91,000	26	24	18,959	8
New Jersey.....	3,749,000	146	25,678	29	182	20,599	16	62	60,468	16	46	81,500	23	68	55,132	31
New Mexico.....	392,000	22	17,818	18	12	32,667	38	2	196,000	31	4	98,000	30	3	130,667	44
New York.....	11,423,000	879	12,995	10	552	20,694	17	168	67,994	20	202	56,550	13	286	39,941	23
North Carolina.....	2,686,000	95	30,495	32	63	45,984	42	7	413,857	41	7	413,857	48	41	70,659	33
North Dakota.....	641,192	33	19,430	21	26	24,661	26	4	160,298	29	13	49,322	9	67	9,570	1
Ohio.....	6,710,000	450	14,911	16	281	23,879	22	190	35,316	6	137	48,978	8	280	23,964	13
Oklahoma.....	2,384,000	61	39,082	37	47	50,723	44	4	596,000	45	15	158,933	35	57	41,825	26
Oregon.....	890,000	55	16,182	17	42	21,190	18	3	296,667	36	22	40,455	7	11	80,909	38
Pennsylvania.....	9,730,000	932	10,440	8	319	30,502	33	238	40,882	10	145	67,103	18	136	71,544	34
Rhode Island.....	704,000	.....	.....	.....	23	30,609	34	18	39,111	9	10	70,400	20	33	21,333	9
South Carolina.....	1,845,000	128	14,414	13	38	48,553	43	3	615,000	46	3	615,000	49	6	307,500	49
South Dakota.....	696,000	1	696,000	45	41	16,976	10	8	87,000	25	14	49,714	10	15	46,400	28
Tennessee.....	2,485,000	106	23,443	28	56	37,652	39	7	355,000	40	13	191,154	37	31	80,161	37
Texas.....	5,397,000	209	25,823	30	170	31,747	37	16	337,313	37	21	257,000	40	64	84,328	39
Utah.....	522,000	37	14,108	11	20	26,100	31	1	522,000	44	4	130,500	33	12	43,500	27
Vermont.....	352,428	5	70,486	40	28	12,587	1	1	352,428	39	1	352,428	43	15	23,495	12
Virginia.....	2,546,000	238	10,697	9	64	39,781	40	5	509,200	43	7	363,714	45	26	97,923	41
Washington.....	1,562,000	1	1,562,000	48	61	25,607	30	6	260,333	33	31	50,387	11	31	50,387	30
West Virginia.....	1,696,000	30	56,533	39	69	24,580	25	2	848,000	47	8	212,000	39	34	49,882	29
Wisconsin.....	2,918,000	726	4,019	3	147	19,850	15	69	42,290	12	78	37,410	5	113	25,823	14
Wyoming.....	241,000	7	34,429	35	18	13,389	2	8	30,125	4	4	60,250	14	15	16,067	5
Hawaii.....	328,444	.....	.....	.....	.....	.....	.....	5	65,689	19	11	29,859	2	.....	.....	.....
Foreign	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Philippine Islands	11,568,994	7	.....	.....	15	.....	.....	15	11,568,994	51	16	.....	.....	4	.....	.....
Alaska.....	60,000	.....	.....	.....	.....	.....	.....	1	60,000	15	.....	.....	.....	.....	.....	.....

THE above table shows the membership in various allied educational associations and gives the relative ranking of each state as to the ratio of its membership in these national organizations to its total population. How does your state compare with other states in educational leadership as indicated by the membership in these organizations?

You can obtain the figures for your state by reading the table as follows: In Alabama the estimated population

is 2,549,000 (column 2); in this state there are 172 members (column 3) of the American Vocational Association, or one member for each 14,820 persons (column 4) within the state. This gives Alabama the relative rank of fifteen in this regard. Similarly read the figures given for the other states and other associations.

Sources of data: The figures given as to population are estimates of the United States Department of Commerce, Bureau of Census. Member-

ship figures were obtained through the courtesy of the various associations listed in the table.

Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, how many new members would have to be enrolled from your state in order that your state may rank first in ratio of membership in the American Vocational Association to total population?

What Lack We Yet?

KENNETH LLOYD WILLIAMS, J. D.
Berkeley, California

THE class in civic education in one of the greatest of our American universities had been asked to write a short essay on the subject "Americanism." The day before the essay was due the university library was filled with young men and women working feverishly to prepare a satisfactory paper. Among the two hundred fifty students of that class there was a perfect unanimity as to what constituted a "satisfactory paper." They were expected to praise American institutions. The more they could find to praise, the higher their marks! I chanced to overhear two young ladies talking in the library. "Thank Heaven, that's done. Four pages." "Do you believe what you wrote there?" "Don't talk like a fool. I gotta pass this course."

If that were an isolated case we might dismiss it from our minds, secure in the thought that the vast majority of the young men and women to whom we are intrusting the future education of our boys and girls are thinking of something else besides "passing a course." But unfortunately that is not an isolated case. In all too many instances we are sending out teachers whose concept of the relation between education and law observance goes no further than passing the required course in education for citizenship.

I have no sympathy for the individual who undertakes to explain every law violation by the youth of the nation in terms of the failure of our schools and the inefficiency of our teaching profession. With the rise of universal compulsory education there has developed a tendency to intrust everything to the school, and to blame the school for everything that happens. If the public generally, and parents in particular, were as keenly alive to the necessity of character building in youth as are the members of the teaching profession, much of what we know as the "crime wave" could be done away with. Yet despite our best efforts it cannot be denied that in many instances our attempts to inculcate principles of law observance seem almost barren of result.

I am a practicing attorney. I am more familiar with the procedure of the law courts than with that of the schoolroom. I am also a teacher, trained for that profession in the school of education of one of our great universities. Based on the

experiences incident to this dual relationship, a rather formidable indictment can be presented against certain of the methods by which educators attempt to foster law observance.

If I might be permitted to paraphrase that great pronouncement of Justice Oliver Wendell Holmes, of the Supreme Court of the United States, I would say "Law is Life, rather than Logic." You can never create a reverence for law in the abstract when people are dissatisfied with the machinery by which legal rights are safeguarded or enforced! More than one hundred fifty years ago Edmund Burke voiced the great truth that "People crushed to earth by laws have no hope save in power. If the laws are their enemies, they will be the enemies of the law."

The great problem confronting educators today, that of inculcating principles of law observance, will not be attained by a eulogizing of American laws and ideals, coupled with a blindness to their deficiencies and injustices! One could almost believe that we have established a censorship under which the least criticism of American institutions is heresy, and as educators we are trying to foist upon the next generation a "reverence" for law which is utterly artificial.

A recognition of the weaknesses in our system of safeguarding civil liberties does not involve a lessening of our allegiance. Surely there are enough aspects of what we may term "Americanism" which are praiseworthy that we can say with Henry van Dyke, "We love our land for what she is and what she is to be." Let us place the emphasis upon what we *are*, not upon what we *have been* and *think* we are!

My indictment, if indeed I should use so formidable a word, is that whereas practically every element of society recognizes the fact that America is not perfect, teachers, as a class, cling to the old shibboleths, and under the urge of "passing a course" exact "mouth-honor, breath the poor heart would fain deny, and dare not."

The members of the legal profession recognize the weaknesses in our present order, and have taken steps to deal heroically with the situation. To quote the words of the Honorable Harry A.

Hollzer, speaking before members of the State Bar of California, "We have an abiding conviction that the bench and bar, cooperating with each other, possess abundant capacity and the requisite courage to rise to the lofty heights of unselfish public service, and place our own house in order."

Some will ask "Why this emphasis on improved court procedure? My children need know nothing of that. I have all that I can do to teach them mathematics or language or literature." True—but mathematics and language and literature are only means to an end, and that end, in the words of the late President Harding, is "loyal, cooperative living." My concern is more for the attitude of the teacher than for the attitude of the student. If our vision of education does not emphasize loyalty then it is a case of the blind leading the blind.

Loyalty, like enthusiasm, comes from within. We can suggest truths which *inspire* loyalty, but we can never *command* it! Have we, as teachers, lost sight of the fact that the glories of our nation, however great, and the reverence for patriotic leaders (amounting, at times, almost to an apotheosis) can never create a present loyalty? We must be able to give a reason for the faith that is within us! If we have not the torch ourselves, how can we pass it on?

Many of us being familiar with weaknesses in our laws or their application are fearful that if we mention such a problem in the classroom our students may become hypercritical, and losing sight of the worthwhile features, adopt a "negative," destructive viewpoint. Therefore we remain silent, and repeat, as by rote, the shibboleths that make "Americanism" a sort of "Open Sesame" to all that is noble and exalted and "righteous altogether."

How much of it do they believe? Let us ask ourselves first, how much of it do *we* believe?

My plea is for a reasoned faith, for a loyalty that can withstand the barb of satire and the venom of anarchy because it is founded upon understanding. Let us meet criticism gladly, secure in the knowledge that if the criticism is undeserved it will be shown to be such, and if, by chance, some portion has merit, we will profit by the truth!

The relation between education and law observance is almost the relation between cause and effect. While formal education can never overcome the bad influences which sometimes attend the youth's early home life, the virtual abdication of the Home (and to a lesser extent, of the Church) in favor of the School, have laid at our doors a tremendous responsibility. We are charged with instilling a respect for law and with nurturing a love for country. To accomplish this demands the highest loyalty on our own part—not a blind allegiance that insists "The king can do no wrong," but a loyalty that goes out without equivocation or mental reservation.

That sort of loyalty demands facts. It requires that we formulate our judgments in the light of every circumstance, not merely a selected few. Let us do away forever with this "censorship" that regards criticism as heresy, and any proposal for change as *lèse majesté*! Let us as teachers really familiarize ourselves with the things that make America great—and with the things that yet need improvement.

As a practising attorney I find THE JOURNAL of the National Education Association an indispensable part of my library. It affords me the opportunity to keep in touch with the tremendous advances in the field of education; and as

public sentiment (which precedes law) is molded and shaped by the teachers of the world, if we would understand the law we must understand the teacher, for he is the maker of moods, and the creator of environment.

Just as I find it valuable to study THE JOURNAL of the National Education Association, so some of you might have new vistas opened to you by an occasional reading of such a magazine as *The Journal of the American Bar Association*. But whatever method it may take, let us strive for a closer cooperation between the legal profession, as interpreters of the law, and the teaching profession as the molders of the law.

Children's Books of 1928

THIS list of children's books has been selected by Wilhelmina Harper with the help of her class of 50 students in children's literature at the University of California's Library School. Miss Harper has had many years of library work with children in New York and California and is herself author of several children's books. From 1921 to 1928 she was supervisor of children's work in Kern County, California, Free Library. Through this list Miss Harper's wide experience with schools and her fine appreciation of children's literature is made available to teachers throughout the country. The present time is rich in new printed materials for children as well as grown-ups and if the school is not to be left behind it must add considerable fresh material each year. This list will be helpful to schools in planning their school library purchases for 1929-30.

For Younger Children

ADAMS, PETER. *Cork ships*. Dutton. \$1.25. A fascinating history of sailing ships, from the earliest times to the present, woven in and around a simple course of instruction in making ship models out of cork, pins, thread, etc.

BAKER, MARGARET. *The water elf and the miller's child*. Duffield. \$2. Quaint and appealing fairy tale of a mischievous little elf and his playmate, the miller's child. Dainty and clever silhouettes which arouse and maintain interest and admiration.

BENNETT, JOHN. *The pigtail of Ah Lee Ben Loo*. Longmans. \$3.50. A novel and original volume of stories and verse, filled with delicious absurdities that will delight all ages. The stories are graphically told and possess the laughing power of comic illustration and clever play of words.

BESKOW, ELSA. *Aunt Green, Aunt Brown, Aunt Lavender*. Harper. \$2.25. A lovely picture book from the Swedish, with amusing story of three dear old ladies who search for their pet dog, and of the little boy and girl who aid them.

CARRICK, VALERY. *Tales of wise and foolish animals*. Stokes. \$1.50. Absorbing tales and pictures of animal characterizations with simple vocabulary and large print. Many of them contain morals and are suggestive of Aesop's Fables.

CASSERLY, ANNE. *The Whins of Knockattan*. Harper. \$1.50. Highly imaginative stories that carry with them action and human interest suggestive of the rugged Irish hillsides and the fairy-loving peasants.

DAGLISH, ERIC F. *The larger beasts*. Vol. 1. The smaller beasts. Vol. 2. Morrow. \$1 each. Short and simple descriptions of familiar and less known animals with excellent pictures in black and white.

DARBY, ADA C. *Skip-Come-A-Lou*. Stokes. \$1.75. A charming story of pioneer life, presenting the pleasanter side of the picture, with convincing local atmosphere and a delightful sense of humor throughout.

FARJEON, ELEANOR. *Come Christmas*. Stokes. \$1.75. New collection of very pleasing Christmas poems with gay decorations by Rachel Field.

GARTHWAITE, WYMOND. *Bread an' jam*. Harper. \$2. Whimsical and humorous verse that catches the feelings and thoughts of a little child after the pattern of Milne and Stevenson. Will be enjoyed by adults as much as children. Foreword by Kathleen Norris.

MEIGS, CORNELIA. *The wonderful locomotive*. Macmillan. \$2. A small boy and his dog companion have a marvelous adventure crossing the country in an old engine that goes anywhere and everywhere. Illustrations by Berta and Elmer Hader.

MILNE, ALAN A. *The house at Pooh Corner*. Dutton. \$2. More adventures of Piglet and Pooh and all the rest of Christopher Robin's friends. Quite as refreshing as the author's first works and with illustrations just as perfect.

MOON, GRACE. *The runaway papoose*. Doubleday. Doran. \$2. The adventures of a little Indian girl lost in the desert. A gay, improbable tale, charmingly told, and whisking along ahead of sandstorms, quicksands, and mountain lions, with ever a vein of humor lurking in the most breath-taking situation.

SHANNON, MONICA. *Eyes for the dark*. Doubleday. Doran. \$2.50. Delightful and unique fanciful tales combining beauty, humor, and adventure and lending a touch of Spanish color throughout. There is a rare philosophy and complete knowledge of social customs of early California, cloaked with charming whimsicality.

For Other Children

ADAMS, JULIA D. *The Swords of the Vikings*. Dutton. \$2.50. Vital and dramatic tales of the old Danish heroes told with simplicity and a fine appreciation of the mighty North.

ALLEN, ELMER L. *Model airplanes*. Stokes. \$3.50. An explanation of the construction of airplane models with excellent account of the rudiments of flying. Numerous diagrams and actual working size patterns with full description of the necessary equipment. A very practical book.

AUSTIN, MARY. *The children sing in the far west*. Houghton. \$2. Poems of engaging rhythm and picturesque charm which picture the great Southwest with the elemental vision of children. Some are based upon Indian myths and legends and others describe native birds and animals.

DAWSON, A. J. *Jan, son of Finn*. Dutton. \$2.50. A straightforward and winning tale of a dog's life in Canadian forests abounding in action and human interest. Told with keen appreciation of local color and a respect for sincerity. Similar in plot to *Call of the wild*.

DU BOIS, MARY C. *Captain Madeleine*. Century. \$1.75. A historic narrative dealing with the heroism of a young girl during the French and Indian wars. Based upon real fact and portraying fine ideals of courage.

KELLY, ERIC. *The trumpeter of Krakow*. Macmillan. \$2.50. An inspiring tale of long ago Poland filled with mystery and adventure in which a young boy hero and trumpeter plays the leading rôle.

LANSING, MARION. *Magic gold*. Little, Brown. \$2. Splendid and accurate picture of the time of Roger Bacon. A young French boy and Friar Roger struggle to make gold to save the honor of Haddon Hall. Their effort and success make a most interesting narrative.

LINDSAY, VACHEL. *Johnny Applesseed and other poems*. Macmillan. \$1.75. Poems that stand alone in their singing emotional quality and primitive rhythm, and striking originality. There is a delicate humor and an understanding of dreams that will win any child who has not yet learned to love poetry.

MALKUS, ALIDA S. *The dragonfly of Zuni*. Harcourt. \$2.50. An enchanting and accurate story of the romance of a Pueblo Indian girl, told with sympathetic insight, and teaching a great respect for these children of the desert.

MEIGS, CORNELIA. *Clearing weather*. Little, Brown. \$2. A gripping sea tale of the tense days before the Revolution in which an eighteen-year-old lad plays a leading part. There are encounters with pirates and Indians and continuous action very ably presented.

MUKERJI, DHAN GOPAL. *Ghond the hunter*. Dutton. \$2.50. A young boy of India learns the secrets of the jungle from his friend the Hindu priest. As well written as all the other works of this author.

ROGERS, LOU. *The rise of the Red Alders*. Harper. \$2.50. A most original and absorbing animal story told in vigorous language by an authority versed in woodlore. The play of intrigue, the ready action, and quick thinking on the part of the characters is equal to the best of a Dumas or a Sabatini. A love for woodfolk is everywhere evident.

SALOMON, JULIAN H. *Book of Indian craft and Indian lore*. Harper. \$3.50. A thoroughly practical handbook containing a wealth of new material on craft and lore with full directions for making anything the Indian uses. Of special interest to Boy and Girl Scout workers. Good illustrations.

SANDBURG, CARL. *Abe Lincoln grows up*. Harcourt. \$2.50. A reprint from *Abraham Lincoln; the prairie years*. A noble story dealing mainly with Lincoln's younger years.

SHARP, DALLAS L. *Boy's life of John Burroughs*. Century. \$2. A splendid and skillful characterization of the great naturalist and poet told in narrative form with a rare insight. Will inspire any reader.

SKINNER, CONSTANCE L. *The ranch of the golden flowers*. Macmillan. \$1.75. A vivid picture of Spanish pastoral California just before the gold rush. Effective contrast between Spanish customs and temperaments and the crude Kansas background of the pioneer American boy and girl who are introduced to all the beauty and excitement of life on a large Spanish ranch.

Teaching the Number Combinations

THEODORE LINDQUIST

Professor of Mathematics, Michigan State Normal College, Ypsilanti, Michigan

IT MAY be well, first of all, to take a glance at the size of the undertaking of teaching the number combinations to a class. If we combine 2 with 3 additively we get the same result as if we combine 3 with 2. Considering 2 and 3 the same as 3 and 2 there are 45 combinations, exclusive of those containing a zero, to be memorized. While combinations with zero give much difficulty, yet they form a group by themselves which it is better to treat collectively than as 9 different combinations. There is no uniformity in the length of time given to learning the addition combinations yet we may safely decide upon one year, or one and one half years. Where the time is one year the rate will be one combination every four days in the nine-month school year. Where the time is one and one half years the rate will be one combination every six days. In the ten-month school year the rate will be even slower. Is this too severe a requirement to ask from the teacher?

The proper introduction of the number combinations is, of course, through the use of concrete objects. Let the teacher hold up 1 piece of chalk in one hand and 2 pieces of chalk in the other. The 1 piece is now transferred to the hand holding the 2 pieces and all of the pieces counted by the pupils. This may well be followed by the use of other objects in the same way. When the fact illustrated has been well established the teacher writes 2 on the board with 1 under it and draws a line under the 1. Placing the chalk in his hand upon the 1 he asks, "How many are 1 and 2 (placing the chalk upon the 2)?" After the pupils have told him 3 he writes 3 under the line. The process is next repeated in a slightly different manner. The 2 objects are transferred to the hand holding the 1 piece; that is, the 2 is added to the 1. On the board the teacher writes the 1 above the 2. Placing the chalk upon the 2 he asks, "How many are 2 and 1?" As the children answer 3 the teacher again writes 3 under the line. These duality processes are important in that they show that the two numbers—1 and 2—are really in a way melted together into one number and that it does not matter which one of them stands first. *Only the first few combinations need to be thus*

objectively developed. Memorizing the addition combinations is the main business of this work, not acting them out. It may be well here to guard the teacher against permitting the pupils to count out combinations on the fingers, a habit which often gives both teacher and pupils much grief.

Turning now to the multiplication combinations we find that there will be only 36, as multiplication by 1 merely re-

THIS STATEMENT is a type which THE JOURNAL would like to publish more frequently. Should the multiplication facts be taught as a table or scrambled? When educational science has determined the best answer to a question like that the standard technic should become the property of every person who enters upon teaching. Anything less than this means that children are acquiring the tools of learning in a way that will render them mentally less efficient throughout their lives than they might be.

peats the multiplicand and is hence another special group to be learned *in toto* just as multiplications and additions involving the zero. The multiplication combinations can, therefore, be learned in a year of 36 weeks at the rate of one per week. Surely this is not too much for a good teacher who goes at the matter with vim and system.

From the very beginning of counting and computing, work with zero has given much difficulty. Is it then any wonder that children have trouble handling zeros? So we find them increasing a number by one when they add a zero or getting the multiplicand when they multiply by zero. Such troubles also show up in the various tests which the pupils take on the number combinations. Yet it is not best to teach that $1+0=1$, $2+0=2$, and so on, or that $1\times 0=0$, $2\times 0=0$, and so on. It is much more efficient to consider the cases of zero in addition collectively; namely, that zero added to any

number just repeats the number to which the zero is added. Similarly, if a zero is used in multiplication, the product is always zero, and if 1 is a factor, the product is always the other factor. Some feel, however, that this is not sufficient but that each set of combinations in addition as well as in multiplication involving the zero should be memorized just as are the combinations with the numerals. This is likely due to the fact that many teachers consider combinations involving the zero so very simple that they give no drill on these combinations whatsoever. Drills on the combinations containing the zero are absolutely essential. However, it is not only simpler to teach these combinations with the zero collectively but that process has greater educational value than the memorization of several combinations.

Memorization of the number combinations in the form of tables is the greatest hindrance to effective teaching of these basic number facts. The child who knows his tables runs up the ladder in the table of sixes when confronted with 6×7 until he meets that particular combination. If, however, he knew the multiplication combinations not in tabular form but as *separate single individual facts* 6×7 would flash 42 to him at once. Happily, tables of the additional facts are memorized no more, but alas the tables of multiplication facts are with us yet. No legitimate reason can be advanced for asking a child to memorize facts like number combinations in the form of tables. Why not ask the children to memorize tables of words in spelling as well? They will have just as much use for one of the spelling tables as they will have for the other which is *nil* in each case. Tradition and laziness on the part of the teacher are the only reasons for asking children to memorize multiplication tables. It is so easy to say, "Learn the table of fives for tomorrow," or "James, give the table of sevens." What we need is such an effective drill on the number combinations as single individual facts that 6×7 is 42 just as c-a-t is cat.

While it is not good policy to connect the number combinations in tables there are sets of combinations that ought to be grouped and studied together. In addition we have groups of four as,

$5+6=11$ $6+5=11$ $11-5=6$ $11-6=5$

and in multiplication there are groups of six as,

$$\begin{array}{lll} 4 \times 7 = 28 & 28 \div 4 = 7 & 1/4 \text{ of } 28 = 7 \\ 7 \times 4 = 28 & 28 \div 7 = 4 & 1/7 \text{ of } 28 = 4 \end{array}$$

Before subtraction has been studied the subtraction part connected with the addition combinations must, of course, be omitted. Likewise, in studying the multiplication combinations the parts dealing with division are not to be considered before division has been introduced.

Washington said that eternal vigilance is the price of liberty. Similarly, eternal review is the price of good work in memorization of the number combinations. We must review, review, review, ad infinitum. According to the average a new addition combination should be taken up every four days. However, the first combinations are simpler, the subtraction facts do not arise at first, and the number of combinations to be reviewed increases from week to week. Hence the time between new combinations ought to be increased as the work progresses. This can readily be done providing the combinations are taken up a little more rapidly at first than the average time allotted to each. More or less extensive studies have been made to ascertain which combinations give pupils the most difficulty. It is not necessary for the teacher to be acquainted with these findings to secure the very best results. He must only strengthen his drill on those combinations which the children he teaches find the most difficult while he is at the same time not wholly neglecting the less troublesome ones.

Flash cards are probably the best device for drill while the children are learning the combinations. These cards can be

handled quickly and easily by the teacher. As suggested above those containing the combinations which give the children the most trouble can be brought into use the more frequently. Suiting the drill thus to the needs of the class requires care and vigilance on the part of the teacher but brings ample returns in satisfaction to the real teacher. Speed is the keynote of success here. *The child is not to say "Six plus five is eleven," but merely "eleven."* One matter must not be lost sight of; namely, the numbers on the flash cards must be so large that they are readily seen by each and every pupil in the room.

Number games are among the most effective means that we have to establish the number facts. Several may be used providing only that they fulfill the following three requisites of a good number game:

1. It must be simple for the teacher to operate.
2. It must be such that the teacher can readily use, as often as he thinks necessary, those combinations in which the pupils need the most drill.
3. It must engage the attention of *all of the pupils all of the time.*

The old "spell down" contest violates the last essential in that only one or at most a few pupils take part at any one instant and also in that the poorer pupils, those who need the drill the most, completely drop out of the game early. No game or drill should be continued after the children have become fatigued. This takes place when the results become generally unreliable.

A very simple number game for the early grades is for the teacher to hold up flash cards while the pupils write the re-

sults upon paper. The papers may then be exchanged for scoring or each pupil may score his own paper. As the teacher reads the correct results the pupils draw lines through any that may be incorrect. The correct results are then merely counted to get the score.

The pupil's own record sheet of his failures is, perhaps, the most useful device for strengthening the work with the number combinations. On this sheet the pupil first records those combinations in which he feels he is weak as well as those that he finds he has missed from the papers returned to him after a number drill. He has here tangible evidence of his weaknesses which need to be repaired through further study. One teacher who used this plan in a junior high school reported that it helped more than any other one thing to bring up this phase of her pupils' work.

To recapitulate: A thorough, precise knowledge of the addition and multiplication combinations is an absolute necessity. They should not be memorized in tabular form but as single individual facts, or in groups of four related facts in addition and in groups of six facts in multiplication. Those facts that the class finds difficult are to receive special attention while the others are not to be wholly neglected. Flash cards are excellent devices for use at first with various forms of number games a little later. These number games are to be such as to keep every child working all of the time. Individual record sheets of errors kept by each pupil are also a valuable aid in correcting such errors. Finally, any alert teacher who is willing to put forth the effort can succeed in teaching the number combinations thoroughly.



Evergreen forest near Seattle

Vitalized Group Study and Faculty Meetings

AT NO time has there been so great a need for training teachers in service as now," said Superintendent Carleton W. Washburne of Winnetka, Illinois, in an address before the Cleveland meeting of the Department of Superintendence. Mr. Washburne said further:

Education is moving ahead so rapidly today that even the graduates of our best teachers colleges soon find themselves out-of-date unless they receive active training in service.

Today we need to train teachers to adapt their work to the wide differences that exist among individual children; to do active and worthwhile research in connection with their classroom problems; to look on the misbehaving child not as a culprit but as a patient; and to release each child's creative powers and train him in the best social use of these powers.

This page of JOURNAL space appearing in each issue since October 1928 is evidence of how important the Association considers constructive faculty meetings based on the study of state, national, and other educational journals.

One hundred percent schools, now numbering many thousands, have at hand each month the new material which these journals contain. It means much to a school, to the children, and to the community to have teachers who are alert and interested in the larger problems of the profession. The practise of keeping in touch with advance movements and with educational ideas generally makes teachers better workers in the immediate task in hand. The journals of state and national associations give the broader view suggested by Mr. Washburne above, and can do so with increasing effectiveness in the years ahead. The number of schools which now hold one regular faculty meeting each month based on a study of state and national journals is increasing.

What to study—Character education, curriculum making, visual instruction, children's books, the school nurse, mental hygiene, school excursions, standards for a satisfactory rural school, vacation plans, World Goodwill Day, and the Pact of Paris.

For elementary schools—Suggestions for classroom teaching are in the following JOURNAL articles:

Art in the rural community—C. Valentine Kirby, May 1929, p137

Visual instruction in classroom teaching—Anna V. Dorris, May 1929, p151

Teaching the number combinations—Theodore Lindquist, May 1929, p163

Children's books of 1928—Wilhelmina Harper, May 1929, p162

For junior and senior high schools—Vacation plans, progressive schools, and the educational advance are emphasized in the following JOURNAL articles:

Everywhere schools are different—Beatrice Ensor, May 1929, p156

The Atlanta Convention—May 1929, p155
Summit Demonstration School—Frank E. Willard, May 1929, p153

Curriculum making for small towns—Henry Harap, May 1929, p145

Direct or indirect character education—George H. Betts, May 1929, p141

For colleges—The trends of education which affect large groups of teachers are of interest to college faculties. The following JOURNAL articles are suggestive:

The National Council of Education—John K. Norton, May 1929, p144

School nursing as a career—Elma Rood, May 1929, p147

What is a satisfactory school?—Clarence H. Dempsey, May 1929, p157

What lack we yet?—Kenneth L. Williams, May 1929, p161

Mental health habits—Daniel W. La Rue, May 1929, p140

A tribute to a great leader—May 1929, p136

School costs and the public—editorial, May 1929, p135

What the JOURNAL checkup shows—Returns from readers on the March JOURNAL show the following vote: First, "Education: What Program? What Price?" by Frank D. Boynton; second, "Mental Health Through Work and Play" by Daniel W. La Rue; third, "The Transformation of Peter" by Thomas R. Henry. Readers who fill out the monthly checkup blanks, are asked to select the five most helpful articles. Every month, comments like this one from Alice G. Baldwin of Wilmington, Delaware, are received:

There were so many interesting and helpful articles in this issue that it was really difficult to select the five most helpful.

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

Socializing the school by R. Garland Ross in *Oregon Education Journal*

Rural play days in Minnesota by E. W. Everts, *Minnesota Journal of Education*

Bread versus dynamite by Lucile F. Fargo in *Journal of Florida Education Association*

Distribution of the principal's time by W. J. B. Truitt in *Virginia Journal of Education*

Bringing the arithmetic textbook up to a 1929 standard by F. B. Knight in *Montana Education*

The community by L. W. Burns in the *West Virginia School Journal*

Mental hygiene and the public schools by Ralph N. Tirey in *The Indiana Teacher*

Mental hygiene for all teachers—The one-page articles by Dr. La Rue on this subject which have appeared each month since October 1928 are steadily gaining in votes in THE JOURNAL checkup. This outstanding series alone is valuable enough to warrant saving the 1928-29 file of JOURNALS. Rose M. Caughlin, of the Webster School, Seattle, Washington, writes:

I am glad that the articles by Dr. La Rue are gaining in votes each month and that Dr. Thomas D. Wood's article on "Posture" was considered meritorious. For too long a time we have talked all around subjects pertaining to hygiene, whether mental or physical, without saying anything definite or helpful. The above mentioned articles are specific, definite, and inspiring.

Schools that are prophecies—The article in June for this series will describe the Winnetka schools. Kenneth H. Thompson, seventh and eighth grades, Clinton, Nebraska, wrote:

Of all the articles that I enjoy most every month are those on "Schools that are Prophecies." I look forward to them with much interest. It is because man has kept in touch with the better methods used by others that civilization has advanced. So let us never have a month that we don't have some of these articles.

Problems of the secondary school—J. J. Vineyard, principal of the high school at Paola, Kansas, writes:

The article that is most germane to the problems of the secondary school is "Vitalized Group Study and Faculty Meetings." I read THE JOURNAL more carefully each month and find more useful material.

Your faculty meetings—What use do you make of THE JOURNAL? What are you studying? How are your meetings planned? What you are doing if written to the editor of THE JOURNAL will reach a group of 193,000 educators.

Liberalizing the Adolescent

NOEL P. GIST

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CAN THE foundation for a liberal education be laid in the high school? Such a question may at first appear superficial and naive; but in view of the fact that a good portion of secondary education consists of memorization of facts and rules and emphasis on utilitarian values, it seems to me that it is essentially apropos. An experiment is being carried on this year in a class in journalistic writing for the express purpose of training the student to do some independent thinking on his own initiative, and of giving him a liberal, yet critical, outlook on the problems of the society in which he lives.

In this class any problem of vital interest is brought up for discussion and editorial comment. It may be race relations, or outlawry of war and military training, or religious tolerance, or modern youth, or the treatment of crime, or the utilization of leisure time. Indeed, it may be a question of local significance, such as municipal politics, housing conditions, sanitation, free textbooks, or a school campaign for some needed improvement. Trivial subjects are ruled out, only problems of importance being included on the class "docket."

A student committee, working with me as teacher-adviser, usually draws up the plans for the editorial work. Subjects are suggested, and from the list is chosen a topic that will furnish material for written work and class discussion. A bibliography is then compiled and posted on the bulletin board for outside readings. Such magazines as the *Atlantic Monthly*, *World's Work*, *Harpers*, *Scribners*, and *The Forum* are used extensively, and the students read one or more articles to give them a background upon which to base their own opinions.

In the open forums that are conducted in the classroom, there is no restriction on freedom of speech or thought. Each student is given the opportunity to express his own opinion on the subject, regardless of what his attitude on the question may be. I act as "chairman" of the group, my purpose being to avoid the introduction of any irrelevant matter in the discussions, rather than act as a dictator to determine what shall or shall not be said.

After a thorough airing of the question, written assignments are made. Each

member of the class is expected to write at least one editorial on the subject in which he expresses his own views. No one is ever encouraged to write an editorial giving an opinion to which he does not personally subscribe. Rather, the reverse is the case. Some of the editorials received are better than others, to be sure, but most of them show evidence of some originality and thought after the reading assignments and class discussions.

Several times the class has drawn up plans for an editorial campaign in the school newspaper. At one time the students themselves chose to carry a series of editorials on modern youth and its problems. They wrote the series, and incidentally came to the defense of youth, but only after they had thoroughly investigated the influences that are affecting the lives of the younger generation. They had learned one thing in class: That half-baked opinions do not make an intelligent editorial page in any newspaper.

Having come to the realization of the value of an intelligent interest in the vital social and economic problems of their community and of the world at large, the students have likewise evinced an interest in the opinions of others. As a result they are reading, of their own volition, editorials and opinionated articles of merit, and are taking a new interest in the affairs of society. The news columns in the daily papers are utilized as sources of information for editorial discussion, and at least once a week a group discussion of the day's events is held.

I have found that in most cases the students have difficulty in grasping the significance of many news stories because of the lack of an adequate background of facts. To meet this, each week I prepare an interpretative discussion of current happenings. The material is mimeographed and given to the class. This news digest is by no means intended to be a substitute for the newspaper, but rather a supplement of it. Its purpose is to give the students a background of information so that they will be enabled to comprehend a news dispatch on the same subject appearing in the daily press. A treatment of the Panamerican Congress, for instance, would call not only for a discussion of the purpose of the conference, but for the many issues at stake, the

historical events leading up to the latest meeting, and an explanation of the different points of view of the countries represented.

The primary purpose of this class is not utilitarian; its aim is to exercise the reasoning faculties and to afford training in written expression. The student is taught to think before he begins to write. And above all, he is encouraged to think and write honestly, for intellectual cowardice is as undesirable as any other brand of dishonesty.

It must be pointed out that before any mentionable results can be derived from a class of this kind, academic freedom must be adhered to as a cardinal principle; not freedom for the teacher alone but for the students as well. If any student feels that his opinion may in any way influence his chance of making a good grade, the purpose is inevitably defeated. There must be respect for student opinion. The youth must be made to feel that his personal convictions are worthy of consideration. If he realizes that his opinions are respected for what they are actually worth, then he is apt to take pains to express ideas that are intelligent and thoughtful. Similarly, if he expects to see himself in print, he must write articles that will qualify as examples of good English. It is not surprising, then, that the average student in the class will take more pride in his work, and exert more honest effort in turning out acceptable copy, than the one who turns out dull themes to be used to kindle the fire.

Such training, I believe, forms the ground floor of liberal thinking and good citizenship. Interest is the driving force behind it all. The student finds the class-work is not artificial: he discovers that it has to do with problems that touch or threaten to touch his own life; that education which produces desirable citizens is not sheer memory work to be forgotten as soon as possible, but something vital, something real. If he can go forth with a little more tolerance, with a little more respect for the needs of his fellowmen, with a little greater appreciation of the responsibilities which are his, then he will have received infinitely more than if he had spent his hours trying to remember endless formulas. In other words, he is starting on the road to a liberal education.

What is Vocational Guidance?

ROBERT HOPPOCK

Vocational Counselor, Rahway High School, Rahway, New Jersey

THERE is still much misunderstanding as to what vocational guidance really is. Ridiculously impossible claims have been made for it, in the face of which it is no wonder that some hard-headed superintendents have hesitated to take it into the system. The wonder is that it has made any progress at all.

Vocational guidance is not an attempt on the part of the counselor to prescribe an occupation for which each student is ideally fitted. Any person who will attempt to tell someone else what he ought to be has a colossal nerve. People have tried to do it ever since they used to measure the back of your head and call it phrenology. Now they look at the front of your head and call it character analysis. Their claims have been investigated time and again, but to date no reputable scientist has succeeded in finding anything reliable in such methods.

It is not even expected that as a result of vocational guidance, every student will eventually find work for which he is ideally fitted—desirable as that would be. Some day we may be able to do that. Every vocational counselor looks forward to the time when we can. But at present it is too much to hope for.

What, then, can we do?

A great deal. First, let me dispel the old fallacy of the round peg in the square hole. There is no such thing. We used to talk as though there was one and only one vocation for each person: if he got into that line of work, success and happiness were assured; if he got into anything else, he was doomed to failure. Now we know that there are varying degrees of adjustment to one's vocation.

Imagine a vertical scale. At the top place the hypothetical man who is ideally fitted for his work, who has all of the abilities it requires, and who enjoys doing the very things he has to do in order to earn his living. At the bottom place the complete misfit, the man whose outstanding weaknesses are in the very qualities most essential to success in his job. You recognize at once that few people can be placed at either end. Most of us fall in between. But some of us are very much nearer the top than others. And other things being anywhere near equal, a man's chance of success and happiness in his work depends upon his place on that scale.

Accordingly, the aim of the vocational counselor of today is to get each student as high on that scale as possible, and thus to increase the probability of his success and happiness.

Now how do we go about it?

Let me draw another scale. This time place at the top a person about to choose his life work. Imagine him, by some miracle, endowed with complete knowledge about all occupations: the work done in each, the special abilities and qualities of temperament essential to success, the preparation required both to enter the occupation and to advance in it, the rewards one may reasonably expect, and its relative advantages and disadvantages when compared with other occupations. At the bottom of this scale place another person about to choose his life work, and imagine him just arrived from Mars, with no knowledge whatever of the world of occupations and the opportunities therein. Again most of us

fall somewhere in between on the scale. And again, the nearer one is to the top, the better are his chances of choosing a field of work in which he may find success and happiness.

The problem of vocational guidance for the present, then, becomes the problem of vocational information. The more we can teach school students about different occupations the more we increase the probability of their finding a satisfactory life work. J. Adam Puffer put it well when he said, "One of the safe and sane methods of vocational guidance is to expose each boy and girl to the largest possible number of temptations to a good life work."

But note, that this is not vocational education. Vocational education is preparation for a specific occupation already chosen. By vocational information we mean a comparative study of a wide range of occupations, including for each occupation studied:

1. The work done
2. The special abilities and qualities of temperament essential to success.
3. The preparation required
4. The rewards, financial and otherwise, which one may reasonably expect
5. The relative advantages and disadvantages when compared with other occupations

This, then, is the foundation of vocational guidance in our schools today. Aptitude tests, counseling, rating cards, and all the other elements of a well-rounded program are supplementary to it. They help, but the program does not rest upon them. They are the things to which we look for future developments in the great work of getting people into jobs they can do.

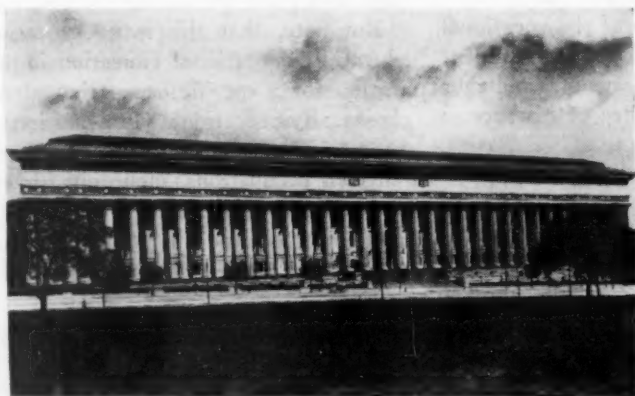


VOCATIONAL guidance in the high schools. Left—by learning how to operate the machines the girls are able to command good positions. Right—An opportunity is given these boys in the sheet metal shop to learn a good trade during their school days.

Housing the Administration of Education



AT the left is the new Chamber of Commerce Building, at Twelfth Street, Broadway through to Hill Street, Los Angeles, California. Here the Los Angeles Board of Education has its administration offices. At the right is the architect's drawing of the new home of the Board of Education in Philadelphia, Pennsylvania. The building, surrounded on three sides by the Parkway, will be U shaped with an open fore court forming the main approach.



AT the left is the New York State Education Building, Albany, New York, the first building in the United States to be devoted entirely to the administration of a state system of education. It cost nearly five million dollars. At the right, the building housing the administrative offices of the Denver Public Schools at 414 Fourteenth Street.



AT the left is the million dollar administration building of the Pittsburgh schools. This view shows the central court on which all the offices face. The corridor on the street side separates the offices from the noise of the street. At the right is a view of the business offices in Board of Education building of the Berkeley, California, public schools.

Builders of Our Profession

GROWTH and Success—There are three important factors in successful teaching—preparation for the job, personality, and growth on the job. Preparation for the job involves the mastery of many problems. The field of preparation is so large that it will not permit discussion here. Suffice it to say that the better and broader the preparation, the better the chances for success. Personality is difficult to define. It involves understanding, sympathy, initiative, dignity, kindness, power of analysis, and the other things that go to make up inspiring leadership. It is the thing that makes for success in one individual, the absence of which may lead to failure in another who is equally well prepared academically. It is the quality of character that, without word or act, stimulates pupils to greater effort and inspires them to higher ideals.

Growth on the job is essential to success. In education, as in science, law, medicine, and the arts, preparation is never completed in the sense that a point may be reached when further preparation is impossible or unnecessary; for preparation in education is a continuing process.

Preparation and personality are fundamental, but little success can be achieved unless there is growth on the job.—Editorial, *Wisconsin Journal of Education*, December 1928.

Large Enrolments in the Larger Cities

THESE cities of more than 10,000 population merit special mention for the high percent of their teachers who are members of the National Education Association. Those marked with an asterisk have reported complete enrolments; the others, more than ninety percent. Each item includes state, city, and superintendent.

Population 100,000 or Over

CALIFORNIA, *Oakland*, Willard E. Givens
COLORADO, *Denver*, A. L. Threlkeld
GEORGIA, *Atlanta*, W. A. Sutton
KANSAS, *Kansas City*, M. E. Pearson
OHIO, *Akron*, T. W. Gosling

Population 30,000 to 100,000

CALIFORNIA, *Berkeley*, Lewis W. Smith; *Long Beach*, W. L. Stephens; *San Jose*, Walter L. Bachrodt
COLORADO—*Colorado Springs*, H. M. Corning; *Pueblo*, J. R. Risley and J. F. Keating
ILLINOIS, *Decatur*, William Harris; *East St. Louis*, D. Walter Potts; *Moline*, Lewis A. Mahoney; *Oak Park*, W. J. Hamilton; *Rock Island*, J. J. Hagan
INDIANA, *Evansville*, John O. Chewing; *Ft. Wayne*, L. C. Ward; *Hammond*, L. L. Caldwell; *South Bend*, W. W. Borden
IOWA, *Sioux City*, M. G. Clark; *Waterloo*, Charles W. Klein and Charles A. Kittrell
MAINE, *Portland*, Wm. B. Jack
MICHIGAN, *Hamtramck*, M. R. Keyworth; *Muskegon*, M. W. Longman
MISSOURI, *St. Joseph*, C. A. Greene
NEBRASKA, *Lincoln*, M. C. Lefler
NEW YORK, *Binghamton*, Daniel J. Kelly; *Mount Vernon*, Wm. H. Holmes
OHIO, *Lakewood*, Julius E. Warren; *Lima*, R. E. Offenbaver; *Lorain*, D. J. Boone; *Springfield*, F. M. Shelton
OKLAHOMA, *Muskogee*, C. K. Reiff
PENNSYLVANIA, *Altoona*, Robt. E. Laramy; *Chester*, Geo. H. Weiss; *Easton*, James C. Bay; *York*, R. O. Stoops

VIRGINIA, *Lynchburg*, E. C. Glass
WEST VIRGINIA, *Charleston*, S. E. Weber

Population 10,000 to 30,000

ARIZONA, *Phoenix*, John D. Loper; *Tucson*, C. E. Rose
ARKANSAS, *Fort Smith*, J. W. Ramsay
CALIFORNIA, *Alameda*, Wm. G. Paden; *Alhambra*, Forrest V. Rount; *Bakersfield*, Charles E. Teach; *Glendale*, R. D. White; *Santa Barbara*, Paul E. Stewart; *Santa Monica*, Frederick F. Martin



HARRY W. ROCKWELL, president of Buffalo State Teachers College. At the recent Cleveland convention Dr. Rockwell was elected president of the American Association of Teachers Colleges, one of the leading departments of the National Education Association.

COLORADO, *Greeley*, G. E. Brown; *Trinidad*, Gilbert S. Willey
CONNECTICUT, *East Hartford*, Percival S. Barnes
FLORIDA, *Miami*, Charles M. Fisher
IDAHO, *Boise*, Charles F. Dienst; *Pocatello*, J. M. McDonald
ILLINOIS, *Blue Island*, J. E. Lemon; *Champaign*, W. W. Earnest; *Chicago Heights*, Floyd T. Goodier; *Elgin*, R. W. Fairchild; *Jacksonville*, B. F. Shafer; *Maywood*, Eugene LaRowe; *Pekin*, C. B. Smith and R. V. Lindsey; *Waukegan*, John S. Clark
INDIANA, *Anderson*, W. A. Denny; *Elwood*, Wm. F. Smith; *Huntington*, Jesse M. Scudder; *Laporte*, E. B. Wetherow; *Michigan City*, Milo C. Murray; *Newcastle*, E. J. Llewellyn
IOWA, *Burlington*, W. G. Brooks; *Keokuk*, R. L. Reid
KANSAS, *Atchison*, Thos. B. Portwood; *Chanute*, L. H. Pettit; *Hutchinson*, James W. Gowans; *Lawrence*, W. W. Curfman; *Salina*, W. S. Heusner
KENTUCKY, *Ashland*, Clarence E. Ackley; *Owensboro*, J. L. Foust
MASSACHUSETTS, *Plymouth*, Anson B. Handy
MICHIGAN, *Adrian*, C. H. Griffey; *Ann Arbor*, O. W. Haisley; *Holland*, E. E. Fell; *Monroe*, C. W. Crandell; *Sault Ste. Marie*, G. G. Malcolm; *Traverse City*, Charles L. Poor
MINNESOTA, *Mankato*, Harry D. Kies; *Rochester*, G. H. Sanberg; *St. Cloud*, R. H. Brown; *Virginia*, W. G. Bolcom
MISSOURI, *Sedalia*, Heber Hunt
NEW JERSEY, *Asbury Park*, A. E. Kraybill; *Bridgeton*, Chester Robbins; *Eaglewood*, Winton J. White; *Hackensack*, Wm. A. Smith; *Long Branch*, Charles T. Stone; *Montclair*, Frank G. Pickell; *Morristown*, J. Burton Wiley; *Plainfield*, F. W. Cook; *Summit*, John B. Dougall

NEW YORK, *Ithaca*, F. D. Boynton; *Lockport*, R. B. Kelley
NORTH CAROLINA, *Durham*, Frank M. Martin
NORTH DAKOTA, *Minot*, L. A. White
OHIO, *Alliance*, B. F. Stanton; *Ashtabula*, M. S. Mitchell; *Barberton*, U. L. Light; *Bucyrus*, E. N. Dietrich; *East Cleveland*, W. H. Kirk; *Elyria*, R. C. Maston; *Findlay*, I. F. Matteson; *Lancaster*, J. J. Phillips; *Mansfield*, H. H. Helter; *Marietta*, B. O. Skinner; *Martins Ferry*, W. L. Kocher; *Middletown*, R. W. Solomon; *New Philadelphia*, F. P. Geiger; *Niles*, R. J. Kiefer; *Norwood*, C. W. Johnson; *Piqua*, Geo. C. Dietrich; *Tiffin*, C. A. Krout; *Warren*, H. B. Turner; *Zanesville*, C. T. Prose
OKLAHOMA, *McAlester*, M. J. Hale; *Okmulgee*, J. R. Holmes; *Sapulpa*, Max W. Chambers
PENNSYLVANIA, *Braddock*, T. G. McCleary; *Bradford*, J. F. Butterworth; *Clairton*, F. N. Frits; *Lebanon*, S. O. Rorem; *Mahanoy City*, H. A. Oday; *Nanticoke*, A. P. Diffenderfer; *New Kensington*, Ernest T. Chapman; *Plymouth*, H. S. Jones; *Pottstown*, B. Frank Rosenberry; *Pottsville*, Clarence E. Toole; *Shenandoah*, A. T. Ratcliff; *Steelton*, Chas. S. Davis; *West Chester*, Walter L. Phillips; *Wilkinsburg*, W. C. Graham
SOUTH DAKOTA, *Aberdeen*, M. P. Gaffney; *Sioux Falls*, A. A. McDonald
TEXAS, *Texarkana*, H. W. Stilwell
UTAH, *Provo*, C. A. Smith
WASHINGTON, *Bellingham*, D. E. Wiedman; *Everett*, Arthur Wilson; *Hoquiam*, H. C. Crumacker; *Vancouver*, C. W. Shumway; *Walla Walla*, W. M. Kern
WEST VIRGINIA, *Bluefield*, Edwin C. Wade; *Clarksburg*, J. A. Jackson; *Morgantown*, R. C. Smith
WISCONSIN, *Eau Claire*, P. G. W. Keller; *Fond du Lac*, L. P. Goodrich; *Manitowoc*, Hugh S. Bonar; *Wausau*, S. B. Tobey
WYOMING, *Cheyenne*, A. S. Jessup

New Life Enlistments

THE following life members have been reported since the list was published in the April JOURNAL.

CALIFORNIA—A. A. Bowhay, Jr., Willard S. Ford, F. J. Miyagawa
HAWAII—Kathryn Beveridge, Mrs. Lela R. Brewer, Marietta Clague, Margaret Fraga, Henrietta Freitas, Nora Y. Freitas, Shizue Haramoto, Mrs. Bessie S. Holzinger, Myrie Ann Humphrey Belle Jardin, Gladys F. Lee, Mrs. Lurene H. Mackenzie, Masachi Miyamoto, Itsuo Okawa, Cicely G. Pickrell, Alice C. Reid, Jeanette J. Rosenfeld, Mrs. Dorothy C. Seal, Eva Ashin Soon, Mrs. Beatrice Stubblefield, Bernard C. Tom, Marie Webling, Elsie H. Wilcox, Mrs. Tille K. Yim
ILLINOIS—Enos L. Keelzel, Olice Winter
INDIANA—Warren J. Yount
IOWA—Cedar Rapids Teachers Association
KENTUCKY—J. D. Falls
MICHIGAN—William G. Coburn, William A. Ellis
NEW JERSEY—M. A. Bigelow
OHIO—Melvin H. Black, Josephine Fassett, Herman G. Spencer
PENNSYLVANIA—Charles H. Boehm, Irene E. McDermott
PORTO RICO—Luis Maldonado, Regino Rios
TEXAS—I. B. Carruth, H. A. Miller, Zara V. Thigpen
UTAH—Leo Hanson
WEST VIRGINIA—Katherine V. Koonse

Completed Enrolments

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

Nine years
CALIFORNIA—*Stockton*, Lafayette.
Seven years
CALIFORNIA—*Berkeley*, Executives and Supervisors Department, Hillside, Longfellow.
MICHIGAN—*Grand Rapids*, Walker.
NEW JERSEY—*Kearny*, Franklin.
Five years
IOWA—*Keokuk*, Junior High.
MICHIGAN—*Ironwood*, Newport.
NEW MEXICO—*Albuquerque*, Fourth Ward.
OHIO—*Niles*, Harrison, Jackson, Lincoln.
OREGON—*Portland*, Beach, Couch, Rose City Park.
WASHINGTON—*Spokane*, Logan.

Four years

HAWAII—August Ahrens, Wailuku Elementary and Junior High.
IOWA—Keokuk, Keokuk Public Schools, Garfield, George Washington, High, Jefferson, Junior High, Lincoln, Torrence, Wells-Carey.
KENTUCKY—Louisville, California.
LOUISIANA—New Orleans, McDonogh Number 30, Milne.
MAINE—Augusta, Smith.
MICHIGAN—Sault Ste. Marie, Garfield, McKinley, Park.
OREGON—North Bend, North Bend Public Schools.
WASHINGTON—Spokane, Finch, Wilson.

Three years

CALIFORNIA—Long Beach, Signal Hill.
COLORADO—Boulder, Lincoln.
HAWAII—Kohala High and Grammar.
ILLINOIS—Cicero, Drexel; Kenilworth, Joseph Sears.
KENTUCKY—Ashland, Senior High.
MASSACHUSETTS—Belmont, Payson Park.
NEW JERSEY—Kearny, Roosevelt, Washington.
OHIO—Marietta, Senior-Junior High.
OREGON—Portland, Capitol Hill, Portsmouth, Williams; Salem, Leslie Junior High.
PENNSYLVANIA—Nazareth, Intermediate.
SOUTH CAROLINA—Bethune, Bethune Public Schools.

Two years

ARKANSAS—West Point, West Point Consolidated.
GEORGIA—Atlanta, Joel Chandler Harris, Tenth Street, Williams.
HAWAII—Maunaloa.
KENTUCKY—Ashland, Wylie.
MASSACHUSETTS—Amesbury, Junior High; Waltham, Phineas Lawrence.
MICHIGAN—Detroit, Webster.
MINNESOTA—Minneapolis, Horace Mann.
NEW JERSEY—Atlantic City, Texas Avenue; New Brunswick, Weber.
NEW YORK—Kenmore, Kenmore Public Schools.
OREGON—Portland, Eliot, Joseph Lane, Llewellyn.
PENNSYLVANIA—Chandlers Valley, Sugar Grove Township Consolidated, Sugar Grove Township High; Sidman, Adams Township High; Spring Grove, Spring Grove Public Schools.
VIRGINIA—Petersburg, Jackson.
WASHINGTON—Keyport, Public; Spokane, Edison.

Current year

ARKANSAS—Fort Smith, Belle Grove.
CALIFORNIA—Hollywood, Cheremoya Avenue; Huntington Park, High; Oakland, Krause.
GEORGIA—Dalton, Fort Hill Primary.
HAWAII—Waialae.
ILLINOIS—Cicero, Morton Park Elementary; Springfield, Open Air.
INDIANA—Indianapolis, Public Number 59, Public Number 67.
KANSAS—Topeka, Buchanan.
LOUISIANA—New Orleans, W. O. Rogers.
MAINE—Dover-Foxcroft, Foxcroft Academy; Gardiner, Junior High.
MICHIGAN—Bay City, Trombley; Sault Ste. Marie, Jefferson.
MISSOURI—Butler, Butler Public Schools; Guilford, Guilford Public Schools.
MONTANA—Bozeman, Hawthorne.
NEBRASKA—Gordon, High.
NEW JERSEY—Atlantic City, Indiana Avenue; North Plainfield, North Plainfield Public Schools, High; Ocean City, Ocean City Public Schools, High; Trenton, J. A. Roebing.
NORTH CAROLINA—High Point, Ada Blair, Oak Hill.
OHIO—Cleveland, Gordon; Hamilton County, Cherry Grove; Mineral Ridge, Weathersfield Township; Old Fort, Public; Perry, High; Sidney, First Ward.

Index of Teachers' Salaries

	Wages in dollars	Index of the cost of living	Index of real wages
	1926 = 100	1926 = 100	
1	2	3	4
Month	Index	Index	Index
1929			
February . . .	109.2	97.6	111.9
January	109.2	97.3	112.2
1928			
December . . .	109.2	96.9	112.7
November . . .	109.2	97.3	112.2
October	109.2	97.9	111.5
September . . .	109.2	99.7	109.5
August	106.5	98.8	107.8
July	106.5	98.2	108.5
June	106.5	97.2	109.6
May	106.5	97.8	108.9
April	106.5	96.8	110.0
March	106.5	95.6	111.4

Column 2 is the index of wages received by teachers in the United States. The average wage in 1926 is given the value 100. On this basis the wages of teachers in February, 1929, were 109.2.

Column 3 is the index of the cost of living for teachers in the United States. The cost in 1926 of the typical items purchased by a teacher is given the value 100. On this basis the cost of living of teachers in February, 1929, was 97.6.

Column 4 is the index of real wages, that is, the purchasing power of the teachers' wages in the United States. The indices of this column are obtained by dividing column 2 by column 3. The index of real wages rises either from an increase in wages in dollars or from a decrease in cost of living. In February, 1929 this index stood at 111.9.

The indexes of this table were developed cooperatively by Harold F. Clark, Teachers College, Columbia University, and the Research Division of the National Education Association.

OREGON—Portland, Arleta, Chapman, Fulton Park, Hudson, Mills Open Air, Whitaker.
PENNSYLVANIA—Lancaster, Ann Street, Manor Street.
TENNESSEE—Hamilton County, Apison, Bakewell Grammar, Birchwood High and Grammar, Daisy, Falling Water, Friendship, Gann's Grammar, Gold Point, High and Elementary, Mission Ridge, New Providence, North Chattanooga, Red Bank, Sale Creek Grade and High, Signal Mountain, Snow Hill, Tyner Grammar, West View, White Oak.
TEXAS—Beaumont, Fletcher, Millard.
UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Colton, Dividend, Elberta, Goshen, Grant, Jefferson, Junior High, Lake Shore, Leland, Lincoln, Mapleton, Palmyra, Payson, Central Payson High, Payson Junior High, Petetneet, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork High, Spring Lake, Springville High, Taylor, Thistle, Thurber, Washington; Salt Lake City, Hawthorne.
WISCONSIN—North Fond du Lac, McKinley.

Life memberships—Presentation of life memberships in the National Education Association is coming to be a popular form of tribute to a beloved teacher or superintendent by former pupils or by faculties. Every public tribute to a faithful school officer magnifies the work of the teacher generally. Following are some of those who have been thus honored:

George E. Eddy, principal of Washington Junior High School, Rochester, New York, "as a tribute to his high standing in educational administration and as a testimonial of the teachers' genuine admiration and loyalty."

James H. Hutt, in honor of his twenty years' active service as an administrator in the Los Angeles schools. He is principal of the Robert Louis Stevenson Junior High School in Los Angeles.

M. W. Longman, retiring superintendent of schools of Muskegon, Michigan.

H. B. Turner, superintendent of schools at Warren, Ohio, in appreciation of his services at Warren during the past twelve years.

E. L. Stephens, president of Southwestern Louisiana Institute, Lafayette, Louisiana, in celebration of his twenty-nine years of service.

Mary O'Connor, principal of the Hunt School, Sioux City, Iowa, from her former pupils in recognition of her forty-five years of service in Sioux City.

The Journal of the National Education Association

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

President, UEL W. LAMKIN

Secretary, J. W. CRABTREE

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

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

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

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



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NOTES and ANNOUNCEMENTS

WHEN YOU FEEL HURRIED AND DRIVEN, read "The Gospel of Relaxation" in William James' *Talks to Teachers on Psychology* and to students on some of life's ideals.

SECRETARY R. J. Cunningham of the Montana Education Association writes: We are planning a drive for a large Montana attendance at Atlanta. We would like to have a delegation of one hundred although we are 2500 miles away. The great new South should have a tremendous appeal to our people. Beside making the April, May, and June issues of our JOURNAL convention numbers, we are going to send out special literature on the convention. We want our teachers to see Atlanta and we want them also to see other historical and interesting places in the Southland.

THE UNIVERSITY of Georgia Summer School announces special features for teachers attending the convention at

Atlanta. The University is only seventy miles from Atlanta and its summer school begins on June 24 and its six weeks session ends August 3. Arrangements have been made for the students to attend the sessions of the National Education Association convention. A number of speakers from the convention will also come to the university.

CREDIT ON certificates for attending the National Education Association meeting—Virginia teachers are to be allowed credit on their certificates for traveling or attending the convention. The secretary of the State Board of Education sent this information to the *Virginia Journal of Education*:

In response to your request of February the 20th concerning certificate credit for Virginia teachers who attend the annual meeting of the National Education Association, to be held in Atlanta, Georgia, I take pleasure in replying, as follows:

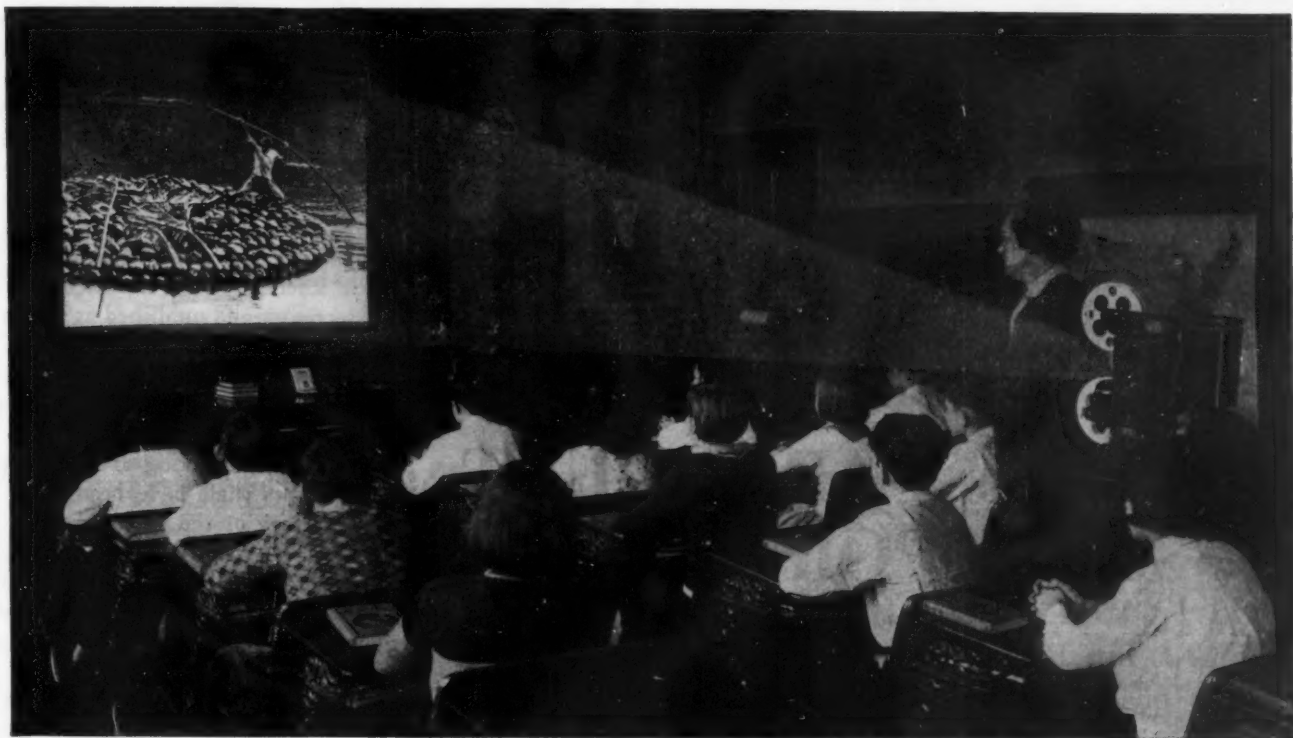
In accordance with the regulations of the State Board of Education for the renewal of certificates, provision is made for renewal of certificates by presenting a report on five books on the *Reading Course* and a report on extensive travel in the United States or abroad.

In lieu of travel in the United States or abroad, a report of the National Education Association's meeting at Atlanta will be accepted, that is to say, teachers who report on five books of the *Reading Course* and report on the Atlanta meeting will satisfy the necessary requirements for the renewal of their certificates.

THE FOLLOWING changes and amendments to the Constitution of the Department of Classroom Teachers as shown in italics have been proposed by the Constitution Committee and will be acted upon at the business meeting of the Department at Atlanta.

Article V, Section 3, "On or before the first day of June in each year, the executive committee (of this department) shall

(Continued on page A-140)



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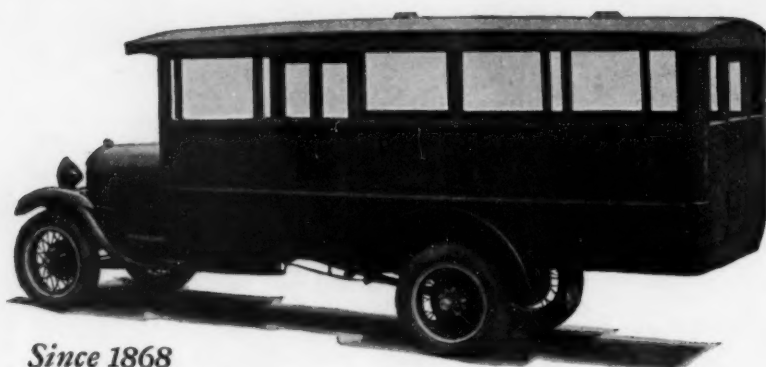
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(Continued from page A-138)

prepare and submit to the executive committee, the board of directors, and the representative assembly of the National Education Association through the secretary of the Association, a budget setting forth the proposed expenditures to be made by this department during the ensuing year and the purposes for which such proposed expenditures are to be made, except that the executive committee shall have the power to reapportion such funds when necessary."

Article VI, Section 1.—"The president shall have power and authority to call such regional conferences at such time as he shall deem advisable, provided that no such regional conferences called, as herein provided, shall conflict with any meetings of the Association. *Former members of the executive committee may be authorized to conduct regional conferences in their respective localities by the president with the consent of the other members of the executive committee.*"

Article VII. "The annual meeting of this department shall be held at the same time and place as the annual meeting of the National Education Association, and shall consist of business sessions and such programs as may be authorized by the executive committee. *Business sessions shall be open to classroom teachers only.*"

From Article VIII omit "or by unanimous consent of the members of any annual meeting when notice of the proposed amendment has not been filed with the secretary and published as herein provided," so it will read as follows: "This Constitution may be amended by a two thirds vote of the members present at any annual meeting of the department, provided notice in writing of such proposed amendments shall have been filed with the secretary of the department at least ninety (90) days prior to such annual meeting and published in the two issues of THE JOURNAL of the National Education Association next preceding the annual meeting of the Association."

The Committee submitting the report consists of Christine Jacobsen, chairman, Georgia Aiken, and Lula Mock.

SUMMER SCHOOLS in Europe—The University of Cambridge will hold a summer session from July 23 to August 20 intended especially for American students. The principal subjects of study will be history and English. For further information, write to Stephen P. Duggan, Director, The Institute of International Education, 2 West 45 Street, New York City.

EACH MONTH letters are sent out to a sample group of members of the National Education Association asking for their rating of the articles in THE JOURNAL. Following are some of the comments received:

Your plan of checkup on the articles of THE JOURNAL is excellent. It not only serves as an index whereby THE JOURNAL may measure the trend of its readers' interests but also stimulates the readers who fill out the blanks to give a careful consideration to the contents of the magazine. I appreciate your selecting me as one to examine the articles.

It seems to me that THE JOURNAL has grown better and better. It has been interesting to hear the favorable comments on articles in it as pronounced by some of my fellow teachers. Their expressions are genuinely appreciative. I recall the one about *The Tired Child* was referred to by my principal as being such a worthwhile contribution. I thought it might please you to know that THE JOURNAL is a valued magazine and is given favorable recognition by readers of my acquaintance who have not had the op-

(Continued on page A-146)



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University of Washington Summer School At Seattle

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University of Idaho Summer School At Moscow

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(Continued from page A-140)

portunity of knowing the editor and who have commented voluntarily, never thinking their word of praise would be passed on.

THE MANUFACTURERS AND THE CHILDREN—The National Association of Manufacturers is circulating a program which would lower educational standards in the interest of child labor in industry. Persons interested in this problem may secure a statement of this program together with critical comments thereon by addressing the National Consumers League, 156 Fifth Avenue, New York City.

W. CARSON RYAN, JR. who prepares the book reviews appearing in THE JOURNAL each month is professor of education at Swarthmore College, Swarthmore, Pennsylvania. He writes in regard to these reviews:

I have been trying to keep the whole year in mind in the selection of books for review. The first one, *The Child-Centered School*, is a significantly controversial book in new education; the second, *Middletown*, is a sociological study; the third, *The Commonwealth Fund Teacher-Training Study*, deals with the somewhat more conventional side of teaching. All three answer, I think, the first fundamental requirement in that they are all books dealing with education that teachers should know about.

THE AMERICAN LIBRARY ASSOCIATION will hold its annual meeting at Washington May 13-18. There will be four general sessions, the first to be Monday evening, May 13. There will be addresses by prominent speakers.

CHARLES A. McMURRY of the George Peabody College for Teachers, Nashville, Tennessee, whose excellent article entitled, *Teacher Training as a Career*, appeared in THE JOURNAL of the National Education Association for April, died on March 24 in his seventy-second year. His article for THE JOURNAL is one of his last writings and stands as a monument to a long life of educational

(Continued on page A-148)

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(Continued from page A-146)

writing and leadership. This is the third JOURNAL author to pass on during the year, the others being Dr. Frank Crane who wrote the excellent article on *Real Teaching* in the Metropolitan High School in Los Angeles, for October, 1928, and Katharine Lee Bates who wrote *America the Beautiful* in the December number. She died March 28 at the age of seventy years.

Is HOME study required?—Superintendents and principals who are experimenting with the plan of requiring no home study either in the grades or the junior high school are asked to write the editor of THE JOURNAL describing their experience in this matter.

THE PRESIDENT'S PROCLAMATION—Following is the complete text of the President's proclamation of Child Health Day:

Whereas the future of our nation rests with the children of today; and

Whereas the good health and protection of childhood is fundamental to national welfare and the march forward of our country must be upon the feet of children; and

Whereas a joint resolution of Congress au-

thorizes and requests the President of the United States to proclaim annually May First as Child Health Day; now

Therefore, I, Herbert Hoover, President of the United States of America, do hereby designate May First, of this year, as Child Health Day and do invite the people of the United States and all agencies and organizations interested in this most important subject to make every reasonable effort to bring about a nationwide understanding of the fundamental significance of healthy childhood and of the importance of the conservation of the health and physical vigor of our boys and girls throughout every day of the year.

In testimony whereof, I have hereunto set my hand and caused the Seal of the United States to be affixed.

Done at the city of Washington this twenty-fifth day of March in the year of our Lord one thousand nine hundred and twenty-nine, and of the independence of the United States of America the one hundred and fifty-third.

TOO PROUD TO DRINK—The Washington *Evening Star* for April 2 carried conspicuously on its front page a leading article by Frederic William Wile which may have large significance for the success of prohibition. Custom is more powerful than law and it appears that President Hoover has set in motion social forces which will make abstinence from drinking the vogue. The following is a

quotation from the *Evening Star* article:

Precedent is shattered when exclusive circles celebrate Easter at bone-dry party and famed hosts abandon traditions of years when only water and orangeade are served at breakfast. Washington during the Easter holiday was the scene of a remarkable and epoch-making victory for prohibition. At a stately home, for a generation the popular rendezvous of Capital society, there was given, for the first time in its history, a bone-dry breakfast party. One hundred fifty guests, constituting the most eminent possible cross-section of official and unofficial Washington life, sat down to a meal lavish in all respects except as to drink. Only ice water and orangeade were served. The party was voted a brilliant success. It turned out to be a firstclass "surprise party" but the host and hostess were the recipients on all hands of hearty congratulations. They were felicitated on their courage in smashing a tradition long intrenched not only in their own house, but in the houses of countless other Washingtonians of their social rank.

There was also a meeting of members of the luncheon service societies including Rotary, Kiwanis, Lions, and Civitans in Washington in early April at which a movement was started within these organizations to join in the general effort to magnify respect for the prohibition law.