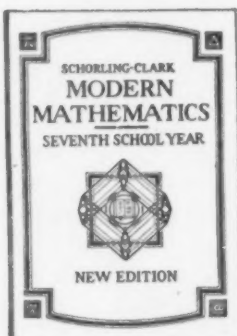


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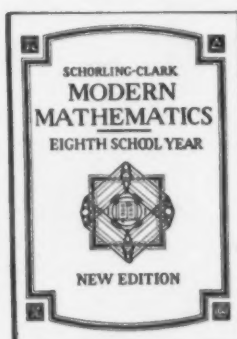
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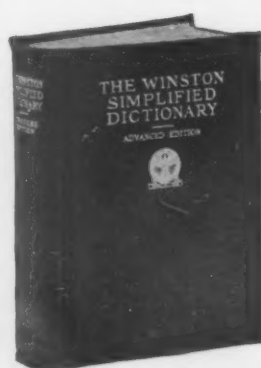
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Atlanta Shall Shine!

ATLANTA shall shine tonight; Atlanta shall shine; Atlanta shall shine tonight; Atlanta shall shine!" These familiar old lines might have been sung over and over again during the 67th convention of the NEA with veritable truth. Atlanta will shine in the memories and teaching of thousands of school-folk. Southern hospitality surrounded the meeting with an allpervasive atmosphere of kindness and goodwill. It colored every aspect of the convention. Superintendent Willis A. Sutton, gifted chairman of the general committee, and his able staff had planned so carefully and with such loyal cooperation on the part of the people of the city and the state that nearly everyone from the smallest child to the most influential citizen had some part. The result was a masterpiece of hospitality and entertainment. There was an abundance of flowers from southern home gardens. There were all the watermelons and peaches one could eat and an old-fashioned southern barbecue that served eight thousand guests with marvelous efficiency. Innumerable courtesy cars carried guests to the beauty spots about the city. There was a quality of sustained personal attention, flavored with the cordiality and the grace for which the South is famous. Teachers from all America now have a new appreciation of the reawakened South.

Education for a new world—This theme gave a note of prophecy to the strong, constructive programs developed by the President and the officers of departments. Meetings were well attended. President Lamkin presided on all occasions with a fairness, directness, and efficiency which made the meetings move easily and pleasantly.

Live business sessions—The business of the Association was transacted at the four meetings of the Representative Assembly composed of about 1200 official delegates. These meetings were largely given over to reports of committees including the following: Ethics, Appointment of Delegates; Retirement Allowances; Necrology; International Relations; Legislative Commission; Propaganda in the Schools; Tenure; Economic Status of the Teacher. There were also reports of the Secretary, Treasurer, Board of Trustees, Budget Committee, Board of Directors, and of other official bodies. To belong to this great professional assembly is an appreciated honor.

First life membership dinner—A significant feature of the Atlanta convention which is likely to be repeated at future meetings is the life membership dinner which was held on Saturday evening, June 29, with 276 enthusiastic life mem-



Photo by Lane Bros., Atlanta, Ga.

PRESIDENT LAMKIN was greeted on his arrival in Atlanta by Superintendent and Mrs. Willis A. Sutton. With Mr. Lamkin was Superintendent P. P. Claxton of Tulsa, Oklahoma, former United States Commissioner of Education.

bers present and Mr. Lamkin at his best presiding. Many new life members were announced at this dinner and states rivaled each other in their plans for increasing life members during 1929-30. Elizabeth Bosworth of Whitman, Massachusetts, was the special guest of honor sent by the teachers of Plymouth County as a tribute to her fifty years of service. She remarked, "As I sat at the guest table and looked upon that group of men and women representing the noblest profession in the world, my heart gave one glad bound because I was counted in."

Strong department meetings—Afternoons were given over to meetings of departments and allied groups. Each year the departments grow in membership and working power. The sessions and banquet of the Department of Elementary School Principals were especially notable.

The classroom teacher banquet—The annual banquet of the Department of Classroom Teachers at the Biltmore Ho-

tel was brilliant with an attendance of 1200 in a delightful open-air setting. The speakers were all stars with President Edith B. Joynes in charge. Superintendent J. M. Gwinn of San Francisco brought a hearty response with his lines:

Here's to the classroom teacher;
A wonderful, wonderful creature.
One needs scarcely mention,
That in any convention
She is the outstanding feature.

Among other features of special interest were:

The selection of Columbus, Ohio, for the 1930 convention

Carefully designed school exhibits of academic and handicraft work

Extensive commercial exhibits well located and arranged

Educational addresses in the churches of Atlanta and Georgia on Sunday, June 30, by prominent school men and women guests

Every school in Atlanta acted as host to a certain state delegation with each member of the parent-teacher association as host to a particular delegate

The adoption of plans to celebrate in 1937 the centennial of Horace Mann's coming to the secretaryship of the Massachusetts State Board of Education

The recognition of John Dewey's service to education in the vote to present to him a life membership on his 70th birthday, October 20.

The introduction of Bobby Jones, beloved amateur golf champion and citizen of Atlanta

The clear determination to support Secretary Work's plan for coordinating the educational activities of the federal government

The brilliant Fourth of July address by Arthur M. Hyde, United States Secretary of Agriculture, which was broadcast on a nationwide radio hookup

The interamerican conference on education in which representatives from the nations of both North and South America took part

A much appreciated choral concert by students from negro colleges and public schools of Atlanta

A magnificent cotton pageant by the Georgia State College of Agriculture

Principal officers for 1929-30—Association officers for 1929-30 include E. Ruth Pyrtle, president; Henry Lester Smith, treasurer; Walter R. Siders, chairman, Board of Trustees; and the following vicepresidents: Uel W. Lamkin, Willis A. Sutton, Eugenia West Jones, Florence M. Hale, E. H. Whitney, Jean L. Soules, S. L. Ragsdale, Elizabeth McCormick, W. A. James, William H. Holmes, John E. Bryan, and W. F. Bond.

Commissioner Cooper's Atlanta Addresses

THE NEED for a revision in the educational processes based on the general characteristics of modern American conditions was emphasized by William John Cooper, United States Commissioner of Education, in the keynote speech of the opening session of the Atlanta convention.

Commissioner Cooper suggested five outstanding characteristics of this generation: *Frequent and radical change; speed; the increased use of power-driven machinery; standardization; and the measuring of progress in terms of dollars and cents.*

If our present American civilization is reasonably well described by these generalizations and if they represent, as I think they do, trends which are likely to influence our social and economic life for at least a generation, then our major problem is to develop a school system designed to enable individuals to adjust themselves to the social environment in which they must work, and modify their environment in an intelligent manner.

As major lines of attack upon this new educational problem, Dr. Cooper suggested:

First, that we ascertain as fully as possible those respects in which presentday schools are meeting satisfactorily the demands properly made on them.

Second, that we define as clearly as possible the respects in which our schools have failed to meet satisfactorily the problems of this generation.

Third, that we study objectively the results obtained in schools, including colleges, which have departed from traditional curriculums or methods or both.

Fourth, that we catalog the inadequacies or the deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for these deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or offsetting them through education.

The outstanding deterrent to a solution of the problem was said by the Commissioner to be the absence of objective data based on adequate study of the assets and liabilities of the schools as they now exist. Based upon information now available Commissioner Cooper made this prediction for the schools of tomorrow:

First, that the application of tested thought, so successfully employed in our material advance, will be extended to all phases of life; second, that thought patterns, suitable to dog-

matic teaching, which look to authority for major premises, will give place to an enlightened skepticism much needed for adjustment to a world of rapid change; third, that

WE ARE just beginning to realize that the difficulty faced by the elementary school is very fundamental. Until recently it has been a supplementary institution—supplementary especially to the home and the church. But in an age when large numbers of people have no direct contact with the church or the church school, many people wish to make the day school responsible for character training. The loss of the cooperative contacts between parents and children in the old-fashioned home, where all worked together for the common good, is not yet fully appreciated. When it is fully felt by society there will be a demand that the school be no longer merely a place where children are prepared to make a living later, but that it be a place where real living goes on under the best possible present conditions. The school of tomorrow is likely, therefore, to nurture the complete child, physical, mental, and spiritual. Its curriculum will involve aspects of life. Children will be encouraged to bring into the classroom their interests and problems in nature, in city life, in industrial and human relations, as well as their questions of diet, exercise, and health.

The efforts on the part of the school to make good some of the loss of these influences have also brought about the establishment of kindergartens and nursery schools as well as modified the methods of teaching and administering the lower grades in the elementary school proper.—William John Cooper.

people will learn to know what persons are entitled to speak in highly specialized fields of knowledge, will listen to these leaders, and will question the authority by which those not so recognized speak on matters outside their major interests; fourth, that the citizen of the future will know how to cooperate for the common good and will cooperate voluntarily, thereby benefiting himself and making unnecessary much legislation; fifth, that each individual will learn how to preserve his individuality in the midst of an increasingly standardized society; and finally, that each individual will be taught to formulate a philosophy of life and to evaluate the effects of his behavior on others.

A plea for a selected body of persons able to speak with authority on educational questions was voiced by Commissioner Cooper in his address before the National Council of Education on *Who Shall Say What the Nation May Expect of American Schools?*

Suggesting that the National Council of Education, as a selected group within the National Education Association, might perform this important and necessary function, the Commissioner said:

There are forty-eight systems of public schools in the Union, some parochial school systems and many private schools. These are unable to speak with one voice. At least, they have not deliberately set up an organization to speak for them. The nearest approach to such a real representative organization is the National Education Association itself—a body which is too large for the type of deliberation necessary. Since membership in the National Education Association is open to all interested in American education, it is entirely fitting and proper that it establish a body whose function it will be to consider problems of this magnitude. If this council can be adapted to this purpose I suggest that to it be assigned the task. Any members now in it who are not interested in or prepared to work on these problems may be assigned to other committees and to this council be added men and women who have given special thought to the objectives of our schools and colleges—some who may not be actually employed in school work, but who have keen insight into American life and its needs.

Dr. Cooper set forth three problems of importance, to be undertaken as early as possible by the body to which he referred:

What are the major objectives of American education?

What should be the relation of the Federal Government to education?

Assuming that Federal subsidies may become necessary to equalize educational opportunity among the states, on what basis shall they be appropriated to the states?

Urging upon his hearers the imperative importance of an immediate and thorough study of the whole subsidy question in rural areas, Dr. Cooper said:

Hasty action may profoundly influence our whole scheme of education. If a body such as the council I suggest cannot or should not outline a policy for a program, assuming again that federal subsidies will eventually be established, I maintain that there must be some organization of sufficient reputation and prestige to convince the Congress that a necessary first step is a commission to study the situation and make a report on which intelligent action may be based. This latter task would certainly be a proper function of any National Council of Education worthy of the name.

I am thoroughly convinced that these issues are important in themselves and typical of others that must be solved by people within a generation. I hope that I have chosen the right time and place to present them. I believe I have presented them to the body best suited to undertake a study of them.

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Dean of Women
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THESE men and women who lead the Association's rapidly growing departments are persons of experience, integrity, vision, purpose, and loyalty. Most of them are life members of the Association. They believe in the perfection of every special branch of the profession and in the unity of the all-inclusive association. This feature includes photos of all department presidents except A. C. Krey, President, Department of Social Studies, Professor of History, University of Minnesota, and J. L. Harman, President, Department of Business Education, President, Bowling Green Business University, Kentucky, whose photos were not available at the time of going to press.

Education For a New World

Annual Report of the Executive Secretary

WHAT HORACE MANN'S reports meant in the development of the common schools, Secretary Crabtree's reports have come to mean in the work of education associations. The report which was presented at Atlanta was the twelfth in a series of notable annual statements. In emphasizing the significance of education, Secretary Crabtree says:

A century ago men thought of education as a means of preserving the past. They now think of education as a means of improving the future. The real gains of civilization are found in the improvement of man himself. The real makers of history are the teachers. The real values are the human values. No one who understands the force of education need be pessimistic about the days that are ahead. Everywhere among us leadership of the first quality is rising to meet the challenge for pioneer work. All about us in education we have men and women with the ideals of Horace Mann and Henry Barnard—with vision, with earnest purpose, and with effective habits of work. These are the men and women who will multiply our great reservoir of human wealth. This human wealth with its skill, its intelligence, its health, and its purpose is the field of education.

The report forecasts a decade of educational progress in ten important fields. Some characteristic paragraphs follow:

I. *The next ten years and improved professional spirit*—Professional spirit is an attitude of mind which places social wellbeing ahead of personal profit. Let us always remember that true professional spirit can be created only in a profession that thinks primarily of the service which it should render to society. One of the outcomes of teachers' increased professional spirit will be the public's greater respect for the teaching profession.

II. *What the next ten years will bring in the qualifications of teachers*—Teacher-training institutions will select with greater care those who are candidates for the important work of teaching the nation's children. Within ten years, none but high-school graduates will be admitted to any teacher-training institution.

III. *What the next ten years will accomplish in the removal of illiteracy*—During the next ten years, a new definition of literacy will be developed and accepted. It is not too much to hope that in the near future a citizen will not be considered literate until he possesses reading and writing ability equal to that possessed by a sixth-grade pupil.

IV. *The next ten years and better courses of study and methods of instruction*—The building of better courses of study is one of the fundamental movements in American education. Education moves toward the attempt to equip a man with that assortment of

abilities, habits, skills, and powers of judgment involved in actual daily living. It no longer aims to make a walking encyclopedia.

V. *The school and wiser use of leisure during the next ten years*—All indications at present suggest that the proportion of life

THE STATE SUPERINTENDENT

UNDER THE American system responsibility for education rests with the states. The state superintendents are the leaders of the American educational advance. This office is less than a century old. It has the inspiration of a great beginning in Horace Mann who became the first state school officer, when he became secretary of the Massachusetts State Board of Education in 1837. Our state superintendents are doing a great work. They have large responsibility. Over and over again they have risen to the defense of the schools. They have led in movements for improvement. They have inspired communities to a higher appreciation of education. Under the conditions of the new day they have an even heavier responsibility. The equalization of education demands that the state shall assume a larger and larger share of the load. People move easily from town to town and extensive changes take place over night. This throws back upon the state itself the responsibility that every child shall have a fair start whether the community in which he happens to be born is rich or poor. This places an added responsibility upon the chief state school officer. There is no greater service the organized profession can render than to aid in holding up the arms of the state superintendent and in following his leadership.

available for avocational pursuits will still further increase in the next decade. We may expect the responsibility of the school in training for the nonvocational side of life to increase rather than decrease.

VI. *What the next ten years will bring in adult education*—Both labor and capital predict a five-day working week within ten years. Along with this will come the clearer realization that the period of school attendance is the beginning, not the completion, of an education. We are only at the beginning of the adult education movement in America. This movement means a new concept of education, and through it we shall find the solution of many of our difficult social problems. Parent education as a phase of adult education is an undeveloped field, rich in possibility for better born and better nurtured children.

VII. *The next ten years in school finance*—The total amount expended for education has increased. But this fact in itself does not

mean that expenditures have been extravagant or that larger sums may not be needed. Is the development of the automobile industry, the building industry, the electrical appliance business, or the life insurance business any more important than the development of better schools? Yet we have increased expenditures for all these industries more rapidly than for education.

VIII. *The growth of the National Education Association in the next ten years*—My faith in the teachers of America leads me to believe that out of their own ranks will come such high leadership and service that within the next ten years the National Education Association will have an active membership of 500,000 and a life membership of 10,000.

IX. *The next ten years and the effect of increased efficiency in professional organization and service*—A national education association, allinclusive in membership, representing all fields of educational endeavor, occupies a peculiarly strategic position. Its funds come from the members of the teaching profession and, therefore, it is answerable to no other group. The profession stands on no political platform; it favors no economic class; it sponsors no particular creed; nor does it offer special treatment for any particular race. Its major purpose is to discover the means whereby the children of all economic classes, political parties, creeds, races may receive the maximum benefit from school attendance.

X. *School enrolment and equality of educational opportunity*—The American conception of education is founded on this fundamental principle: Every child shall be offered an opportunity to have whatever talents he may possess brought to the fullest possible development. The battle has been clearly won in our elementary schools. We now seldom hear it suggested that only one type of schooling should be offered in the elementary school and that only those who can profit from it should be allowed to attend. Everybody is guaranteed elementary schooling, the lame, the halt, and the blind.

We have also won the battle for democracy in education on the secondary school level. The high school has not gone as far as the elementary but notable progress has already been made. The high school which now offers only the single, traditional curriculum of a generation ago is no longer acceptable. It is upon the college level, however, that we may expect the greatest progress between 1929 and 1939 in realizing the democratic principle of education. We may expect such progress for two reasons. First, the college has the farthest to go to become democratic and, second, an increasing percent of college executives and faculties are becoming alert to the problem. We are unwilling to admit that only certain preferred intellectual, social, or economic classes are educable on the post-adolescent level, and are demanding that appropriate educational facilities for all shall be available on this level.

The Association's New President

MISS E. RUTH PYRTLE who was elected president of the National Education Association at the Atlanta convention is a native of Virginia, but has spent most of her life in Nebraska where she was taken in infancy. Some insight into the background of Miss Pyrtle's life was given by President Elliott of the Nebraska State Normal and Teachers College of Chadron in his nominating speech:

Her father and mother came from homes broken by the war—young people accustomed to comforts and luxuries. Youth and indomitable courage were with them when they married and came west. The first house was a sod house. Just when the prairie was giving way to the cultivation of crops the gallant father lost his life in an accident. With kindly intent their adviser said it seemed necessary to separate the children and to divide them among those who could and would provide them with homes. The mother, gathering to herself all the strength of the motherhood of all the ages, said, "No. God alone knows how I shall provide for them, but my children shall never be separated." They never were. In some way these Pyrtle children were fed, in some way clothed, and in some way educated. The mother lived to see all her children educated and established in life.

Miss Pyrtle is a graduate of the grammar schools and high schools of Lexington, Nebraska. During her four high school years she taught rural school for three months each year and was able at the same time to keep up with other members of her class. On graduation from high school she went to Lincoln where she secured a position as a grade school teacher. She completed her course in the University of Nebraska largely by attending night and summer schools, earning her A. B. degree in 1904 and her A. M. degree in 1907.

The schools of Lincoln with which Miss Pyrtle has chiefly been associated are noted for their excellence—the high character and training of their teachers, the leadership of able principals, and the vision and energy of superintendents. In this setting Miss Pyrtle has developed those qualities of leadership which have given her a significant part in the larger organizations. By doing well her work as teacher and through additional study she won her way to the principalship. By doing well her work as principal she won her way to a high place in the councils of the city school administration and as a member of the Nebraska State Board of

Education. Her efficiency in these connections has given her a large place in the Nebraska State Teachers Association where she has held numerous offices. She is now serving as the educational chairman of the Nebraska State Parent Teacher Association.



E. RUTH PYRTLE, president of the National Education Association, 1929-30, is principal of the Bancroft School, Lincoln, Nebr.

In the National Education Association Miss Pyrtle has been a faithful worker for many years. She is a life member and has served as vicepresident, and chairman of the Committee of One Hundred on Retirement Allowances.

As chairman of the Committee of One Hundred on Retirement Allowances, Miss Pyrtle has given a most significant service. She was appointed chairman of this committee by President McSkimmon in 1925 and has developed several reports which appear in the Proceedings.

Miss Pyrtle was one of the pioneers in the Department of Elementary School Principals which has grown within a decade into one of the leading departments of the Association. She has been both secretary and president of this most active department. She has helped to magnify the elementary school principalship until it is now recognized for what it really is—a position of primary leadership and responsibility whose possibilities are limited only by the vision, energy, and devotion of the person who occupies the office.

In describing the type of person desired for principals, in an address before the Department, Miss Pyrtle pointed out:

Men and women should be chosen for principals because of their broad vision of life's values, their thorough preparation for leadership, not only leadership among teachers but in community life, their sympathy and tact, and in addition to these necessary general qualifications, a clear knowledge of the technique of instruction, and the ability to give aid and direction to the individual teacher.

From the beginning of the movement Miss Pyrtle has been devoted to the work of the World Federation of Education Associations. She was active in the conferences in San Francisco in 1923 when the World Federation was organized and took an important part in the biennial conferences at Edinburgh in 1925, at Toronto in 1927, and at the conference at Geneva in 1929. Miss Pyrtle believes that through the children and the schools there will be laid the foundation of international goodwill and cooperation.

During the Atlanta convention Miss Pyrtle delivered an address before one of the general sessions on *The teacher's responsibility and opportunity in preparing children for the New Day*. The following selections from this speech suggest the point of view and the spirit of the able woman who will lead the forces of the Association during 1929-30:

The challenge to the whole teaching profession was never stronger. A sense of values in life, putting first things first, getting the emphasis on that which is of most value, most worthwhile in building the life of our pupils, is needed by every member of our profession.

Fortunate is that child who has the teacher who helps him to know, to appreciate his immediate environment. Is it too much to expect children to appreciate the beauty of the great out-of-doors? Shall we wait until we are adults to appreciate the beauty of coming spring, the charm of birds, the glorious sunset? Should not this teaching come in every day's program, every day of the year, and every year of his schooling?

The many responsibilities which have come to Miss Pyrtle have not diminished the human qualities which have been a vital factor in her life and work from the beginning. At the Atlanta convention a teacher who had come to know Miss Pyrtle for the first time remarked "She is the kind of person one likes to have for a friend."

A Venture in Writing Poetry

NOWADAYS, when we are hearing so much about the latent creative ability of children, many teachers are curious to know and frequently spend no little effort in trying to ascertain, just what the things are that stimulate or encourage creative expression.

There are at least two quite different theories as to *how* children may be stimulated to do creative work. The first and the most prevalent theory is that children are stimulated to create when their environment is richly supplied with things that are beautiful, with things that invite manipulation and experimentation. The second theory, rather startling to some teachers, is that children should be placed in an environment utterly devoid of beautiful things. It is claimed by those who adhere to this theory, that if no beauty is provided for the children, they will be *forced* in selfdefense, as it were, to produce beautiful things in order to satisfy their innate craving for beauty. It is a fact that cannot be gainsaid that supporters of each theory have produced evidence to prove that their theory actually does work.

In a school where this venture into the writing of poetry took place, the first theory is adhered to. The children are surrounded by a wealth of material: pictures, stories, poems, and manipulative materials calculated to stimulate the desire for creative expression. The third grade was learning about ships and their ways. As the study went on week after week a great love for ships developed, partly as a result of better understanding of ships, partly as a result of the children building miniature ships and boats, and partly as a result of their listening to and enjoying many fine sea stories and poems.

One day, after listening to the reading of some particular rhythmic poems, a child suggested, "Let's try to make up a ship poem!" Earlier in the year they had composed several fairy poems after reading Rose Fyleman's *Fairy book*, so most of the class received the suggestion with enthusiastic approval. The children had a hard time deciding what their first ship poem was to be about but they finally decided to make it about a ship in a storm. That was apparently about as far as they could go for no one seemed able to give a beginning line—one which would get the poem going. Yet there were no mechanical difficulties for the children were

under no necessity either to write or spell. Whatever they dictated was written on the blackboard for them.

At this point, the children were asked to consider for a moment how they wanted their ship to look and act in the storm. Suggestions came thick and fast: brave, strong, gallant, proud, courageous, and many others. These were listed on the board and left there for the young poets to refer to as they wished. They were then asked what they thought the sea would be like in the storm. They suggested big waves, cruel waves, dashing waves, crashing waves, stormy waves, a stormy sea, and other similar expressions.

With these words and phrases listed before them, the children seemed quite ready to attack their problem. The first line came, closely followed by the second, and third. The children frequently suggested changes in the choice of descriptive words until everybody seemed fairly well pleased. When finally accepted by the class, they decided to name it

A BRAVE SHIP

A stormy, stormy,
Stormy sea.
A strong ship
Sailing gallantly
On the way
To London town.
The waves came dashing
Upon her deck.
Dashing and crashing
Upon her smooth deck,
But she sails on and on.

The children read and reread their poem. Many of them memorized it just because they liked it. They were so well pleased with this first effort that someone suggested making a poem for each kind of ship that they studied about, a rather ambitious suggestion. However, they did compose a number of other poems over a period of several weeks, some of which are here given. In no case did the teacher suggest that they write a poem. The suggestion always came from the children after some story, or poem, or picture had been enjoyed by the group.

They insisted that there be some rhyming words in their poems, although they understood that this was by no means essential. Frequently they were reminded that a poem was a beautiful thought expressed in beautiful words. They enjoyed going over each poem to see if it "seemed to sing." They had quite a feeling for rhythm. If the poem were not

sufficiently rhythmic, words were often substituted, or eliminated. Often the comment was made, "that isn't a very beautiful thought," or "I think we can say that in nicer words." Frequent opportunities were provided for practice in discriminating between words, in detecting shades of meaning. Often the children remembered words or phrases that occurred in poems read to them. In some cases, words and phrases which were especially pleasing to them were incorporated in their original work.

THE LINER

Oh, I hope that I'll be captain
Of a mammoth ocean liner
That goes a-steaming,
Steaming o'er the waves.
Steaming on to England
To England and to France,
Then turns about and steams
Back home again.

THE SPEEDY CLIPPER

Oh, I am the captain
Of a speedy clipper ship
That's a sailing, sailing,
Sailing on the sea.
To travel on a liner
Would certainly be finer
But I'd rather sail my clipper
On the sea.

THE TUG

Puffing, puffing, puffing
Goes the busy little tug,
Chugging, chugging, chugging
Goes the jolly little tug.
Tugging, tugging, tugging
Is what it loves to do.
Shoving, shoving, shoving
Tramps and liners, too.

A partial list of the poems, which stimulated the children to *want* to write, is given below. From *A child's garden of verse* by Robert Louis Stevenson were chosen "My bed is a boat," "Where go the boats?," "Travel," "Pirate story," and "My ship and I"; from *This singing world* by Louis Untermeyer: "Boats sail on the rivers," "Old ships," and "Sea call"; from *Home book of verse* by Egbert Stevenson: "A wet sheet and flowing sea," "The sea," "Homeward bound," "Sea gypsy"; and from *Silver Pennies* by Blanche Jennings Thompson: "Sea fever."

Adapted from the article by Jean H. Dukelow, Alexander Avenue Demonstration School, Los Angeles, California, in *Creative Teaching and Professional Progress*, *The fourth yearbook* of the Department of Classroom Teachers, National Education Association.

The Changing Family

ERNEST R. GROVES

Professor of Sociology, University of North Carolina

THIS IS the first of a series of articles to appear in the JOURNAL during 1929-30 on Education for Worthy Home Membership, the second cardinal objective of education. These articles will deal with every phase of home life. The school is so closely allied to the home through its dependence upon it that it is keenly sensitive to the period of change through which life in the home is passing.

FAMILY LIFE in recent years has changed much and it is still changing. Thoughtful people everywhere are aware of this and conversation seldom travels far without some reference to the family. Indeed, marriage and problems of parenthood almost rival the weather as a favorite topic for discussion. It is not merely in the United States that the family has changed for at the present time perhaps the most spectacular happenings in this family transition are occurring in Japan and in Germany. No part of our life is unaffected by what has happened and is beginning to happen in the family experience but these changes concern nothing more than they do education.

As one listens to the discussions that spring up so spontaneously with reference to marriage and family life, it is clear that behind the interest there are several contrasting attitudes. On the part of some people we detect a great fear. They recoil from the idea that the family as an institution has already departed from what they regard as the standard. They look with misgivings upon any effort that is made to help the family adjust itself better to present social conditions, since they desire to see the family return to its old anchorage. In other cases, the emotional reaction that is made to any thought of family adaptation reveals that the family interest is for some merely a reminiscence of their earlier childhood experiences. Their attention is not upon the present

difficulties of the family but they like to talk and think about their earlier home life, because it brings them enormous satisfaction. Some of these are married and have children but their emotions flow not from their present experiences but from those they once had when they were as children members of another family.



Courtesy of Congressional Library

THE WHITE HOUSE is in every sense the first home of our land. Here the highest ideals of American family life prevail.

Thus these individuals often give evidence that they themselves are so unadapted to present circumstances that they have to turn backwards to obtain any degree of satisfaction in dealing with the family.

In others we see an interest in family problems that is the result of restlessness. These people also are unable to cope with the responsibilities that come with the modern family. It is not surprising to find in these discussions of family matters an expression of bitterness and often a protest against present unhappiness. At

times this comes from those who are dissatisfied in matrimony, or overburdened by their obligations as parents, while even more frequently it issues from the discontent of those who have not married or have not had children.

Whatever the motives that lead people to take an interest in the present predicament of the family, there is sufficient reason for educators to give thought to the modern family as it discloses its present instability. For a long time the family has had the chief influence in shaping character and perhaps for the majority of children this is still true, since the family has ordinarily the control of the child in his earliest and most impressionable years. Thus the home is either the greatest obstacle or the largest assistance to the school. But it is obvious also, at least in our country, that with the changes that have occurred in recent years in family life, there has come a new obligation to the schools. To some extent, they have been forced to do more for children, while the function of the home has correspondingly decreased. It is only fair to say that this has come about largely without conscious effort on the part of either teachers or parents but it has been in accord with the ambition of the former and the eagerness of many parents, either for selfish or conscientious reasons, to put part of their burden on the schools. The inability also of parents to do justly by their children, either from lack of resources or intelligence, has forced the schools to undertake to do some things that seem an intrusion upon what previously was thought of as the domain of the home.

Education also has to concern itself with the present family situation, because it is becoming clearer and clearer to those responsible for educational policy that education must definitely contribute to family welfare, if the home is to continue its functions with success. Marriage is constantly becoming more difficult because

TO MY MOTHER who taught her children the deep things of life; duty, honor, truth; courage, faith, hope; love of home and of country; reverence for God, for each other and for all His lowly creatures; obedience and devotion; sincerity and simplicity; patience and perseverance; selfdenial and selfreliance; kindness and helpfulness; contentment while striving to attain; joy in service; and satisfaction in work well done. With a culture not learned in school—for her island home afforded but little in the way of schools—but with that richer culture that comes from companionship with a few great books; from communion with God and nature; and from a life well lived, its difficulties faced and its problems solved with an unconquered and unconquerable spirit, she taught us by what she did, to do; and inspired us by what she was, to become.—Randall J. Condon.

life in general grows more complicated. The same is true of parenthood, for mothers and fathers are required to understand children and to express good judgment in dealing with them to a degree that was unnecessary when family life was more conventional and child care more of a routine.

When we speak of the changes in family life we do not always have the same aspects in mind. There are three distinct expressions of family variation that deserve recognition. The first has to do with the practises of the family. It is here that thus far the greatest variation has occurred. To be a mother or a husband or a child does not mean what once it did. The behavior of the family is different because the role of each member has changed. This has come about from no definite choice but merely as the necessary result of the different way we live as people in a modern world. The change is most in the cities and to some extent what has happened in the village and country home is the backward flowing of urban influences. It would be unfair, however, to charge entirely to the cities the new complexion of family experience, for modern civilization does not permit such a rigid separation of rural and urban environment. Family life, even in its most intimate aspects, has to reflect the conditions prevailing in the social life of the period. This is why the family as a practise has so distinctly changed.

A change in function is almost certain to be followed by a difference in ideal. *Recently the family has been moving away from the ideal of obligation to a conscious emphasis upon motives of happiness.* Although the ideals of the past have often been merely theoretical and verbal, rather than genuine guides for conduct, it is no small matter to switch from a philosophy that stresses obligations to a program that is frankly pleasure-seeking in its goal. The change certainly lessens the tolerance of persons who are unhappy in marriage or in parenthood and increases the obligation of education to do whatever can be done through training to increase domestic happiness and to make parenthood more efficient and satisfying. Unless marriage can be made for more people a satisfying relationship, matrimonial discontent must continue to increase and register itself in divorces and this encourages the appearance of rivals to orthodox marriage.

Already substitutes for marriage are being advocated and experimented with in practise. One of these is the comrade-

ship of a husband and wife committed to a childless marriage. To this we formerly gave the term "companionate marriage" until this lost its precision by being mixed in the popular mind with some form of trial marriage. We now have in our cities to some extent a more radical depar-

WHAT MAKES A HOME?

'Tis the gentle pitter patter
Of wee feet upon the stair,
The sound of children's laughter
Gaily ringing through the air,
The shining eyes that smile at us,
Wee lips that hold a kiss
Far sweeter than the nectar
That the bee from flower sips;
'Tis the fire's soft warm welcome
And the daylight's mellow glow,
Friendly books and easy chairs,
And the folks we like to know;
The love, and light, and laughter
That go singing through the gloam,
All telling us of peace within,
That makes a Home a Home.

ELIZABETH MACMASTER BROCKWAY.

ture, a monogamous but illegal sex alliance. This relationship suggests the trial marriage as it has been advocated in the past but the alliance is entirely different since usually there is no idea, at least at the beginning of the comradeship, of legalizing the union. Experience shows, at least in some cases, that one of the two, more frequently the woman, comes to desire security and the complete commitment provided by law. Even when both the man and the woman grow into a desire for a permanent marriage, this is seldom the maturing of what they at first expected. The relationship, therefore, is not a preliminary trial antecedent to legal marriage but a substitute for those who prefer not to marry. Such an alliance is clearly founded on a pleasure-seeking basis, which wishes to escape all the entanglements that in the thinking of the partners accompany orthodox marriage and would detract from their satisfaction. The degree of competition that marriage will face from this rival will be determined eventually by education and the influence it has upon the practical motives of young men and young women.

Although educators grow weary of the constant statement that the schools must take over larger and even new tasks, there can be no doubt, however reluctant the school and university may be, that marriage and family experience must have

more attention from education than the meager place they have had in the past. If marriage is to attract and satisfy young people, they must be prepared to enter upon it with resources and understanding that were not required in the past when social conditions encouraged both the forming and the maintaining of a family. Already we have a large amount of information regarding the failures of marriage and parenthood and this discloses where family practise needs the strengthening of education. As I have said elsewhere, our social routine no longer supports the family to the degree that it did under simpler and rural conditions. As a consequence, education must deliberately take over the task of helping the well-intentioned to prosper when they undertake marriage.

This effort to conserve the family by specific training opens up entirely new territory to the educator. Whether the instruction is given by the priest, the minister, or the teacher, it will need to be definite instruction rather than moralization or vague generalization. There is need of factual knowledge that can be applied to specific needs that are disclosing themselves as the scientist studies the family.

Some of these needs are along the line of sex and no reasonable person should protest against the endeavor of responsible, qualified educators, who are eager to find what and how to teach men and women so as to make their sex-life biologically and socially a normal experience and a wholesome influence upon character.

Although the physical aspects of marriage rightly appear most important to individuals who have just entered matrimony, education for marriage can never be exclusively sex-instruction. Modern marriage is extremely complex in its interests and failure at any point is disturbing to the entire relationship. For example, economic struggle, or grave differences between the husband and wife arising out of income and expenses, easily passes over into another realm and makes the sex adjustment, formerly satisfying, no longer tolerable, because love and confidence have been replaced by hatred or suspicion.

Already education has come to realize its responsibility for the training for parenthood. It is along this line that we have advanced farther in our educational effort to conserve family life. It is fortunate that this has happened, because the success already realized gives us assurance that science can bring to the educa-

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tor the factual knowledge he needs if he undertakes also a program of marriage preparation.

Education has not gone far even along lines of parenthood training and both the teacher and the administrator must be aware of the dogmatist and the faddist; the first undertakes to speak with an authority that the facts do not justify, while

the other rushes into the new educational opening because it offers another chance for unrestrained selfexpression. Education must first come to realize what it needs to do, then patiently work out through experience, which of course in the end must be tested by actual marriage and parenthood, the content of premarriage instruction and the time, place, and

method of providing the new type of education. Meanwhile, the teacher has the best of reasons for becoming interested in the changing family, since sooner or later what is happening will bring another opportunity for America to discover whether or not its confidence in the social value of education can be justified by practical results.



THIS architect's drawing shows the Association's Headquarters Building in Washington as it will look when the building program now underway is completed. The attractive colonial building on 16th Street is retained at the left. The new building on M Street is designed to match. This building which has been made possible by life membership fees will house the many growing activities of the Association and its departments. There will be in addition space to accommodate the headquarters of various allied groups such as the National Congress of Parents and Teachers and the International Kindergarten Union. The building is financed from the permanent fund which is in charge of the Board of Trustees, Walter R. Siders, chairman.

The John Newbery Prize Book

I SWEAR on my honor as a Pole, as a servant of the King of the Polish people, that I will faithfully and unto the death, if there be need, sound upon the trumpet the Heynal in honor of Our Lady each hour in the tower of the church which bears Her name.

This ancient oath taken by the trumpeters of Krakow, Poland, for centuries past, is the theme around which Eric P. Kelly has written the book, *The Trumpeter of Krakow*, awarded the Newbery medal for the most distinguished contribution to children's literature of 1928.

The John Newbery medal, named for a London bookseller who first thought of publishing books for children, is awarded at the annual convention of the American Library Association and the winner is always invited to receive the medal in person. This year the librarians met in Washington, D. C. After Mr. Kelly made his acceptance speech, a member of the United States Marine Band came to the stage and from a copy of the prize book played the ancient hymn which every hour is sounded from the high tower of a church in Krakow.

The first scene in this story of mystery and adventure occurs in 1241 when fierce Tartars who "knew not mercy, nor pity, nor tenderness, nor God" sacked and burned Krakow. After a long night of fire and hideous sounds, the young trumpeter from a little balcony high up on the front of the church of Our Lady knew that he was alone in the midst of a terrible enemy. He had kept his oath when escape was possible. When the morning sun showed that it was too late to retreat,

it came to him, young as he was, that he was part of the glorious company of Polish men fighting for all Christendom against brutal and savage invaders. He seemed to see in a vision that though he might die for naught save what some scoffing ones might call a foolish honor, still that bravery was to descend as a heritage to the people to whom he belonged and was to become a part of their spirit, their courage, their power everlasting. An arrow pierced the breast of the young trumpeter when he was near the end of his song and the melody ceased—broken like the young life that gave it birth.

The story passes on to a time more than two centuries later when Joseph, a lad of fifteen years, is entering Krakow with his parents. As he gazes at the unusual sights of the city, there suddenly floated down from above the sweet notes of a trumpet. Joseph noticed that at a

certain place the trumpeter broke the tune off abruptly, as if someone had taken the trumpet from his lips. Later, his father tells him the story of the broken note and how the tower trumpeters pay honor to the lad of long ago by ending the Heynal always at the broken note.



Courtesy of the Macmillan Co.

THE YOUNG trumpeter in the high tower of St. Mary's church has received a mortal wound; below him the Cossacks are burning Krakow. This is one of several beautiful illustrations in color in the prize book done by Princess Angela Pruszyńska of Krakow.

How Joseph acts for a time as trumpeter; his adventures in the city with Elzbieta, a little girl friend; with Jan Kanty, the scholar-priest; with Greutz, a magician; with Button-face Peter, a savage Cossack all connected in one way or another with a magic crystal of great value and beauty make this prize story one of absorbing interest. Children and adults who love mystery stories will see in this book some of the danger and romance of life in the 15th century.

Mr. Kelly thinks that *The Trumpeter of Krakow* appeals to children "because" having been trained on the staff of the newspaper, I have been taught to write just as simply as I could—to use Anglo-Saxon words when possible. I didn't write this book for children at all. But as I wrote it, unconsciously it took the simple form of a newspaper story.

Mr. Kelly was born in Massachusetts and went to school in Denver, New York

City, and Dartmouth College. He has done newspaper work in Boston and several other cities. He is now an instructor in American and Slavic literature at Dartmouth. In 1918 he was in relief work with the Polish legions in France and went with them to Poland, serving in various capacities and traveling through many cities and camps for three years. The Kosciusko Foundation in 1925 invited him to teach at the University of Krakow. "Here," he said,

in those dark nights in the city when I was studying or writing up against one of those old-fashioned tile stoves, the little patriotic song from the tower of St. Mary's Church impressed me, set my brain on fire, and the whole thing seemed to come alive. It seemed to me the people of the story were passing to and fro in the streets. What impresses me most about Poland is the native love of country which lives in the hearts of all the people. In a country such as Poland, which had existed without a government for 150 years, the interests of the people and the recollections of the government were centered in some such little symbol as this song from the tower of St. Mary's Church.

Training in the simple style of newspaper writing and a first-hand acquaintance with Poland do not entirely explain Mr. Kelly's appeal to childhood. Here is a reason revealed in his own words:

If I were to turn my back on the land of Peter Pan and Treasure Island, if I were to find myself outside of the paradise where they live, I would find the way to return barred by some person carrying a sword, forged not out of my best thoughts but out of my foolish thoughts and my sophistication. The idea that having read books as children, you must forget them as you grow older is nonsense. People refer to the golden childhood hours as something left entirely in the past. Once the power of imagination with a realistic background is created in children, it will last all through their lives and will add an enormous amount of happiness to life.

In the Newbery medal books, children are making international friendships. Only one of the eight, Will James' *Smoky*, has an American background. Stories of Africa, England, South America, China, India, and Poland are in the inviting circle:

The story of mankind by Henrick Van Loon, *The voyages of Dr. Doolittle* by Hugh Lofting, *The dark frigate* by Charles Boardman Hawes, *Tales from silver lands* by Charles J. Finger, *Shen of the sea* by Arthur B. Chrisman, *Smoky* by Will James, *Gay-Neck* by Dhan Gopal Mukerji, and *The trumpeter of Krakow* by Eric P. Kelly.—E. B.

Character Education in Scouting

JAMES E. WEST

Chief Scout Executive, Boy Scouts of America

CHARACTER is formed through practice. Perhaps the best character education of our time is found in the boys' and girls' clubs which now enroll literally millions of our youth. This is the first of a series of articles showing how these various clubs contribute to character growth.

THE AIMS of the Boy Scout program are character-building and citizenship-training. Its organization and practices distinguish it from other boy-programs—the uniform; the patrol consisting usually of the small neighborhood "gang" of five to eight boys; the troop made up of two to four patrols; a leadership that is entirely volunteer and trained; and a rather varied list of activities in which achievement and recognition play an important part. The Boy Scout movement is a program that is offered to religious, school, and civic institutions supplementing their other functions.

The Scout program is so varied that its chief danger is the confusion of the means with the ends it seeks to effect. The many activities of Scouting however excellent in themselves and often of great value, are used by the Scout program as the experimental and proving grounds on which the Scout works out for himself the obligations of the Scout Oath and Law. To effect this the Scout program has utilized certain well defined educational principles. A decade ago they were revolutionary. Hearing from a friend that he had been helped by a Scout who refused a tip for his good turn, James E. Russell, then dean of Teachers College, Columbia University, felt as a teacher of teachers, that here was something he should look into. His conclusion was "from the standpoint of the educator, it has marvelous potency for converting the restless, irresponsible, self-centered boy into the straightforward, dependable, helpful young citizen."

The fundamentals in all character education may be expressed as the crea-

tion of an attitude, a desire on the part of a boy or a girl to acquire certain qualities or traits and the sufficient practice of it to make it a habit of conduct. Without the attitude or desire, the practice might result in the exact opposite of what is intended. Whether or not a boy who goes to church every Sunday for



THROUGH kindness and appreciation of animal life, the Scout develops that feeling for other living things which is an important part of character training.

eight years will continue to do so will depend entirely on the attitude towards the practice we have been able to cultivate in him. The initial advantage in the Scout program is that it is a voluntary process. It has an age requirement so that the youngster looks forward to the time when he will be twelve and can become a Scout. Many years ago I laid out as the first principle for every undertaking of the Scout movement, *to make and keep conditions so that boys intensely desire to be Scouts*. It is of prime importance that the boy feels that it is a privilege to be a Scout. In the second place when, in the course of a short ceremony inducting

him into the troop, he takes the Scout Oath and repeats the Scout Law, he is made to feel that he is not merely on the threshold of an adventure of things to do but of things to be. I have talked of this often as "an adventure in honor." In the third place he finds himself in an atmosphere in which he shares with a group a code that is not so much his duty as his privilege to guard and keep.

A program that appeals directly to a boy to be "noble" too often has the result of an unbearable priggishness. The problem in character education is not only that it must create an attitude and develop it into a habit of conduct but that it must guard against this disaster. The Boy Scout movement has been exceptionally free of this disability. To the boy the Scout program is a game. Scouting is a form of dramatization. It is here that the real genius of the Scout program lies. Your candidate ceases to be John Smith and becomes a Scout and in America particularly the word has a tremendous force. Men are living today who knew old Jim Bridger. Thousands saw Buffalo Bill, and Burnham's exploits belong in our generation. This dramatization is not alone in the patrol and troop idea, valuable as they are. It is not the uniform alone though Henry Drummond many years ago claimed, in founding the Boys Brigade, that he could turn a bad boy into a good one by putting tuppence worth of braid on his arm. Baden-Powell's genius lies in the art with which he related every item in the organization features of Scouting and everything which a Scout is called upon to do with this central idea of the boy dramatizing himself as a Scout; in choosing every element so that they would drive the boy back on his Scout Law. The Scout is not a Scout only around the camp fire or in Scout meetings or when he is in uniform—many thousands never have one—but he is a Scout at home, at school, or even when he is asleep, for a Scout must learn to breathe evenly and gently lest he betray his presence and

THE SCOUT OATH—On my honor I will do my best (1) To do my duty to God and my country, and to obey the Scout Law; (2) To help other people at all times; (3) To keep myself physically strong, mentally awake, and morally straight.

to spring up alertly at the slightest sound! It is a principle that can be applied and is applied to the minutest and the most important thing a Scout does.

A boy who had to undergo a serious operation had borne himself splendidly. At the end of the operation a nurse noticed that one of his fists was tightly clenched. Opening his fingers one by one she found a scrap of paper. On it was written, "A Scout is Brave." Notice, it was not, "I am a Scout, I must be brave." It was not John Smith, but a Scout—equal with Boone and Bridger and Carson—who was facing his greatest crisis.

The essence of character education is attitude and the Scout program creates and reinforces the desire on the part of a boy to live up to a certain code. Certain of the qualities that Scouting seeks to develop, such as are implied in the Thrift Law, have a definite relation in the things a Scout must do to advance in rank and many indefinite relations in the things with which a Scout is faced while hiking, or camping, or taking part in a dozen other activities. An unimaginative formalist tackling the problem of building such a program as Scouting might have inserted in connection with every Law certain trick tests. Baden-Powell's work was largely intuitive. I often marvel at the way in which he wove the means of Scouting to make its ends. The boy who wishes to be trustworthy, loyal, and helpful does not require daily calisthenic exercises in them and if he did take them, they would not be of much use to him. The average boy, mixing with his fellows, finds life full of such tests—all he needs to do is to bear them in mind. It is their reminder, their constant presence as a measuring rod that is of importance. The subtlety of the Scout program is that not only does it do this but that it makes a boy think in terms of himself as a Scout who is set out on a constant adventure in which he is required to prove himself in his code. A trip to the grocery store becomes a quest. His motto is "Be Prepared" and he is ready for anything. He begins to learn this attitude even while he is preparing to be a Scout, for in addition to his Scout Oath and Law he learns the

customary forms of respect to the flag, which as a Scout he is to put into practise, and to tie eight knots. "Why knots?" he asks of the Scout who is preparing him and the answer is: "A Scout must know how to tie a knot if he is going to rescue anybody, or to mend a fish line, or to tie up a horse that has strayed."

The Scoutmaster

Edgar A. Guest

There isn't any pay for you, you serve without reward. The boys who tramp the field with you but little could afford, And yet your pay is richer far than men who toil for gold, For in a dozen different ways your service shall be told. You'll read it in the faces of a Troop of growing boys, You'll read it in the pleasure of a dozen manly joys, And down the distant future—you will surely read it then, Emblazoned through the service of a band of loyal men. Five years of willing labor and of brothering a Troop, Five years of trudging highways, with the Indian cry and whoop, Five years of camp fires burning, not alone for pleasure's sake, But the future generation which these boys are soon to make. They have no gold to give you, but when age comes on to you, They'll give you back the splendid things you taught them how to do. They'll give you rich contentment and a thrill of honest pride, And you'll see your nation prosper, and you'll all be satisfied. (Copyright 1922)

He not only learns to do something that every Scout should know but to think of it in terms of adventurous helpfulness and being ready to meet any emergency.

Scouting is a program that boys teach each other. The Scoutmaster is in no sense a teacher; the Scout program is operated only under his guidance. A candidate for enrolment in a troop is taught his tenderfoot tests by another Scout. The unit of the Scout program is the patrol. Not only does the responsibility placed on the patrol leader and his assistant help the development of leadership qualities in these boys but the fact that the set-up of Scouting calls upon a boy who is competent in one thing to

help a fellow who isn't, assures the distribution of this opportunity of learning to lead widely through the troop. It is this that makes the patrol system of Scouting a contribution in character education.

A boy is not in competition against his fellows; he is in competition against himself. It is remarkable the extent to which this principle is carried in Scouting practise. Such a gathering as the International Boy Scout Jamboree which took place at Birkenhead, England, July 31 to August 14, when 50,000 boys came together, is without competition in any form. The program of demonstrations was planned to show the boys of the world how things are done in all countries. Not only is the bitterness of disputes that often arise in athletic competition eliminated but a far greater value is received in knowledge and inspiration from the application of this principle.

We have been successful in keeping the desire on the part of boys to be Scouts because the things Scouts do have a sure appeal to boys in the sense of romantic adventure to which it calls them. *Scouting gives the boy things he wants to do, and uses those activities to carry out its ideal.* The standards on which they turn, however, are eminently practical and in themselves constitute a somewhat revolutionary idea. The physical ideal of Scouting is not the big-muscled athlete; rather it is general physical fitness, the flexible muscle, and the alert response. Scout pace, for instance, requires a boy to strike a pace of running and walking that will enable him to cover a mile in twelve minutes, no more and no less. It is control and endurance and not speed that is sought. In the matter of resourcefulness and social consciousness a similar effort is made towards allround development, fitting a boy for life rather than for a passing phase. In their participation in public functions, patriotic demonstrations, and other community affairs the Scout dislikes to appear and seldom does appear as a parader. He is always to be found in a service capacity—helping to control traffic, running a first-aid station, and doing other things in keeping with

A BOY's world of adventure, of fun, and of doing things well has always seemed to belong to the fortunate boy in Scout Uniform. It has been a great game to see a boy go into the Uniform, and, by and by, under my very eyes, to watch that sand-hued suit blossom like a rose-strewn desert, with buttons and badges and insignia of all the colors of the rainbow, and showing where the Scout has already struck his gold. While the Uniform has always stood for something fine to me, I confess I never dreamed it meant so much to the boy who wore it, to the home in which he lived, and to America itself. As I have studied this Uniform, its cloth has disclosed its character. I can find no higher praise than to say I have found in it a telling contribution to good citizenship, for the Boy Scout Uniform is the Character Uniform for countless clear-eyed, wide-awake, and alert coming Americans.—Edward F. Reimer.

the Scout ideal of training for citizenship.

Scout training aids in the development of the mental faculties. The Scout idea is closely related to the detective idea and this is one of the big appeals in the Scout program. The essential of Scouting in this sense is the ability to observe accurately and to deduce from the facts observed. All education in the school sense comes down to training a boy in these two basic things—ability to observe accurately, whether in reading, hearing, or seeing and to make judgments and to draw conclusions accurately from such facts. The Scout program places a premium on the development of both these qualities. Tracking and trailing, map making, nature observation, all are within the minimum requirements before firstclass rank. In addition, in such an undertaking as the fourteen-mile hike, which a boy is required to take before he can attain firstclass rank, the emphasis is placed not on the hike but on his ability to observe and record what he has seen. This practise of the mental faculties in observation and deduction has had an important bearing on the scholarship ability which our investigations have proved that boys who have been through the ranks of Scouting evidently possess. Although only four million boys have been Scouts during the nineteen years that the movement has existed, or a proportion of 1 boy in every 7 qualified by age, inquiries disclose that the undergraduate men in universities throughout the country are somewhat near 50 percent former Scouts and that some of the better known colleges and universities, including the naval and military academies, have a higher percent and such select groups as the Rhode scholars have

shown as high as 65 percent former Scouts.

The Boy Scouts of America believes that its most efficient work is done through its patrol and troop organization. Realizing, however, that in a vast country such as the United States, it is impossible to give every boy an opportunity for Scouting if we insist on a troop organization, there have been developed supple-

mental way each week as is done in troop meeting. This is ideally suited to farm communities, as is the Lone Scout idea in which the boy who finds it impossible, either by reason of his location or any other condition, to join a troop or patrol is able to "carry on" on his own. The latter plan, which has been in operation a number of years, has been extremely effective. Here is what a young man, now a naval officer, has to say of the training he received through following the Lone Scout program:

When Troop 1, Donnellson, Iowa, was organized early in 1914, I lost no time in joining. The troop was given up after two years because of lack of a Scoutmaster. I thought that my Scouting days were over and that I would never have an opportunity to advance beyond the first class rank I then held. But the organization of Lone Scouts came to my rescue and for three years I think I worked harder earning merit badges than any troop-bred Scout ever did. I not only had to study the subjects, I had to enlist and hold together an examining committee of men who were fine and capable but very busy to be bothered continually by an ambitious boy. It was wonderful training for me. Troops are mighty fine but for some things Lone Scouting is better training.

There are immense possibilities in the farm or home patrol and in the Lone Scout idea. They are being developed rapidly and everything points to their adding to the effectiveness with which the Scout program has served the boys of this country in bringing them the opportunity of character-development and training for citizenship. Many practical plans for the most effective cooperation between schools and the Boy Scout movement have been worked out and tried and can be secured from local Scout executives or through the national office in New York.

The Scout Law

1. A Scout is Trustworthy.
2. A Scout is Loyal.
3. A Scout is Helpful.
4. A Scout is Friendly.
5. A Scout is Courteous.
6. A Scout is Kind.
7. A Scout is Obedient.
8. A Scout is Cheerful.
9. A Scout is Thrifty.
10. A Scout is Brave.
11. A Scout is Clean.
12. A Scout is Reverent.

mentary programs to take care of the small group and of the lone boy who is unable to identify himself with any other. The farm or home patrol is operated very much on the same lines as the troop patrol except that a minimum of only three boys is required to form such a union. The father of one of the boys should act as advisor and Scoutmaster, the boys carrying on the program but not necessarily getting together in a



THE SCOUT Camp gives expression to the creative impulses and natural curiosity of youth. At the left, instruction in leatherwork; at the right, learning to recognize trees by their leaves.

IN COMMON THINGS

BY MINOT JUDSON SAVAGE

SEEK not afar for beauty. Lo! it glows
In dew-wet grasses all about thy feet;
In birds, in sunshine, childish faces sweet,
In stars, and mountain summits topped with snows.

Go not abroad for happiness. For see!
It is a flower that blossoms by thy door.
Bring love and justice home; and then, no more,
Thou'lt wonder in what dwelling joy may be.

Dream not of noble service elsewhere wrought;
The simple duty that awaits thy hand
Is God's voice uttering a divine command;
Life's common deeds build all that saints have thought.

In wonder-workings, or some bush aflame,
Men look for God, and fancy him concealed;
But in earth's common things he stands revealed;
While grass and flowers and stars spell out his name.

The paradise men seek, the city bright
That gleams beyond the stars for longing eyes,
Is only human goodness in the skies,
Earth's deeds, well done, glow into heavenly light.

[From the author's poems, G. H. Ellis, Boston, 1882]

The University of Akron

GEORGE F. ZOOK

President of the University of Akron, Akron, Ohio

THERE ARE two great trends in student enrolment and educational development today in higher education. The first is the amazing rapidity with which the publicly supported institutions have overtaken and in many respects have already surpassed those under private control and support. The time may soon be at hand when publicly supported higher education will perform the same large proportion of the total service in this field as is now undertaken by the public schools in elementary and secondary education.

The other trend in higher education is toward the urban institution. With the increasing concentration of larger proportions of our population in urban centers, there is an accompanying concentration, with certain exceptions, of students and college facilities in these same centers of population. Higher education is increasingly being satisfied where the people *are* rather than where they *are not*. Institutions such as the University of Akron are therefore in the current of the two main trends in higher education today. They supply at home and with the least expense what the people want in the field of higher education.

The University of Akron is a municipal institution controlled and supported by the city of Akron which in 1913 took over a privately endowed college founded in 1870. The board of directors by state law consists of nine members who are appointed by the mayor for terms of six years each. The total income including taxation and student fees is now about \$450,000 per year.

At the present time there are nine other municipal universities and colleges in the United States not including a number of municipal teacher-training institutions and many municipal junior colleges some of which will doubtless develop into four-year colleges and universities. Municipal higher education in one form or another is gradually becoming as usual as public elementary and secondary education.

The keynote of an institution of this type is the direct correlation of the educational program of the institution with the needs of the city. Inasmuch as these needs, both cultural and technical, are at

our very doors they are easily identified and we can make our plans accordingly. We train our teachers for the Akron schools, our engineers for the Akron industries, our chemists for the rubber industries, our commerce students for the Akron business firms, and our home economics students for local employment.



BUCHTEL HALL on the University of Akron campus. The democratic principle now common in American elementary and secondary education is here being applied in a municipal institution of higher learning.

Much of this training as in engineering, commerce, and teacher-training is being done on the cooperative plan by which the student spends a substantial amount of time in actual contact on the one hand with local industries and on the other with the public schools of Akron under normal conditions of employment. It should follow that students can choose their employment more wisely and after graduation meet the practical problems of employment more successfully. I have never had an Akron employer complain that our graduates were merely acquainted with books and theories and were therefore not capable of meeting practical requirements in business and industry.

We do not confine these outside con-

tacts to students. We believe that it is our duty to cooperate with local civic and social agencies and with other municipal agencies for mutual benefit. For example, we maintain the Bureau of City Tests which makes chemical analyses of all kinds of building materials, coal and water, etc., for the various departments of the city government and the public schools. We employ a well qualified man jointly with the City Health Department to teach bacteriology at the University and to direct the laboratories of the City Health Department. Our professor of sociology is employed jointly with the Better Akron Federation of Social Agencies. The head of the Home Economics Department is also supervisor of home economics in the public schools. The effect of these reciprocal arrangements is remarkable. Not only do the students have unusual opportunities for contacts with outside agencies but perhaps equally important, the faculty is kept in intimate contact with the actual problems which confront their students at graduation. Finally, we secure through this process an unusual amount of goodwill from the leaders in industry, business, civic organizations, and others municipal agencies.

We believe that the education of so-called regular college students is only a part of our task. There are many more adults beyond normal college age who should be reached with parttime evening education than there are fulltime students between the ages of seventeen and twenty-two. A large proportion of these adults should improve themselves through further education. Experience shows that many of them are consciously or unconsciously yearning to do so. We feel that the University of Akron should offer them every possible opportunity.

We have scarcely made a good beginning, but our enrolment in the evening session reached 1857 during the year 1928-29, exceeding by 605 the enrolment in the day session. Anyone interested in higher education cannot help but be thrilled by buildings aglow with light at night and throngs of serious minded students passing from one classroom to another. In Akron we say that the

"second shift" of students is at work.

What work do they take? Regular college courses for the most part but there are also noncredit courses. Particularly have we been successful with short institutes of six to twelve lectures for special groups such as credit men, retail grocers, cement testers, furnace men, and home-makers.

I believe that our method of dealing with individual students is significant. A large percent of them live in the city and are therefore graduates of the local high schools. We believe in student selection and guidance. Hence we request from the high schools not only a transcript of credits but a statement showing in what quartile group the student graduated, his intelligence test rating, and a tabular analysis of his characteristics. At the present time we are arranging with the public schools to obtain at entrance to the University a complete personnel record relative to each student covering both his high-school and elementary school periods. Finally, in nearly all instances, we have a personal interview with each prospective student. The result is a distinct improvement in student performance and length of enrolment at the University.

There are certain other advantages relative to student life at the University of Akron which are important. For the most part, students are not living an unnatural life under abnormal conditions away from home. There may be certain disadvantages in this situation but the traditional value of a college education detached from actual life has been sung for so many centuries that it may be well to point out that at the Akron type of institution, so-called outside student activities

do not figure so prominently and hence do not detract from college work so greatly as at other institutions. Fraternities and sororities are present but they do not absorb the student's attention through rooming and boarding with two or three dozen other young and vigorous associates. We have intercollegiate athletics but not stadiumitis. As a result of cooperation with the home we scarcely know what a discipline problem is. Our students attend their own churches just as other people do. In short, they develop normally as members of their family and as citizens of the community.

Some years ago Francis Lieber declared that "*City life will strain our civilization as slavery never did.*" How true this statement has become in recent years. Only those who are watching the tremendous difficulties of the prohibition experiment, corrupt ward politics, the concentration of immigrants, the indifference to public duty of so-called good citizens, the mad rush for pleasure, and a host of other disturbing tendencies in modern city life, can testify. To offset these difficulties we establish in our cities prohibitive laws and negative regulations on human conduct with policemen a plenty on the one hand and on the other we spend millions of dollars on material conveniences such as water systems, transportation facilities, wider streets, electric light and power plants, central heat, fire-fighting apparatus, sewage disposal plants, and a dozen other similar devices to minister to our physical comforts.

What the present generation needs to realize is that our city civilization will not, through law and devices for material comfort, save its soul. A positive, domi-

nating cultural program must also be developed in our cities. We have made an excellent beginning through the public school system but it is not enough. Usually the schools do not touch the adult citizens of the community with comprehensive programs for the development of civic opera and drama, municipal art museums and conservatories of music, historical museums, public libraries, and all the other positive cultural agencies which lift men and women above purely physical pleasures and liberate them from the dogging steps of the law and the policeman. A positive community program of cultural education will, in the long run, draw more people away from crime and from low and ephemeral pleasures than all the law and police combined.

Many cities have made great progress toward these cultural objectives through privately endowed agencies. Such splendid gifts have been helpful but the citizens, through municipal channels, should also develop these cultural enterprises. They will have greater influence where they are the cooperative endeavor of all the people. Here is a unique opportunity for the municipal university to take leadership in the civic, social, and cultural development of our cities which, if we are to save our civilization, is imperative. Therefore, I would have the University of Akron reach out and develop municipal enterprises in music, art, drama, sculpture, museums, and libraries. When city life becomes cultural and inspirational rather than merely material and physical, it will not *strain*—rather it will *adorn and perfect*, as in former centuries—our civilization.



At the University of Akron learning is surrounded with natural beauty in the midst of the city.

Resolutions Adopted at Atlanta

THE RESOLUTIONS of the National Education Association are the result of a year of careful study by the Committee on Resolutions. This committee is elected annually at the convention, each state selecting one member. Miss Elizabeth McCormick, Principal, Timothy O. Howe School, Superior, Wisconsin, was chairman for 1928-29 and Miss Edith Grosvenor of Business High School, Washington, D. C. was secretary.

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

1. A competent, well-trained teacher in every classroom.
2. Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.
3. Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provision for retirement on the basis of efficient service.
4. Continued and thorough research on educational problems as the basis for revised standards and procedures.
5. The establishment of a Department of Education with a Secretary in the President's cabinet and the efficient integration of the educational activities of the federal government in this department.
6. The unification of the educational forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every

teacher an informed and participating member of local, state, and national associations.

7. Active assistance to state and local affiliated associations in promoting the interests of such associations.

For Faculty Meetings

THE POINTS developed in this annual statement of principles and policies concern every educational worker in the nation. These statements influence legislation; they influence the decisions of city and state departments of education; they may well be made the basis for discussion in faculty meetings throughout the country.

Following are suggested topics for discussion:

1. Which points in the platform of ideals and purposes appeal to you as most important?
2. What does your school contribute to educational interpretation?
3. What workers in the school system should aid in curriculum revision?
4. What is recommended in the resolution on rural education?
5. What does the Association believe should be the minimum training for all teachers?
6. Why is the removal of illiteracy especially important at this time?
7. What plan is proposed for the Horace Mann Centennial? What can your school do?
8. What other resolutions appeal to you as especially important?

8. Equal salaries for all teachers, both men and women, of equivalent training and experience.

9. Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience.

10. Cooperation with other organizations and with men and women of vision who recognize that only through education can be solved the major problems of our changing civilization.

11. The National Education Association is committed to a program of service—service to the teacher, service to the

profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.

The 1929 resolutions—In conformity with its platform of ideals and purposes and in addition thereto, the representative assembly of the National Education Association assembled in its 67th annual convention at Atlanta, Ga., in July, 1929, adopts the following statements of policy:

We have come together to pledge again our service in carrying out the high ideals set by the founders of our organization. We recognize and accept our responsibility for the adaptation of education to the challenge of the rapidly changing economic and social order. We commend President Uel Lamkin for developing a program of "Education for a new world."

Appreciation of public support—We record with pleasure our appreciation of the fine attitude of the public generally toward the schools, particularly as shown in the confidence placed in the educational leadership of the teaching profession, and in the readiness of the people to provide funds for the continued improvement of educational opportunities for the nation's children.

Educational interpretation—The National Education Association appreciates the cooperation of newspapers, magazines, press associations, radio, and other agencies in the interpretation of education; and urges that further provision be made for the extension of cooperation with these agencies to the end that the public may fully understand the achievements, ideals, work, and needs of the schools.

State responsibility for universal education—The American conception of education is founded on this fundamental principle: Equal opportunity for every child regardless of residence, ability, handicap, or disability; a high-school education within the reach of every boy and



During the Atlanta Convention the Commissioners of Fulton County served 8000 guests at an old-fashioned barbecue.

girl; well trained and adequately paid teachers for all schools; larger units of school administration; equalization of educational opportunity.

The cost of education in the future will necessarily increase as a result of the greater demands of the public upon our schools. The resources for education, from direct taxes, in many sections of the country, seem to be decreasing from year to year, due to increased demands from other tax-supported institutions and from the inefficiency of our tax systems. This condition suggests that research should be made to find the best sources of additional financial support for our schools before the condition becomes more acute. To this end we recommend that this subject be systematically studied by our national and state education associations, and that recommendations be made for suitable legislation.

Centennial of Horace Mann's secretaryship—Resolved that the National Education Association approves the plan to hold a centennial Horace Mann celebration in 1937; that it call the attention of all state and national educational and welfare associations to the importance and value of such a celebration and that it join with these organizations in petitioning the President and the Congress of the United States to appoint a commission which would begin at once the arrangements for a fitting celebration.

Resolved that the Association recommends that state and national associations

look ahead and arrange to build their programs in 1937 around the theme "The Educational Achievements of a Century."

Rebuilding the public school curriculum—Because of the new conception as to the proper function of the public school, we recommend continuous study of the curriculum which determines what boys and girls are taught in school. We recommend further that the curriculum can best be rebuilt by pooling the contributions of superintendents of schools, directors of research, curriculum specialists, supervisors, principals, classroom teachers, and interested laymen.

Studies of preschool children—The Association commends the studies of early childhood for their contribution to our understanding of child growth and development. It urges that the widest use be made of these findings in the improvement of home training and the establishment of child study classes.

Child guidance and student counseling—That each pupil may have a well-rounded development, we recommend that in junior and senior high schools there be trained counselors responsible for the study of the abilities, needs, and interests of individual pupils, and for the handling of student personnel problems to the end that all agencies in school may focus on the best development of each pupil.

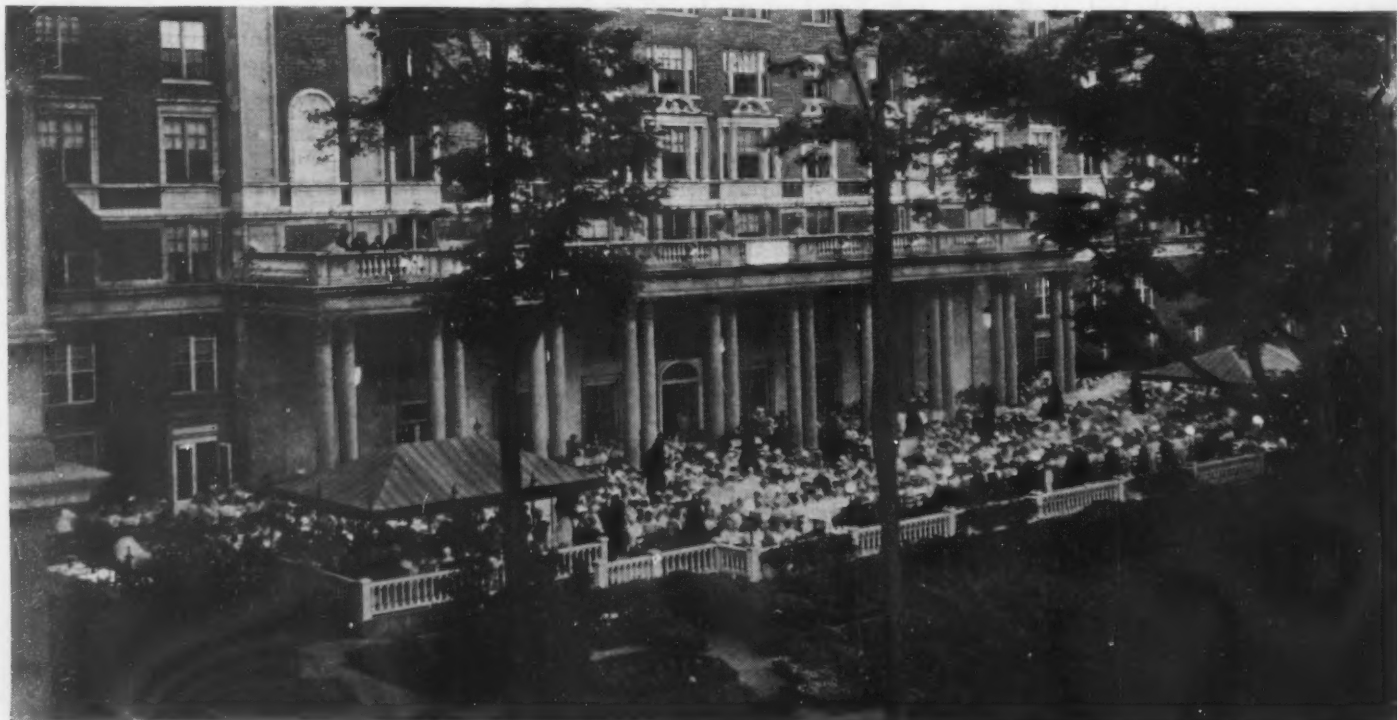
Problems of articulation—Recognizing that the increasing complexity of the educational process and organization intensifies the problems of articulation among

the units and subject divisions of the schools, we approve heartily of the work of the Commission on the Articulation of the Units of American Education as it appears in the Seventh Yearbook of the Department of Superintendence. We wish to stress the importance of the problem involved in improving articulation in the educational system, and to urge its general consideration.

Rural education—In view of the serious inequalities which exist in the educational opportunities offered the children in rural areas and in view of the pressing need for the revision of the rural school curriculum to meet the needs of rural life as it exists today, the Association urges that the Congress of the United States provide a suitable appropriation for a thorough study of rural education throughout the nation, as it has already provided for a study of secondary education.

Character education and law observance—The Association reaffirms its belief in the public school as a constructive agency in character development. It re-emphasizes that conduct arises from what the child really loves and desires to be. Since training in right conduct is one of the chief objectives of the public school, it is recommended that extended investigations be made in the field of character development.

The Association believes that the greatest force for law observance is character education within the home and the school and urges all teachers and parents to re-



Good fellowship was the keynote of the dinner held by the Department of Classroom Teachers on the terrace of the Atlanta Biltmore Hotel.

new their efforts to inculcate a regard for law as the foundation of democratic liberty.

Recruiting the best talent for teaching—We recommend that essential facts about teaching personnel be obtained; that facts be gathered as to the supply and demand for teachers in each of the several states; and that these facts be made the basis of a broadly conceived, coordinated plan for recruiting the best talent for teaching. To this end the Association requests Congress to appropriate sufficient funds for the Bureau of Education to use in making a survey of all phases of teacher training in the United States. Careful predictions should be made five and ten years ahead as to the number of new teachers that may be needed.

The Association recommends that requirements for beginning teachers be immediately increased in all states. Trained teachers are now available in sufficient numbers to offer an unusual opportunity for raising the standards so as more nearly to approach the minimum goal of four years training beyond the four year high school which the Association has repeatedly set as the ideal standard for all teachers.

Teacher participation—The Association appreciates the growing practise of school authorities in making provision for organizations, officially recognized, through which the special knowledge of the classroom teacher may be utilized for the improvement of the schools.

The Association believes that the best

fruits of teacher participation are obtained and the sense of responsibility among teachers is best developed when this participation is provided for in groups small enough for deliberative discussion and composed entirely of classroom teachers.

Summer school and extension courses for teachers—The Association appreciates the efforts of teachers to increase their training through extension and summer study. It urges the responsible authorities to make special provision for the needs of experienced teachers in order that they may have courses which will lead to degrees and which will directly enrich their lives and contribute to their effectiveness in the classroom.

Retirement—The National Education Association again endorses legislation providing for a fair and just retirement of teachers and believes that a sound plan for this purpose will contribute greatly to the growth and the stability of the teaching profession.

Adult education—The National Education Association commends the agencies which are working in behalf of adult education and urges the generous support of these movements, especially the work of free public libraries.

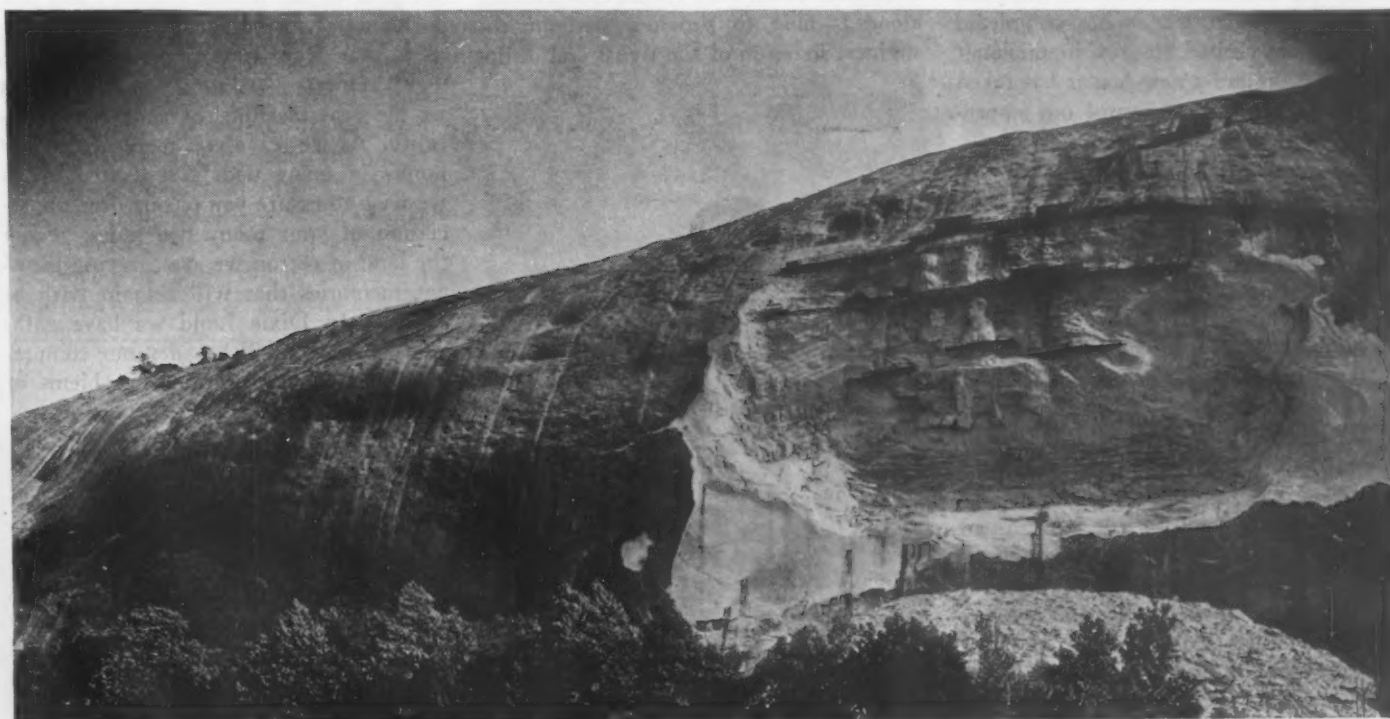
American education week—The National Education Association urges the continued observance of American Education Week in the belief that every citizen should be kept informed upon the work and needs of the schools. The Association appreciates the cooperation of

the American Legion and other organizations in the development of this permanent worldwide movement.

International understanding—The National Education Association rejoices that, by solemn agreement among the nations of the world, war has been renounced as an instrument of policy in the settlement of international disputes, and that the more amicable methods of solving problems have been indorsed. Knowing that only through education can the requisite international understanding be brought about, we commend the activities of the World Federation of Education Associations in bringing together for an exchange of views the teachers and other educational workers of the various countries of the world. We urge that teachers be encouraged to travel in foreign lands and that International Goodwill Day, May 18, the anniversary of the opening of The Hague Tribunal, be appropriately observed in all schools.

Illiteracy—The removal of adult illiteracy is an educational effort that has gone beyond the experimental stage and has become a reality in many communities.

The momentous year of 1930 is almost upon us and if the work of the new census is to show a rapid advance in the reduction of illiteracy with the corresponding improvement of the language of the United States, it can only be done as a result of the combined efforts and enthusiastic interest of all educational and pa-



A view of the north side of Stone Mountain showing the partly completed memorial to the leaders of the Confederacy.

triotic organizations. While the time is short the issue is too clearcut and the importance of its solution too significant for us to do anything but concentrate our best efforts in the time remaining so that a marked advance in the reduction of illiteracy shall be made.

We urge upon the Census authorities the adoption of a schedule in the 1930 census that will reveal the number of persons 10 years of age and over, that cannot read English understandingly, meaning the number that have not completed four years in an English speaking school or are unable to read the newspapers.

We pledge our support to the request of the Director of the Census to enlist the teaching force throughout the country to act as enumerators for said purpose.

We furthermore urge upon Congress and the President the adoption of a program involving adequate financial aid in carrying out a minimum five year campaign, in reducing illiteracy as revealed by the 1930 census.

National Congress of Parents and Teachers—The National Education Association extends greetings to the members of the National Congress of Parents and Teachers. We wish them to know that we appreciate the great assistance they are rendering in the solution of the educational problems of the country. We pledge to them our whole hearted cooperation in their efforts to improve home, school, and community life.

Education and the federal government—At this first convention since one great educational leader has completed his service as United States Commissioner of Education and a new leader has taken up the challenge, we record our appreciation of these two men.

Dr. John J. Tigert occupied the office of United States Commissioner of Education for a period of seven years. He enlarged the scope and strengthened the effectiveness of the Bureau of Education. In all his official relations to the educational interests of the nation he demonstrated a capacity for professional service. The nation and its teachers profited by his educational leadership. We wish to accord him our appreciation and esteem and to express our gratitude for his accomplishments.

Dr. William John Cooper, a practical and experienced administrator in public school service, has been called to the office of United States Commissioner of Education. His training and experience eminently qualify him for the responsibilities which are entrusted to his hands. We

welcome him to this service and pledge our hearty support and full cooperation.

We extend our appreciation to President Hoover for having placed at the head of the Federal Department of the Interior, in which the Bureau of Education is administered, one of America's distinguished university presidents, Dr. Ray Lyman Wilbur. We commend Secretary Wilbur's action in endeavoring to give the Bureau of Education more prestige by raising the classification of the office of the Commissioner of Education and in making additional provision for extending and improving the service of the Bureau. We likewise approve his action in seeking to obtain full knowledge in order to coordinate properly the existing educational activities of the Federal Government in one department and to improve and clarify the relationship of the Federal Government to the field of public education. We pledge him full cooperation in these undertakings.

We reaffirm the declaration, repeatedly expressed in the platform adopted by the National Education Association at its annual sessions, that education is primarily a function of the several states of the Union with delegated powers to every locality in the state in furtherance of the idea of local selfgovernment. To this fundamental principle of state control and direction of education we accord a strict adherence.

We further reaffirm our conviction of the imperative need of the assistance in education which the Federal Government alone is able to provide, without the slightest invasion of the rights and duties

of the states or of local school administrative units and without in any way contravening the wise and well settled policy of state control in education. We believe that since education is recognized as a subject of paramount interest to every social and economic activity and problem of the nation, and that since, through state and local initiative and taxation, the American people are annually expending \$2,500,000,000 for the support and maintenance of public education, provisions for scientific research should be made adequate to the needs of systems of education for the training of 30,000,000 children with all the problems involved in our modern, complex civilization. We further believe the needs of education are so vital and so pressing that they cannot effectively be met if education is subordinated to any other interests. We record emphatically our conviction that a Department of Education is necessary in order that the Federal Government may conduct the research needed as a basis for developing an effective system of education.

We therefore urge upon the Congress and the President the necessity of establishing a Federal Department of Education, with a Secretary in the Cabinet. The functions of this department shall be the administration of existing educational activities of the Federal Government that might properly be transferred to such a department; the development of such research agencies as educational interests of the nation require; and performance of such other duties as the Congress may from time to time determine.

To Atlanta—Atlanta, you have taught us the real meaning of southern hospitality. As we leave you to return to our homes in many widely separated places we wish to assure you of our deep appreciation of your many courtesies. From the land of cotton we are carrying pleasant memories that will remain with us always. In Dixie Land we have gathered ideas that will broaden our comprehension of the educational problems of our country.

Atlanta, we are grateful to your citizens, to your civic organizations, to your school officials, to your teachers, to your children, and to the press of your city for the services they have so generously rendered in making successful the sixty-seventh annual convention of the National Education Association.—Adopted by the Representative Assembly in session in the Auditorium in Atlanta, Ga., Wednesday, July 3, 1929.



A Determining Factor in American Life

WALTER S. MONROE

Professor of Education, University of Illinois

WALTER S. MONROE, because of his long study and experience, is peculiarly qualified to write this first article in a series on the Changing Secondary School which will be featured in THE JOURNAL during 1929-30. Some of the material in this article is taken from a recent book, *The High School*, by Walter S. Monroe and Oscar S. Weber.

DURING the colonial period there were two types of secondary schools, the Latin grammar school and the grammar school. Preparation for college was the dominant purpose of the Latin grammar school and as the name implies Latin was emphasized as a subject of instruction. The grammar school, frequently called English grammar school or English school, was usually a private institution and since the livelihood of the masters depended upon the degree to which their schools met the educational desires of the times, the curriculum was different. In many of these schools Latin was not taught. Instead they offered bookkeeping, surveying, navigation, and a number of other subjects not usually taught in the Latin grammar school.

In many respects "academy," which is generally used to designate the characteristic type of secondary school from the close of the Revolutionary War until about 1860, is only another name for the institutions earlier called grammar schools. The curriculum of the academies included a wide range of subjects but frequently a classical course was offered in which Latin was the core subject.

The public high school, which dates from 1821, did not become the dominant

type of secondary school until about 1860. Originally its purpose was even more practical than that of the typical academy. For example, the first annual report of the High School Society of



WALTER S. MONROE

New York City, which had opened a high school in New York in 1825, stated:

The grand object of the institution is to prepare the boys for such advancement and such pursuits in life as they are destined to after leaving it. Many who leave it expect to enter immediately upon the active business of life.—*The Making of Our Middle Schools* by E. E. Brown, p306-7.

Later the college preparatory function was emphasized and the entrance requirements prescribed by the colleges tended

to determine the curriculum. The Committee of Ten, reporting in 1893, confined their recommendations to the following subject groups: Latin; Greek; English; other modern languages; mathematics; physics, astronomy, and chemistry; natural history; biology including botany, zoology, and physiology; history, civil government, and political economy; geography (physical geography, geology, and meteorology).

Examination of educational writings prior to 1900 reveals that relatively little attention was given the objectives of the high school. This was due largely to the general acceptance of the "doctrine of formal discipline" according to which the outcomes of education were "trained faculties" which possessed the quality of being generally applicable in the various situations arising in adult life. If this theory of the outcomes of learning activities is accepted, there is not much need for clearly defined objectives. If the child acquires trained faculties, he will be equipped to perform whatever duties he may encounter.

The emphasis upon the college preparatory function implies that the high schools were planned primarily for those boys and girls who expected to attend college. The Committee of Ten, however, definitely declared against this attitude but they asserted that the high school should be planned for:

that small proportion of all the children in the country—a proportion small in number but very important to the welfare of the nation—who show themselves able to profit by an education prolonged to the eighteenth year and whose parents are able to support them while they remain so long at school.—

The Most Inspiring Achievement of Modern Times

IN ALL history has there been a single achievement so inspiring as the enrolment of a mighty army of five million young people in the high schools of the United States? The whole life of America throughout the centuries to come—indeed the whole life of the world—will be colored by the great fact that five million sturdy youth are getting the best education ever offered to the common people. What an achievement! what a challenge! what a faith! How quickly this new vision has come into American life! The enrolment in high schools has doubled or nearly doubled every decade since 1880, so that the figures in round numbers run: 1880, 100,000; 1890, 200,000; 1900, 500,000; 1910, 1,000,000; 1920, 2,000,000; 1930, 5,000,000. The high school is a giant in its influence. It is destined to be more powerful still. Buildings are improving; teachers are more highly trained; courses touch more closely the life of today.—J.E.M.



COLUMBUS, OHIO, where the 1930 summer convention will be held is noted for the excellence of its schools. This library is in the North High School.

Report of the N. E. A. Committee of Ten on Secondary School Studies—New York: American Book Co., 1894, p51.

It is obvious that in 1893 the public high school did not occupy the position in American life that it does today. Records show that in 1890 the total high-school enrolment was approximately 200,000 which amounted to one-third of one percent of the total population. During the school year of 1929-30 the enrolment probably will reach five million which will be in the neighborhood of four percent of the total population. If this estimate is correct, the ratio of the high-school enrolment to total population is today twelve times what it was forty years ago and it is significant that nearly two-thirds of this increase has occurred during the past decade.

The increase in enrolment is only one aspect of the change in the high school. In many communities, especially cities, it has been extended downward to include the seventh and eighth grades. In some places it is also being extended upward to include the first two years of college work. The curriculum has been greatly expanded. It is not unusual for a large comprehensive high school to offer in grades nine to twelve more than one hundred year units. In addition many high schools sponsor an elaborate program of extracurriculum activities.

In view of the present status of the high school it is not inappropriate to speak of it as a *determining factor in American life*. It is probable that the character of

our high schools during the next twenty years will exert a potent influence upon our national life. If this hypothesis is justified, it follows that the planning of our high schools is an important responsibility and the basis of this planning is the determination of our objectives.

During recent years we have had several formulations of objectives by committees and by individual writers. In addition there have been numerous investigations that have yielded valuable information relative to educational objectives on the secondary level. It is not my pur-

pose to review the various formulations of objectives or the results of investigations. Instead I desire to direct the reader's attention to certain fundamental principles or points of view that have not received the attention they appear to deserve.

Some writers appear to question the desirability of formulating objectives. The writers, whose statements suggest this conclusion, think of education as growth rather than as preparation for life.

Education is not primarily to prepare for life at some future time. Quite the reverse; it purposes to hold high the current living, making it wholesome, intense, abundant, fruitful, and fitting it firmly into the grooves of habit. . . . The momentum gained from holding the present high is preparation for the future.—*The Orientation of the curriculum maker* by Franklin Bobbitt in *The Twenty-Sixth Yearbook of the National Society for the Study of Education*, part 2, p43.

Dewey appears to take the same position when he says that "the educational process has no end beyond itself; it is its own end." "As long as any topic makes an immediate appeal, it is not necessary to ask what it is good for." The same tendency to minimize objectives is apparent in other educational writings, especially those relating to the project method. A careful reading of the statements, however, usually reveals a "joker." Bobbitt would have the current living of children held high but it is obviously impossible to determine what is high without some criterion. Merriam advances the thesis that the purpose of



THOSE who will shape the future public opinion of America are here receiving training in publishing the daily news of the Omaha Technical High School.

the school is "to help boys and girls do better in all those wholesome activities in which they normally engage." But the qualifying word, "wholesome" implies a criterion. Collings, in advocating a project curriculum, insists that the school "allow the child freedom under her (the teacher's) guidance to select wisely." Again the requirement of guidance so that the child will "select wisely" implies a criterion for determining what is wise. Even Dewey, who is perhaps the most extreme advocate of freedom, would have the school realize "that it is responsible not to transmit and conserve the whole of its (society's) existing achievements but only such as make for a better future society."

On the other hand, there are many writers, apparently a much larger number, who consider the determination of educational objectives fundamentally important. The Curriculum Committee of the National Society for the Study of Education declared that the school should be "a conscious agency of social improvement." Since the report of this Committee was signed by twelve outstanding authorities, we may accept this principle as representing the prevailing belief. It seems to me that the influence of the high school upon American life is likely to be very different if we accept this principle from what it would be if the high school is planned according to the belief that it should be primarily a service institution designed to provide four to six years of "wholesome living" without thoughtful



Photo by Atlantic "Foto" Service

ATLANTIC CITY, NEW JERSEY, host to this year's winter meeting of the Department of Superintendence, is proud of this beautiful high school.

consideration of the future. Of course, the interests of children and their current living should receive consideration but there is a vast difference between making these things the dominant criteria and consciously planning the high school as a means of social improvement.

If we accept the thesis that the high school should be "a conscious agency of social improvement," we are obligated to give thoughtful consideration to the formulation of objectives. This is no small task. Even when we recognize the contributions to this problem which have

been made during recent years, it is apparent that much remains to be done in order to arrive at formulations of objectives sufficiently precise and detailed to serve as satisfactory criteria for those who have the responsibility for planning the high schools of our country. Our unsolved problems constitute a worthy challenge to all who are interested in the future welfare of our social group.

TEACHERS in high schools and students of secondary education in teachers colleges will be interested in the following references on the general subject of secondary education which have been prepared by the Research Division of the NEA.

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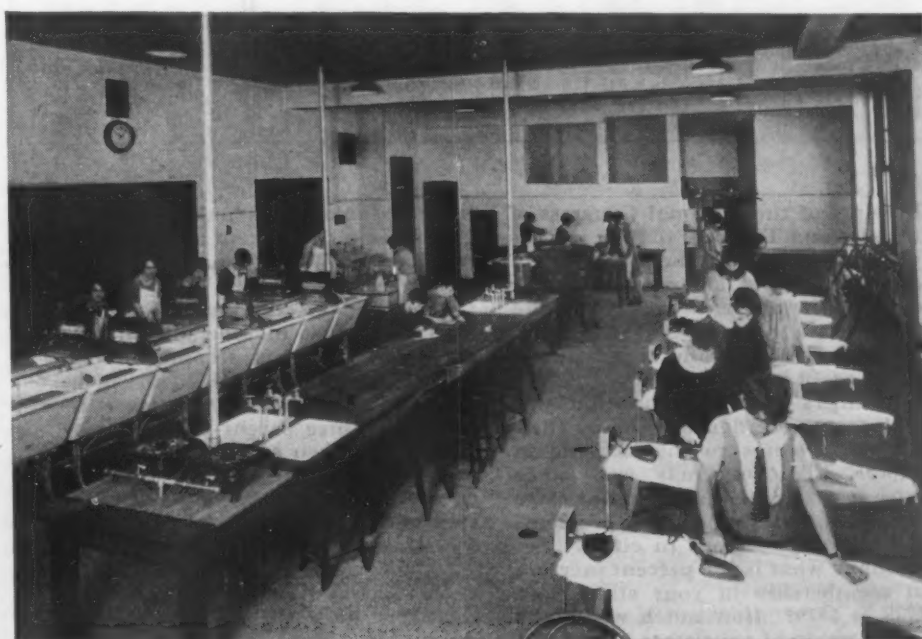
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THE textile laboratory of the Omaha Technical High School is equipped to give the best practical experience in textile work.

Growth of National Congress of Parents and Teachers 1920 - 1929

Prepared by the Research Division of the National Education Association

States	Estimated population 1928	Number of members by years						Growth or loss in membership	Percent of population members in 1928	Percent of population members in 1929	Rank in column 11	Increase or decrease in percent of population members	Rank for banner
		1920	1922	1924	1926	1928	1929						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	120,013,000	189,282	401,308	651,133	967,766	1,275,401	1,382,741	+107,341	1.06	1.15		+ .09	
Alabama	2,573,000	556	3,675	5,293	9,799	14,119	12,530	- 1,589	.55	.49	44	- .06	39
Alaska	60,000						999	+		1.67	12	+	
Arizona	474,000	1,200	2,142	3,798	4,424	4,739	4,772	+	1.00	1.01	28	+ .01	35
Arkansas	1,944,000		267	70	4,632	16,681	21,221	+	4.540	1.09	27	+ .23	9
California	4,556,000	23,880	53,047	79,808	132,229	150,884	156,908	+	6.024	3.31	2	+ .13	19
Colorado	1,090,000	12,385	15,405	25,888	31,934	47,437	52,359	+	4.922	4.35	1	+ .45	3
Connecticut	1,667,000	3,280	5,015	7,624	9,099	10,181	11,431	+	1.250	.61	35	+ .08	23
Delaware	244,000		5,414	9,698	11,011	9,155	5,844	- 3,311	3.75	2.40	4	- 1.35	50
District of Columbia	552,000		725	1,785	2,960	5,432	9,626	+	1.475	1.74	10	+ .27	7
Florida	1,411,000	265	359	1,626	7,914	16,512	19,437	+	2.925	1.17	18	+ .21	12
Georgia	3,203,000	8,000	8,340	14,184	23,882	35,635	40,115	+	4.480	1.11	21	+ .14	18
Hawaii	307,100		202	254	1,229	3,339	6,755	+	3.416	1.09	6	+ 1.11	1
Idaho	546,000	821	2,159	3,846	5,174	5,633	4,612	- 1,021	1.03	.85	30	- .18	45
Illinois	7,396,000	11,765	27,023	54,007	74,154	96,592	120,753	+	24.161	1.31	13	+ .32	5
Indiana	3,176,000	3,556	11,238	16,427	24,832	29,089	28,843	- 246	.92	.91	29	- .01	37
Iowa	2,428,000	2,808	16,640	25,126	35,059	40,997	44,639	+	3.642	1.69	11	+ .15	15
Kansas	4,290	8,608	17,383	21,156	29,684	27,938	11,746	- 1,746	1.62	1.52	17	- .10	41
Kentucky	2,553,000	16,424	12,255	16,000	15,817	19,724	20,129	+	.405	.77	34	+ .02	33
Louisiana	1,950,000	404	155	967	3,550	4,812	6,104	+	1.292	.25	49	+ .06	26
Maine	795,000		1,083	1,126	1,945	8,427	4,139	- 4,288	1.06	.52	43	- .54	48
Maryland	1,616,000	758	2,172	6,009	5,636	8,310	8,684	+	.374	.51	41	+ .03	30
Massachusetts	4,290,000	7,270	9,733	10,397	11,844	18,882	17,751	- 1,131	.44	.41	45	- .03	38
Michigan	4,591,000	4,640	18,485	40,567	57,885	63,842	73,038	+	9.196	1.39	14	+ .20	13
Minnesota	2,722,000		1,538	12,551	19,282	27,174	31,111	+	3.937	1.00	24	+ .14	17
Mississippi	1,790,618	1,518	3,195	10,504	11,388	13,018	14,374	+	1.356	.73	32	+ .07	24
Missouri	3,523,000	16,788	39,157	34,239	46,939	62,192	54,685	- 7,507	1.77	1.55	16	- .22	46
Montana	548,889	607	505		2,946	4,214	6,358	+	2.154	.77	23	+ .39	4
Nebraska	1,408,000	28	913	4,874	14,142	19,786	28,656	+	8.870	1.41	9	+ .63	2
Nevada	77,407			444	40	50		- 50	.06			- .06	40
New Hampshire	456,000	600	2,197	106	2,857	3,614	3,751	+	.137	.79	31	+ .03	28
New Jersey	3,821,000	9,674	21,865	29,114	41,464	54,316	59,975	+	5.659	1.42	15	+ .15	16
New Mexico	396,000	232	754	776	2,082	1,837	2,569	+	.732	.46	37	+ .19	14
New York	11,550,000	6,681	13,704	24,648	43,781	55,153	69,051	+	13.898	.48	38	+ .12	20
North Carolina	2,938,000	1,308	7,631	10,180	13,711	17,065	20,027	+	2.962	.58	36	+ .10	21
North Dakota	641,192		1,472	2,751	8,552	23,960	21,151	- 2,809	3.74	3.30	3	- .44	47
Ohio	6,826,000	2,310	22,343	40,027	67,099	70,124	86,423	+	16.299	1.03	19	+ .24	8
Oklahoma	2,426,000	9	580	7,617	12,752	16,450	13,356	- 3,094	.68	.55	39	- .13	42
Oregon	902,000	498	4,052	11,164	17,703	16,592	18,526	+	1.934	1.84	20	+ .11	11
Pennsylvania	9,854,000	7,041	12,890	20,150	29,107	52,198	52,915	+	.717	.53	42	+ .01	34
Rhode Island	716,000	2,687	4,013	4,787	9,099	8,440	8,573	+	.133	1.18	22	+ .02	32
South Carolina	1,864,000	227	318	1,796	3,844	4,958	5,468	+	.510	.27	50	+ .02	31
South Dakota	704,000	790	996	5,039	6,350	10,032	8,908	- 1,123	1.43	1.27	20	- .16	43
Tennessee	2,502,000	5,190	5,897	7,792	5,123	26,721	27,510	+	.789	1.07	26	+ .03	29
Texas	5,487,000	17,128	21,154	30,608	43,737	56,235	60,499	+	4.264	1.02	25	+ .08	22
Utah	531,000			500		2,858	2,001	- 857	.54	.38	47	- .16	44
Vermont	352,428	1,179	1,296	3,824	4,855	8,481	7,380	- 1,101	2.41	2.10	7	+ .31	6
Virginia	2,575,000	25	1,311	3,493	4,532	8,039	9,614	+	1.575	.31	48	+ .06	27
Washington	1,587,000	8,742	22,910	32,158	33,852	34,709	35,822	+	1.113	2.19	5	+ .07	25
West Virginia	1,724,000	231	169	2,041	3,819	5,435	9,345	+	3.910	.32	40	+ .22	10
Wisconsin	2,953,000	2,712	5,384	5,920	19,472	23,690	23,580	- 110	.80	.80	33	0	36
Wyoming	247,000	50	44	1,226	1,830	3,760	1,001	- 2,759	1.52	.41	46	- 1.11	49

OBTAIn the figures for your state by reading table as follows: In 1920 Alabama had a membership of 556 in the National Congress of Parents and Teachers; in 1922, 3675 and so on. The membership for 1929 had increased to 12,530 (column 8). At present 49 hundredths of one percent of the total population of Alabama or 1 person in every 205, is a member. This gives Alabama a relative ranking of 44. Alabama is 39th in rank for banner (column 14). Similarly read figures for other states.

Sources of data: Figures as to population for 1928 from U. S. Bureau of Census Estimates. Those for membership in the National Congress are from Statement of Treasurer's

Receipts of the National Congress of Parents and Teachers for the various years concerned. The percents in columns 10 and 11 are obtained by dividing the figures of columns 7 and 8 respectively by those of column 2. Column 13 is the difference between columns 10 and 11.

Members of the Association will wish to give the figures covering their respective states to the local newspapers. Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example what is the percent increase in membership in your state from 1920 to 1929? How much would the membership of your state have to be

increased in order to rank first among the states in the percent of population members? What percent increase would this be?

The five associations having the largest absolute membership in 1929 are: First, California; second, Illinois; third, Ohio; fourth, Michigan; fifth, New York. Educational workers wishing to organize parent-teacher associations for their schools may obtain full information: National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C.

¹ For years prior to 1929 the membership for Alaska was included in the figure reported for the state of Washington. Therefore, Alaska is not included in the ranking for banner as given in column 14.

The Mentally Healthy Child

J. MACE ANDRESS

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EVEN A CASUAL glance at the child who is healthy mentally impresses one with two dominant characteristics. He is *successful* and he is *happy*. To understand their significance let us get a brief historical background.

The study of mental health began as soon as one person noticed another person who acted queerly and began to speculate concerning the causes. At the dawn of history we find insanity and feeble-mindedness and various forms of mental disorder. Living in a world in which science was unknown primitive man often explained these phenomena as being due to evil spirits. When they took up their abode in an individual it was necessary to drive them out. Insane patients were often whipped. Although such punishment was intended for the devil it was hard on the patient. Even torture was often resorted to. Down to the time of Pinel (1745-1826), who at great risk both to life and liberty struck the shackles from the insane in asylums, horrible conditions prevailed in those institutions. To be mentally unbalanced was looked upon with so much suspicion that even today most people cannot consider a mental difficulty as a form of sickness. The majority of us would not hesitate to speak about the need of going to an oculist or a dentist but we would conceal a mental trouble as if we were ashamed.

The difficulties we had in understanding adults were duplicated in our dealing with children. Misconduct on their part was invariably attributed to "pure cussedness" or "meanness." The picture of the teacher that comes down to us through the centuries is that of a stern faced person sitting at a desk on which whips were always in evidence. With the development of psychology and the natural sciences it finally became clear that people who were so queer that they could not get along with others in society were usually mentally sick. Mental hygiene as a science began with the study of those who failed to adjust themselves to society—criminals, insane, feeble-minded, drug addicts, etc. The first job in mental health as in physical health was to cure the person who was sick. The idea of

prevention came later. We would never have had any conception of a mentally healthy personality if individuals had not broken down in trying to adjust themselves to society. It is only in the last few years that we have even attempted scientifically to get a picture of a healthy person either mentally or physically. Even now all authorities do not agree as to what constitutes good health.



HEA^{LT}H, physical and mental, is the right-ful heritage of every child. It is the aim of education so to train the present generation that health will radiate from every child as it does from this small lifeguard.

Since in a sense good mental health can only be imperfectly understood except as it is projected against a background of abnormal psychology and also since every teacher is called upon to deal with problem children let us consider some of the symptoms of maladjustment.

The outstanding symptom of mental disturbance is unhappiness. Every child has desires which he tries to satisfy. It is natural for a child to be happy and to desire pleasurable association with his companions. Signs of unhappiness and inability to get along with others, if of long duration, should be regarded with suspicion. The normal child is happy.

The maladjusted child is one who meets with failure. Some of the signs of this maladjustment are excessive day-dreaming, getting into mischief persistently so as to be destructive, marked fears of all kinds, lack of self-control, grudges, spites, jealousy, quarrelsomeness, lying, stealing, shrinking from responsibility, cruelty to others, the "I can't" attitude toward all difficulties. It would be possible to enumerate a long list of symptoms having to do with failure and unhappiness.

The mentally healthy child, on the other hand, is one who is fairly successful in meeting the problems that arise. He takes a keen interest in living. He enjoys his play and accepts ordinary responsibilities. Difficulties are met fairly and squarely. He has an attitude of goodwill toward others and gets along with them. His mind can be focused with a fair degree of ease on the present situation and he has good habits of mental and physical activity. The child who is mentally healthy has wholesome attitudes and fits in with the group around him. He is successful.

It will be helpful to the teacher in solving problems of mental hygiene to appreciate the fact that life is a battle. As parents and teachers we are likely to keenly appreciate this fact as it concerns us directly. We have been through a number of conflicts and stand on the firing line ourselves but we are likely to forget that others, especially children, have as serious if not more serious battles than ourselves. Our memories are so short that it is hard to understand and believe that even a little child is in the struggle of life and he may be equipped with much poorer tools.

Life means adjustment and struggle from the cradle to the grave. The baby as soon as he opens his eyes begins to adjust himself. It experiences pleasure and pain. At birth all children are without habits but speedily they begin to be formed. The child finds that he may exert power on those about him in various ways. Possibly it is through whining, crying, and teasing. He is to a large extent the victim of his environment. He

responds in a hit or miss fashion and if a form of behavior works to his satisfaction the habit is stamped into his nervous system. By the time he is ready for school he may be seriously handicapped but if he is properly directed he may gain self-mastery and selfreliance to a high degree. No matter how favorable the conditions of the home may be, he finds that he has desires that cannot always be satisfied. He must learn to compromise. He must learn to get along with his playmates and the members of his family. When he goes to school he finds himself launched into a new world where he is limited in freedom and selfexpression. The habits learned at home may be crude. They must be adapted to a new environment. Often he finds himself in an emotional difficulty deciding whether he should obey conscience or instinctive desire. He must learn to get along with himself.

Older people are often inclined to be-

little the silliness and crudity of adolescence. It is foolish to make fun of adolescence. It is a time when the individual becomes conscious of new interests and new desires. He does not know how to meet the world round about him. If we could appreciate the really trying experience that these young people have in trying to adjust themselves we would realize that they need sympathy and help.

And as life goes on, the road changes somewhat but problems always remain. Those that marry find new and trying problems and others find that it is not easy to accommodate themselves to a future bereft of the satisfactions of home. Middle life and old age also have their problems. Everybody must adjust ideals, interests, and activities in relation to advancing age. The problem of mental health is that of living life, all of life, triumphantly and happily.

Struggle is a part of all life and is nec-

essary for the building of character but it is the business of the parent and teacher to see that boys and girls as they enter upon the great fighting highway of life learn to think well of themselves, that they learn how to play and work, to suffer pain and defeat with courage, to maintain noble moral and spiritual ideals, to believe in success and finally to win victory. They will find the struggle stimulating and keenly zestful. Such happy warriors, whether in the kindergarten or the university will be healthy mentally.

To gain such mental health the pupil needs as a leader a teacher who is in good mental health. Her problem is to furnish a good example of courageous living, to reeducate those who are failing, to prevent failure in others, and to train boys and girls so that they may develop positive mental health.

In the November number we shall consider the mental health of the teacher.

THE Pact of Paris and the Schools—Teachers have followed with profound interest the Kellogg-Briand pact from its inception. They see the need of mutual cooperation between the different countries of the world and realize that war destroys their work. Armistice Day this year comes on the opening day of American Education Week. In gathering material for school programs for Armistice Day, teachers may include the text of the Peace Treaty, which was signed in Paris on August 27, 1928.

After the reading of the treaty, there might follow a short description of the White House ceremony in Washington, D. C., on July 24, 1929, when the pact was officially inaugurated. (See photo below.)

At the long table in the historic East Room of the White House were seated representatives from many lands. Besides the Japanese ambassador, Katsuji Debuchi, sat the British ambassador, Sir Esme Howard; next came Prince Albert de Ligne of Belgium; Ex-president Coolidge, in whose administration the treaty was negotiated and signed by fifteen world powers; Henry L. Stimson, secretary of state; President Hoover; William E. Borah; Frank B. Kellogg, who conducted the negotiations for the ratification of the treaty; the French ambassador, Paul Claudel; and the Italian ambassador, Nobile Giacomo de Martini.

This meeting of world leaders meant more for peace than anything that has happened since the signing of the armistice in 1918. The solemnity of the occasion was voiced by President Hoover when he said, "The magnificent opportunity and the compelling duty now open to us shall spur us on to the fulfillment of every opportunity that is calculated to implement this treaty and to extend the policy which it so nobly sets forth."

Sooner or later, due to the pact, it is felt there will come about a substantial reduction of armaments by international agreement. Once war is renounced, nations will realize that they are heavily overarmed for the necessary requirements of self-defense and will set about reducing their armies and navies. As Bishop Oldham said on October 21, in addressing the Episcopal convention: "I cannot share the opinion of some in high positions that the Kellogg Pact has nothing to do with disarmament. If it does not, it is a futile thing indeed, mere words, words signifying nothing."

In the recent controversy between Russia and China, the binding force of the Kellogg Pact was recognized by the nations that had ratified it. The United States through its Secretary of State called the attention of the Soviet and Chinese governments to the fact that they are signatories of the treaty. Further material on the Peace Pact, including the text of the treaty, was published in the Journal for November 1928, pages 231 and 253. A facsimile of the treaty as a large colored poster may be had from the World Peace Foundation, 40 Mt. Vernon Street, Boston, Massachusetts.



American Education Week 1929

THE GLORY OF A GREAT IDEAL— America is dedicated to the ideal that every boy and girl shall have a fair start in life. To accomplish this ideal it has created an educational system which provides free schooling from the kindergarten through the university. The free public school is America's greatest gift to mankind. Its highest success requires the understanding and cooperation of all. American Education Week is a time for rededication and deeper understanding of the significance of the school in the life of the child, the community, the state, the nation, and the world.

That nation is greatest which puts the child first in its thinking, in its statecraft, in its business, in its ideals of conduct. The nation that has the highest regard for childhood will lead all others in health, intelligence, morality, efficiency, and happiness. It will reach the greatest heights of national prosperity, both material and spiritual. The race moves forward through its children.

The aim—The primary purpose of American Education Week is to acquaint the public with the work of the schools, with their ideals, achievements, and needs. During this week the public comes to the school and the school goes to the public. This week means to the child appreciation of his obligation to meet the privilege of free schooling with hearty endeavor. It brings to the teacher a new call to work on the problems of the profession. It brings to the parent a fuller understanding of the privileges and opportunities of parenthood. It brings to the citizen intelligent faith in the school as our greatest collective enterprise. The strength of the school is in being true to the needs of the life around it. It exists to inform, to lift, to guide, to inspire.

How to make a program—The program for American Education Week is built around the seven cardinal objectives of education. These seven objectives emphasize the varied character of modern education. The suggestions here given are designed to help each community

work out its own program. The following points are important:

Let the chief school officers take the lead.
Select a responsible committee.
Make plans well ahead.
Keep the emphasis on the fundamental aim.
Let every teacher, parent, and child have some part.

What the Common Schools Have Helped America to Achieve

1. Rapid rise to national greatness.
2. Realization of democratic ideals.
3. Quick conquest of a vast frontier.
4. Widened opportunity for new citizens from overseas.
5. The highest place ever accorded women.
6. The ability to create, manage, and staff efficiently, large scale production.
7. The noblest standard of living ever realized over a large area.
8. The highest level of intellectual life ever attained by the common people.
9. Steady improvement in the art of selfgovernment.
10. Appreciation of the significance of childhood and the home life.

Plans that have proved successful—Chief school officers in state, city, and country will take the lead in initiating plans. The following have proved successful:

1. Proclamations by mayors and governors.
2. Attractive booklets describing the schools and their work.
3. Mimeographed letters to parents.
4. Posters designed in school print shops.
5. A letter from each child to his parent telling about the school.
6. Citywide school exhibits.
7. Daily editorials and special articles in newspapers.
8. Slides in motion picture theaters.
9. Special radio features.
10. Talks before civic organizations.
11. Window displays by skilled artists.
12. Parent's nite.
13. Book displays in public libraries.
14. Special talks by school children.
15. Sermons in all churches on the schools.

Additional Material—See earlier numbers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION for useful articles for this week.

General—American Education Week. Oct., 1928; 17:223-30; June, 1929; 18:193.

The school of tomorrow. Jan., 1929; 18:1.
School costs and the public. May, 1929; 18:135.

The seven cardinal objectives of education. Dec., 1928; 17:285.

Health and safety—Series: Personal growth through mental hygiene. March, 1928 to June, 1929; 17:77, 105, 211, 255, 274, and 18:13, 51, 86, 119, 140, 187.

Physical education advances. May, 1928; 17:143.

Chronic fatigue. May, 1928; 17:148.

Disease—an added school burden. March, 1929; 18:93.

The tired child. Dec., 1928; 17:271.

What about posture? Feb., 1929; 18:37.

Everyday resolutions on health and safety. Jan., 1929; 18:26.

Progress of safety education. Dec., 1928; 17:275.

Worthy Home Membership—Fifteen books for parents. Dec., 1928; 17:304.

More case studies. May, 1928; 17:161.

Growth in understanding children. Feb., 1928; 17:43.

Tools, technics, and spirit of learning—Series: Schools that are prophecies. Apr., 1928 to June, 1929; 17:131, 175, 205, 239, 277, 281; and 18:5, 75, 77, 105, 153, 173.

The changing school. June 1928; 18:185.

Vocational and economic effectiveness—Aiding adolescents to interpret life. Feb., 1928; 17:59.

Breadwinning and soulsaving. June, 1929; 18:179.

What is vocational guidance. May, 1929; 18:167.

Faithful citizenship—The Peace Pact. Nov., 1928; 17:231, 253.

Young citizens in a great city. Feb., 1929; 18:45.

An elementary school citizenship club. Dec., 1928; 17:302.

Wise use of leisure—Growth through travel. Jan. 1928; 17:1.

Growth through reading. March, 1928; 17:69.

Adult education in 1928. Feb., 1929; 18:58.

Ethical Character—An experiment in character training. Nov., 1928; 17:261.

Educating the whole child. Nov., 1928; 17:250.

Education for moral growth. May, 1928; 17:151.

THE National Education Association urges the continued observance of American Education Week in the belief that every citizen should be kept informed upon the work and needs of the schools. The Association appreciates the cooperation of the American Legion and other organizations in the development of this permanent worldwide movement.—Adopted at Atlanta July 3, 1929.

The Program Day by Day

EACH DAY of American Education Week provides a vital theme. These themes may be adapted to the needs of the community. Some schools prefer to emphasize one theme each year. Local posts of the American Legion and parent-teacher associations may be called upon for special assistance.

Monday, November 11, Armistice Day—American Education Week for 1929 begins with a celebration of Armistice Day. This is a good time to emphasize the advance in world progress since the war and to show the part that education has had in that advance. Special programs may call attention to the Pact of Paris and the responsibility of the school for promoting world goodwill and understanding. Call attention to the leadership of World War veterans in the movement to avoid future wars through education. Emphasize the ideal *to live for loved ones, for public duty, and the rights of men, as well as to die for them*. On Armistice Day magnify faithful citizenship. Show how schools emphasize fair play, justice, cooperation, integrity, patriotism, and citizenship. Good citizenship comes from within. It is an expression of fine ideals and worthy ambitions.

Tuesday, November 12, Home and School Day—Show what schools do to improve homes and what homes do to improve schools. Note that the home lays the foundation upon which the school builds and that the school tends to lift all homes to higher levels. Show how the school encourages community planning. On this day let there be exhibits of work in home-making education, parent education, home design, garden design. Schools wishing to emphasize a special theme each year may well choose *Education for Worthy Home Membership* as the 1929 theme.

Wednesday, November 13, Know Your School Day—Let everyone plan to visit the school in the neighborhood in which he lives or works. Announce well in advance that special programs and exhibits will be open so that all who wish may spend an hour or two at the school. Such visits create understanding and goodwill. Point out ways in which schools are improved. Call attention to better buildings and larger playfields. Show how the curriculum is vitalized to meet the new demands of today's life. Call attention to the increased training required of teachers; to the large enrolments in high school and college; to the growing stability and efficiency of school administration and supervision. Let every citizen appreciate the school as an institution which belongs to him.

Thursday, November 14, School Opportunity Day—On this day show what the schools do to help young people discover and train their talents. Schools inculcate the following concepts essential to the highest vocational and economic success: That happiness depends

AMERICAN EDUCATION WEEK is observed each year during the week that includes Armistice Day. It is sponsored jointly by the American Legion and the National Education Association. It begins on Monday and ends on Sunday. The program for 1929 is built around the seven cardinal objectives of education as follows:

Monday, Nov. 11—Armistice Day: Education for Faithful Citizenship

Tuesday, Nov. 12—Home and School Day: Education for Worthy Home Membership.

Wednesday, Nov. 13 — Know Your School Day: Education for Mastery of the Tools, Technics, and Spirit of Learning

Thursday, Nov. 14—School Opportunity Day: Education for Vocational and Economic Effectiveness

Friday, Nov. 15—Health Day: Education for Health and Safety

Saturday, Nov. 16—Community Day: Education for the Wise Use of Leisure

Sunday, Nov. 17—For God and Country Day: Education for Ethical Character

in large part upon one's choice of a suitable vocation; that advancement in one's vocation requires hard work, keen interest, ability to carry on, the proper amount of initiative, and the right attitude towards one's employer and fellow workers; that the ability to judge the quality of one's work and find ways to improve it is essential for success; that the worker should possess tact and courtesy in dealing with employer and fellow workmen.

Special training for vocation is now an imperative necessity for all children. Specific training that looks forward to improved methods is given in technical, continuation, and night schools. Vocational efficiency is promoted through courses in agriculture, trades and industries, commerce, and home economics.

Friday, November 15, Health Day—On this day show what the school does to promote physical vitality, good health, and habits of safety. Show the relation of good health to excellence and happiness of life. Note the need

for safety in an age when machinery and high speed are everywhere. Note that modern life demands a high degree of physical and mental fitness. Show the importance of fundamental health habits—eating, exercise, rest, sleeping, elimination, and posture. Show how the school helps to establish these habits.

Schools provide clean comfortable buildings, abundant light, and fresh air. They encourage wholesome physical activities, regular health examinations, the correction of defects, knowledge of personal hygiene, and public sanitation, and an appreciation of pure water and pure food.

Saturday, November 16, Community Day—Show how the school contributes to the improvement of the community. To improve standards schools cultivate tastes in art, music, literature, architecture, and sports, which help to make leisure time an asset rather than a liability. Wise communities provide facilities for wholesome leisure activities—libraries, museums, parks, playfields, auditoriums, and art galleries. They make the schoolhouse a community center. Good roads help to unify a community. Show what the schools are doing to train young people for the wise use of leisure. Emphasize the importance of out-of-door activities in an age which keeps people indoors in office, shop, and factory.

Sunday, November 17, For God and Country Day—Ministers of all denominations at this time are glad to emphasize the higher values of education and of living. If invited to school early in the school year, they will be able to gather first-hand material for their sermons. Ethical character is the highest objective of education and of life. In school, ideals of right conduct are emphasized, and the virtues that underlie excellence and happiness are practised.

Speakers on this day may show that the schools build character by helping each child to develop high standards of physical, mental, and spiritual fitness; by training him to gather and use data correctly and to weigh evidence; by surrounding him with the true, the good, and the beautiful; and by giving him teachers who are cultured, earnest, and happy—in short by building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children, and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood.

OUR GREAT ADVANCE in material prosperity can be ascribed in part to the higher educational levels and thinking to which the work of the public schools has raised the masses.—Roger W. Babson.

What Schools Do to Improve Homes

A TIMELY THEME — Many schools prefer to emphasize a special theme in connection with American Education Week each year. This plan has the advantage of giving variety. Material is here given for emphasis on *education for worthy home membership*. This topic is especially appropriate for American Education Week 1929 because the National Congress of Parents and Teachers is emphasizing this theme in its work during the year.

The school works on the constructive side of home improvement. It asks: *What is right with the home?* By its effort to make the best home practise universal it raises the level of home life. Every constructive activity of the school helps the home. Whatever builds better human beings makes better fathers, mothers, wives, and husbands. By its emphasis on intelligence, goodwill, the use of facts rather than authority as the basis of decision, the school contributes much to home life. It inculcates responsibility, honesty, selfreliance, courtesy, broader interests, appreciation of beauty, ethical standards, careful choice of vocation.

Ideals of worthy home membership—In its permanent platform the National Congress of Parents and Teachers visualizes the factors which contribute to a worthy home as follows:

The Congress believes that the ideal home should be economically sound, mechanically convenient, mentally stimulating, artistically satisfying, socially responsible, spiritually inspiring, founded on mutual affection and respect, a place of unselfish love and service.

How the school helps the home to be economically sound—Earning power and wise spending are the major factors in home finance. Schools increase both earning and spending power. After a few decades of universal education the earning power of the American workman is the highest in the world. The manufactured output per man is highest in those cities where the schools are best. Individual earning power increases with high school and college education. Young people depend on the school for wise guidance in selecting and training for their life work. Show how the earning power of graduates of your school compares with that of nongraduates. Have the facts made into charts for exhibition.

How the school helps to make homes mechanically convenient—Through the teaching of physics, manual training, wood working, home planning, home design, the school di-

THE HOME AND THE VIRTUES—The home is the oldest unit of civilization. In it the mothers of ancient China taught their children politeness and obedience. In the home during the golden age of Greece, Athenians practised wisdom, courage, temperance, and justice. Christian parents have taught faith, hope, and love. Modern life magnifies industry, service, and cooperation.

In these twelve virtues are the dreams of countless generations of the finest men and women the race has produced. These ideals represent a cumulated wealth far beyond our material heritage. That they shall be kept bright in the lives of each new generation is the concern of all good people. The one institution that may most naturally build these virtues into attitudes and habits is the home. Let us cherish and strengthen it.

rectly contributes to a more effective arrangement of the home plant. The standards of home equipment and furnishing which have been developed in the schools of homemaking are being adopted in thousands of homes. Show the connection between laboratory work in the schools and the ability of our people to manage mechanical devices.

How the school helps the home to be mentally stimulating—The school establishes habits of learning and magnifies the spirit of learning. It encourages investigation and study. It fosters discussion of common problems. It arouses a wide variety of interests. It creates ambitions and encourages effort. It builds sound habits of mental hygiene. It gives attention to current events, beautiful music, architecture, painting. It studies our vast heritage of philosophy, literature, history, and science. It teaches the use of books and libraries. It emphasizes the ideal of lifelong learning. Show how the enrolment of a million students in college and five million in high schools is lifting the level of intellectual life in America. Call attention to new interests which the schools have developed in your community.

How the school helps the home to be artistically satisfying—All teaching of art, every element of beauty in the school setting, specific courses in home decoration, knowledge of color and form, and a love of refinement as

they are fostered in the school carry over directly into more artistic homes. The teaching of community planning shows how the home can be given a more satisfactory setting, which will provide quiet, privacy, play space, closeness to nature. Show how your school has helped to make more beautiful homes.

How the school helps the home to be socially responsible — Schools emphasize the highest ideals. They create an atmosphere of personal improvement. They emphasize individual responsibility. They give children from poorer homes the advantages of association with children from the best homes. They emphasize worthy phases of community life. They provide wholesome recreations. They foster the leadership of young people with the highest ideals. They raise the standards of community life. Show how the American school concerns itself with all children, thus raising the level of life throughout the community. Note that this is a relatively new ideal.

How the school helps the home to be spiritually inspiring—The school, like the home, is a spiritual enterprise. It emphasizes right, the force of law, the duty of goodwill, the value of spirit. In the school constant emphasis on right relationships and noble attitudes creates habits which carry over into home life. The school reenforces the home in the formation of ethical character. It gives young people interests and arouses the ambition to know, to dream, to do, and to be.

How the school helps the home to appreciate mutual affection and respect—The school builds individuality and personality. It helps the child to discover and perfect his talents. It teaches selfrespect and respect for others. It is founded on a high regard for individual worth. It gives practise in sacrifice and loyalty. It encourages worthy friendships. American civilization with its free schools places a high value on the individual. Show how the work of your school gives practise in the golden rule.

How the school helps the home to be a place of unselfish love and service — The school teaches children to regard the rights of others. It emphasizes cooperative enterprise. It gives youth experience in making its unique contribution to the common good. It shows how the welfare of each is bound up in the welfare of all. It emphasizes ideals of good workmanship. It gives training in doing for others. It helps young people to have faith in each other and in mankind.

What sunshine is to the growing plant, love is to the growing personality of the child. Love releases energy which no other motive would supply.

THE Significance of the Home—The unit of American life is the family and the home. It vibrates through every hope of the future. It is the economic unit as well as the moral and spiritual unit. But it is more than this. It is the beginning of selfgovernment. It is the throne of our highest ideals. It is the source of the spiritual energy of our people.—Herbert Hoover.

Facts for Writers and Speechmakers

TO HAVE in one place the most recent figures, which reveal the larger achievements and trends of education in relation to the life around it, is the aim of this page. The significance of the school is best appreciated when it is understood in its relation to the larger movements of the age.

How does human wealth compare with material wealth?—The human capital of our population represents great assets. Our male population, it has been calculated, has an aggregate economic value of \$1,144,000,000, and our women perhaps half as much. This makes the total of "vital assets" more than \$1,500,000,000,000. Our national wealth in ordinary material assets in 1922 was \$321,000,000,000. The vital assets thus exceed our ordinary material wealth about fivefold. U. S. Surgeon General Hugh S. Cumming, *Washington Star*, Dec. 1929, p3.

Has length of life been influenced by education?—In his *A Century of Stupendous Progress* Joseph McCabe (p40) gives the following estimates for expected length of life at various periods. In the middle ages 21 yrs.; 18th century, 26 yrs.; 1825, 30 yrs.; 1850, 40 yrs.; 1900, 46 yrs. In the United States in 1921 it was 58 yrs. That health is largely a matter of education is suggested by the following statement from a leading life insurance company:

A majority of cases of physical let-down and distress are caused by careless or wilful violation of health rules. Bad eating habits, too little sleep and rest, lack of fresh air and exercise, worry, self-pity are responsible for many cases of bad digestion, headaches, poor circulation, constipation, jumpy nerves, depression, and rundown conditions.

How health education saves waste—Improved health work in schools would considerably reduce the prevalence of children's diseases. We are, as a nation, paying high for our efforts to get well rather than to keep well. It has been estimated that the annual cost of sickness, medicine, doctors, and loss of wages in the United States amounts to no less than \$32,000,000,000. U. S. Surgeon General Hugh S. Cumming, *Washington Star*, Dec. 1929, p3.

What is the cash value of an education?—Education pays in excellence and happiness of life; it also has a dollar value. The average life earnings of an elementary school graduate are \$64,000; of a high school graduate, \$88,000; of a college graduate, \$144,000. *Review of Reviews*, Nov. 1928, p554.

How much of our income do we spend for education?—This question can be answered

by comparing the nation's yearly income with its expenditures for schools. The incomes of all the people of the United States added together amounted to \$84,150,000,000 in 1926. In the same year, we expended \$2,255,251,327 for public schools of elementary, secondary, and collegiate grade. 2.68 percent of our income goes for their support. *Research Bulletin NEA* 6:269.

Why America needs education—Four billion dollars' worth of substance is stolen yearly. \$600,000 is spent to guard the mails. There are 15,000 homicides and 19,000 auto deaths. In 1920 there were one and a half million foreignborn people over ten years of age in this country who were unable to speak English and an even larger number of illiterate foreign-born. The estimated value of tangible wealth in 1926 in the United States amounted to the vast sum of \$367,900,000,000. This figure is four times that for 1900. The sudden accession of wealth places as great a strain on the character of a nation as on an individual's. Between 1906 and 1926, more than 230,000 laws were passed—these in addition to those already in existence. Andrew H. Harnly in *The Problem of the Home* (p141) says that out of 53,197,850 children and youths in the United States under 25 years of age, 36,878,950 receive no religious instruction whatever from any source.

How do savings deposits compare with the value of school property?—In every year since 1920 the increase of the amount in savings accounts in the United States has been more than a billion dollars, and in some years more than two billion dollars. The total in these accounts in 1927 was \$26,090,907,000. This is nearly five times as much as the value of all public school property. For every dollar of capital invested in public school plants, we have \$4.84 in savings accounts. *Research Bulletin NEA* 6:271.

How do taxes in the United States compare with other countries?—The percent of national income paid in taxes in the various countries for 1924 shows the United States with the lowest tax rate of any of the larger nations. The figures as given in *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION* for June 1928, p195, are: United States, 12.7%; Great Britain, 22%; Norway, 20%; Italy, 19.2%; Canada, 19.2%; France, 18.5%; Australia, 18.4%; Hungary, 18%; Austria, 17.3%; Japan, 14.4%.

How many people go to school?—The vast service of the school will reach thirty million in the United States during 1929-30, according to the estimates of the Research Division of the National Education Association. In round numbers 24,000,000 of these

will be in elementary schools; five million in the high schools; and more than a million in the colleges. The latest available figures issued by the Bureau of Education (*Annual Report of Commissioner of Education*, June 30, 1928) are for 1926. They show for 1926, 20,984,002 pupils enrolled in public, and 2,143,100 in private elementary schools including kindergartens; 3,786,071 in public, and 346,054 in private secondary schools; 252,907 in public, and 17,209 in private teacher-training institutions; 280,437 in public, and 486,704 in private colleges and universities excluding preparatory students. This made a total of 28,296,484 pupils in such schools in the United States. (See *JNEA* 18:35.)

How many workers are studying?—The alertness of the American workman is suggested by the fact that three million of the sixty million workers in the United States are improving themselves through systematic study. Private correspondence schools collect fees between 60 and 70 million dollars a year.—Albert Fertsch, director of adult education, Gary, Ind. in *Adult Education Interstate Bulletin*, Sept.-Oct. 1928, p4.

How do the states compare in the number of pupils in public high schools to each 1000 in total population?—The average for the United States is 32 for each 1000 in total population. Among the states with the highest enrolments are: Kansas, 57; California, 53; Iowa and Utah, 49. Among the states with the lowest enrolments are: Georgia, 13; Mississippi, 14; and South Carolina, 15.—Bureau of Education Bulletin 1927, No. 39, p8, Statistics for 1925-26.

How many homes are equipped with radio?—The United States Department of Commerce estimates that on July 1, 1929 more than ten million homes had radio equipment.

To what extent are schools and homes co-operating?—The National Congress of Parents and Teachers has a membership of 1,382,741 members in 1929. *NCPT Proceedings* 1929, p390.

How many school buildings are there in the United States?—The dominant landmark of the American community is the public school with its surrounding playfields. There were in use in the United States in 1926, 256,104 school buildings. *Bur. Ed. Bul.* 1927, No. 39, p22.

How many teachers are there in the United States?—There are now approximately a million teachers in the schools of the United States. Bureau of Education figures (*Bul.* 1928, No. 12, p11) tell the story of the increase by decades: in 1890, 417,081; in 1900, 503,598; in 1910, 630,207; in 1920, 815,173; in 1926, 976,319.

THE increased use of verified facts in reaching decisions and in shaping policy is a dominant feature of the new age. Along with the ideal of democracy the scientific method offers to the people an ever widening outlook and opportunity. The most powerful defence against autocracy and misrule in all its forms in government, in industry, or in business lies in an educated citizenry.

How It Is Done

Effective Professional Enrolment Plans

WITHIN THE past few years progressive teachers associations have been experimenting with various procedures for collecting and reporting the annual dues of their members. To date no single procedure has been devised which works best in every locality. Local conditions vary so widely that a plan which works well in one community may not fit the needs of another. However, the following general principles seem to have universal applicability:

1. Some definite plan of procedure is essential.
2. No plan, no matter how definite or clever, will work itself.
3. Enthusiastic leaders in each school, city, and state are necessary.
4. A "budget" system by which a teacher may enrol in local, state, and national associations at the same time avoids the inconvenience sometimes caused by numerous independent solicitations.
5. A well-devised enrolment blank facilitates the work and increases the response.
6. The beginning of the school year is the best enrolment season.
7. New teachers follow the example of those longer in the service.
8. The 100 percent record is the most effective goal.
9. An organization unit larger than a school but smaller than a state is most effective.
10. Membership reports are barometers of professional spirit.

Coinclusive enrolment card—The coinclusive enrolment card used in Pennsylvania, Minnesota, Washington, and a few other progressive states and described in detail on page 266 of the *THE JOURNAL* for November 1928 continues to grow in popularity. It gives a simple yet complete record for each organization and for the member; it can be used by a small school system or a large city system and it can be used with equal facility by a system where the dues are collected through the office of the superintendent as well as by a system where they are collected through the treasurer of the local association.

The Hawaiian plan—The Educational Association of Hawaii has for several years sponsored a 100 percent enrolment record in local, territorial, and national associations. The result is a membership larger than the total number of public school teachers employed in the territory. The membership reports, prepared in quadruplicate on special blanks of differ-

ent colors by the building representatives, are forwarded to the treasurers of the various local associations and by them are transmitted with checks covering the dues to the treasurers of the territorial and the national associations. A similar plan is employed in Los Angeles where the enrolments prepared by the building representative are "cleared" through the office of the Southern Section of the California Teachers Association.

Leadership—At a recent institute drive for professional enrolment fourteen superintendents in as many seconds volunteered to underwrite 100 percent membership of their teachers. Someone raised the question as to whether such "coercion" is really desirable. Promptly came the reply "That isn't coercion; that's leadership." Outstanding leaders have come to recognize that professional spirit is one essential of a good teacher.

Of course, membership in professional organizations does not prove that a teacher possesses professional vision and spirit but neither does the possession of "credits" secured by taking courses in an institution of higher learning prove that the teacher has assimilated the course. Membership cards and credits are but symbols, the tangible evidence of qualities which it is hoped that the individual possesses.

Contract clauses—In order to preclude criticism of their enthusiasm for 100 percent membership some superintendents have found it wise to insert a frank statement of their expectations in the contract. The clause in the contract used at Barberton, Ohio, reads as follows: "When you apply for a position in Barberton, you agree to become a member of the national, state, district, and local teachers associations."

Rating scales—In some other cities such as Boston and Washington, D. C. membership in professional organizations is included as an item in the rating scales used for promotion purposes. On the "claim sheet" used in Washington, D. C. appear the following items:

1. College or normal school courses over and above those mentioned in C and D, 40 points
2. Publications or manuscripts on educational subjects, 20 points
3. Affiliations with educational associations, 6 points

Local associations—In some communities the local associations assume full responsibility for the enlistment of the teachers in local, state, and national associations. This is the case in Kansas City, Kansas, the largest city in the country to have maintained a 100 percent enrolment record for five consecutive years. In forwarding the enlistments of his teachers two years ago Superintendent Pearson wrote:

This entire report comes to my desk this morning from the teachers. No urging, no work, or no collecting has been done by my office, or through my office. Our teachers budget all professional requirements and from the budget amount they pay their membership in the local organization, the state organization, and the national organization. They are 100 percent throughout.

Salary deductions—In order to save their officers unnecessary work some local organizations arrange to have the superintendent's office deduct the amount of professional dues from the salary check and forward it direct to the treasurers of the various organizations. While the very suggestion of this procedure is repellant to some since it resembles so closely the "check off" system, the fact remains that if the teachers of a school system are unanimous in their desire to have a 100 percent membership record the salary deduction plan saves much unnecessary labor on the part of building representatives and the local treasurer. Many of the 100 percent counties listed on page 205 of the June 1929 *JOURNAL* report satisfactory employment of the salary deduction plan.

The Time Bank Check—Frequently the summer vacation period leaves teachers short of funds. For many it is difficult to pay membership dues before receiving the first or second salary check. The Time Bank Check solves this problem and makes possible complete enrolments during the first days of the school year.

The 100 percent habit—The 100 percent habit simplifies the enlistment procedure and eliminates enrolment problems. Few schools which have once achieved the 100 percent goal fail to keep their high standing. Most of them take pride in this symbol of their professional spirit and maintain the 100 percent record year after year with increasing ease and joy.—T. D. Martin.

Vitalized Group Study and Faculty Meetings

THE JOURNAL has the challenging task of serving the entire range of educational workers from partly trained beginners to mature and experienced administrators. It aims to give an overview of education—to point out the important trends in the great educational revival of today, to encourage among educators a broader interest in life, to make every reader more conscious of his objectives and procedures. One sure way of moving ahead on this program is the regular discussion in faculty meetings of material contained in the journals of state and national education associations. All teachers in a 100 percent school—and there are now thousands of these schools—have these journals and with no additional expense could make steady advancement in their professional growth.

Education tends more and more to be specialized. If teachers are to get a broad outlook and have some understanding of other fields in education, they need to give at least one hour a month to the consideration of the larger aspects of their work. It means much to a school, to the children, and to a community to have teachers who are alert and interested in the larger problems of the profession.

During last school year one entire page of JOURNAL space was given in every issue to suggestions for group study and faculty meetings. In order to get an idea of the interest in such meetings, a letter was sent to a few hundred principals of 100 percent schools last April inviting them to have one faculty meeting each month based on material in the journals of state and national associations. Here are a few of many replies:

The policy of using THE JOURNAL for professional meetings during 1929-30 has been

discussed with the Oakland principals and the following elementary, junior high, and senior high schools (a list of 37) are going to use THE JOURNAL for professional meetings during the coming school year.—WILFORD E. GIVENS, Oakland, Calif.

We shall be very glad to carry out your suggestion of having the Journal of the Colorado Education Association and of the NEA used as a basis for discussion in faculty meetings. We shall schedule meetings of this sort as frequently as possible.—H. M. CORNING, Colorado Springs, Colo.

I shall be glad to try your suggestion for professional study and growth at each building next year. I notice that other cities are doing this with much success.—C. A. HUDSON, Fremont, O.

One of the first principals whose school enrolled for faculty discussions of material in the journals of state and national associations is our new president, E. Ruth Pyrtle.

The plan for vitalized group study and faculty meetings is simple: that one meeting each month be devoted to a discussion of current problems as set forth in the journals of state and national associations. The material is new and varied; every teacher in a 100 percent school has a copy.

The method of holding the meetings varies according to the wishes and convenience of teachers and administrators. Usually the superintendent, if the school is small, or the building principal in a larger system presides and asks various teachers to lead the discussion of different articles. Sometimes a committee of teachers is responsible for the meetings, selecting leaders for presiding and discussion at least a month in advance.

Other suggestions—Have a regular day scheduled for the meetings, preferably early in the week and the second week of the month. Let each meeting be

short—one hour is a good length, beginning and ending promptly. Aim for constructive results, the development and strengthening of a spirit of loyalty, ambition, and joy in growth.

One hundred percent schools—The names of these schools cannot be received in time to be printed in the October JOURNAL which is released to the printers early in September. But in the November and later issues, every 100 percent school which enrolls in the movement to study the problems of the profession as set forth in state and national journals will be starred. Watch the list grow!

What this JOURNAL contains—The following questions are suggestive in discussing the articles:

COMMISSIONER COOPER'S ATLANTA ADDRESSES. What are 5 characteristics of this generation? What constructive suggestions does Dr. Cooper make?

EDUCATION FOR A NEW WORLD. Secretary Crabtree's report is rich in ideas. In which of the 10 fields he presents is progress most needed in your community?

THE ASSOCIATION'S NEW PRESIDENT. In what ways are Miss Pyrtle's life and background typical of America? What qualities of leadership does she have?

A VENTURE IN WRITING POETRY. What suggestion from this "venture" for your classes?

THE CHANGING FAMILY. What 3 changes in family life are emphasized? How important is it for you to know the home life of your pupils?

THE JOHN NEWBERY PRIZE BOOK. How many of the 8 prize books have you read? Are they in your school library?

CHARACTER EDUCATION IN SCOUTING. Does your school and community encourage scouting? How does scouting contribute to character growth?

THE UNIVERSITY OF AKRON. What 2 great trends in higher education today? What advantages to students in a municipal university?

RESOLUTIONS ADOPTED AT ATLANTA. An entire faculty meeting might well be given to these resolutions. Note the "box" on p225.

THE MENTALLY HEALTHY CHILD. What are his characteristics?

AMERICAN EDUCATION WEEK. This 4-page feature is full of practical help. The "box" on p235 is especially significant. Page 238 will be helpful on many occasions.

HOW IT IS DONE. Could you help a fellow worker to see how professional organizations benefit every teacher? What evidence throughout this issue?

The Journal of the National Education Association

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

President, E. RUTH PYRTLE

Secretary, J. W. CRABTREE

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

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

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

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

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

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NOTES and ANNOUNCEMENTS

HOTEL OPPORTUNITIES IN COLUMBUS, OHIO

Rates for Meeting of National Education Association, June 28-July 4, 1930

Name	Address	Number of Rooms	Rates per Day for Room Accommodating One Person		Rates per Day for Room Accommodating Two Persons			Rate per Person per Day for Additional Occupants
			Without Bath	With Bath	Without Bath	With Bath	Suite with Bath	
Bliss.....	610 So. High St.....	65	\$1.50 to \$2.00	\$2.50 to \$3.00	\$2.25 to \$3.00	\$3.50 to \$5.00		\$1.50 to \$2.00
Charminel.....	State St. at Grant Ave.....	44		2.50 to 4.00		4.00 to 5.00	\$5.00 to \$6.50*	
Chittenden.....	Spring & High Sts.....	260	1.50 to 2.00	2.00 to 3.50	2.50 to 4.00	3.50 to 5.50		1.50
Columbus.....	Long & Fifth Sts.....	191	1.25 to 1.50	2.00 to 2.50	2.00 to 2.50	3.00 to 3.50		
Deshler-Wallick.....	Broad & High Sts.....	1000		3.00 to 8.00		5.00 to 12.00	15.00 to 25.00	2.50 up
Fort Hayes.....	33 W. Spring St.....	300		2.50 to 3.50		4.00 to 6.00		2.00
Jefferson.....	17 E. Spring St.....	86	1.50 to 1.75	2.00 to 2.25	2.50 to 3.00	3.50 to 6.00	6.00 to 7.00	
Lenox.....	Goodale & Armstrong.....	100	1.00	1.50	2.00	2.50		
Neil House.....	So. High St. opposite State House.....	657		3.00 to 5.00		5.00 to 7.50	8.00 to 25.00	2.50
Norwich.....	Fourth & State Sts.....	100	1.50 to 2.00	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00		
Rol-Eddy.....	High St. nr. Spring St.....	160	1.50 to 2.00	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00		
Seneca.....	Broad St. at Grant Ave.....	75		2.00 to 3.00		3.50 to 6.00	7.50	2.00 up
Southern.....	Main & High Sts.....	250	1.50 to 2.00	2.50 to 3.00	2.50 to 4.00	4.00 to 7.00		Special rates
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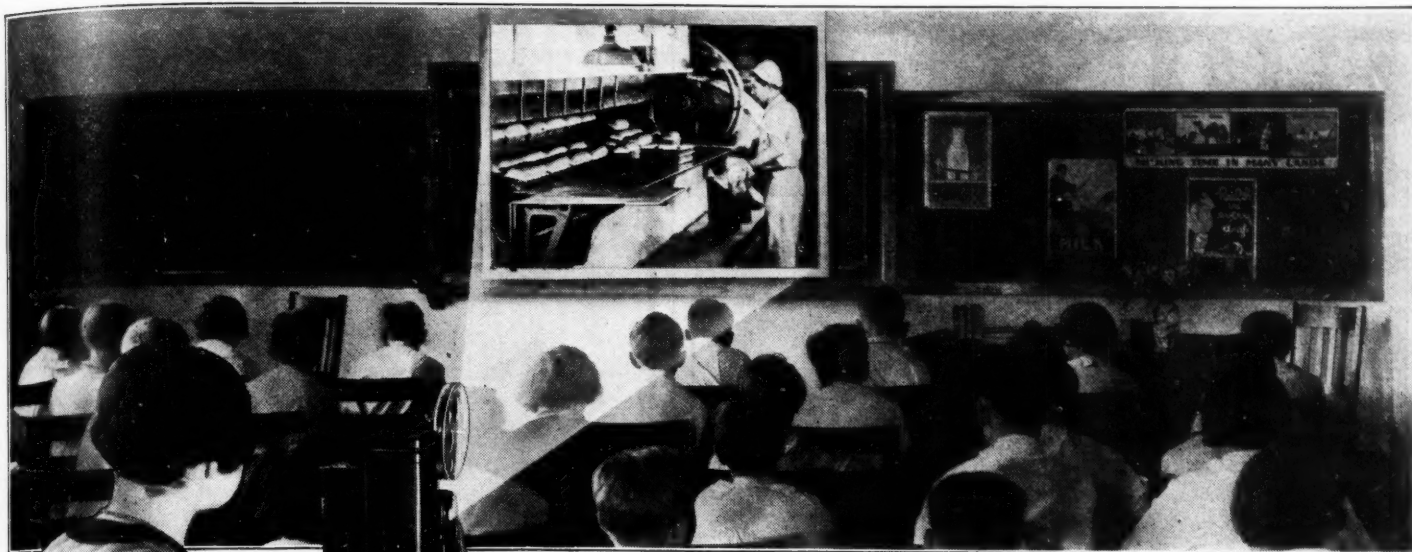
THIS is the great Columbus Auditorium where the 1930 convention of the National Education Association will be held June 28 to July 4. This convenient building will house the general sessions, the representative assembly, exhibits and other official activities. It is three blocks from the largest hotels and from the historic state capitol. There are sufficient halls nearby to accommodate all department and group meetings in the immediate downtown section. Columbus is a noted convention city with ample accommodations. President E. Ruth Pyrtle stopped in Washington on her return from the meeting of the World Federation at Geneva and plans are already underway for a program worthy of the great heart of America.

Addresses before General Sessions at Atlanta—The general programs at Atlanta were unusually strong.

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(Continued on page A-196)

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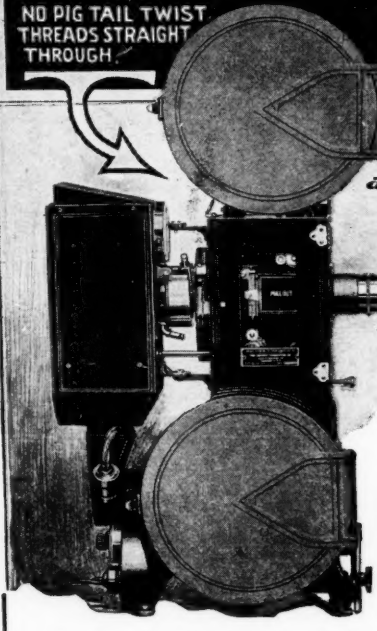


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(Continued from page A-194)

Dollar and Life Members. Among notable statements from these addresses are the following:

THE BEST TEACHER receives more than she gives in her contacts with the children. The children are in a sense her fountain of youth, each morning brings its new enthusiasms, its new life.—Francis G. Blair.

THE SCHOOLS must go back to their primary purpose—the development of character, good citizenship.—William J. Bogan, Superintendent of Schools, Chicago, Ill.

ALL EDUCATION IN ITALY is not purely instruction but has a national trend which is proving a great step towards the unification of Italy.—Maria Castellani, National President, Federation of Business and Professional Women's Clubs, Rome, Italy.

WHATEVER has been done for peace has mainly been done by schoolmasters, led by the most illustrious schoolmaster that ever stood in a schoolroom—Woodrow Wilson!—Josephus Daniels, Former Secretary of the Navy, Raleigh, N. C.

IF OUR salute to the flag is to be not merely of the hand but from the heart, we must make our history a living reality in the hearts of young America.—Howard R. Driggs, School of Education, New York University.

EDUCATION OF ALL the children of all the people is no longer a mooted question. The increase in public sentiment has outstripped the increase and support of our schools, but public sentiment and conditions with us are ripe

now for forward movement in education.—M. L. Duggan, State Superintendent of Schools of Georgia.

NO LONGER is the kindergarten thought of as a refuge of the underprivileged child nor the special-privileged child. It has attained dignity educationally, and it has come to be respected as an integral part of the public school system.—Lucy Gage, Assistant Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn.

WE BELIEVE in the inherent dependableness of young people and we are willing to trust the future to them after they have been given ideas and ideals. We are in a new day and changes are necessary, but the real forces which bring changes are ideas.—Eula F. Hunter, Stribling High School, Fort Worth, Texas.

OUR VIEWPOINT upon the study of agricultural problems is that of the time honored doctrine that every man is entitled to an equal opportunity to enjoy an American standard of living.—Arthur M. Hyde, Secretary of Agriculture.

THE MUTUAL UNDERSTANDINGS which we may form will, I am sure, bind the Americas together more firmly than they could be bound together by bands of steel.—Uel W. Lamkin, President, State Teachers College, Maryville, Mo.

WHEN WE ONCE CATCH the vision that teacher-organizations are ours, that their outcomes are the results of our endeavor, we throw ourselves into them with the spirit of the crusader.—Effie MacGregor, Principal, John Burroughs School, Minneapolis, Minn.

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IT MAY BE VERY INTERESTING to watch little children do what they like—and nothing except what they like—in a room that is wholly protected from danger. But to call that "education," and then send them forth without a dominating sense of duty into a world full of danger and where countless others will compete with them, would seem to be one of the strangest aberrations of the human mind.—Anna P. MacVey, Dean of Wadleigh High School, Brookline, N. Y.

THE SCHOOL like the church can develop a sort of selective listening for the calls to which she alone can adequately respond. Happy indeed is the lot of all who can train themselves to discriminating precision of selective hearing, which knows the genuinely human calls, the sincere human questions in the midst of the uproar and show themselves willing to try to answer—the very willingness to try may be answer enough.—Bishop Francis J. McConnell, President of Federal Council of Churches of Christ in America, New York City.

IN 1872 there were only forty-one institutions for the purpose of training teachers. In 1926 there were over 200 public normal schools and teachers colleges, for which there was appropriated in excess of \$25,000,000. These schools were operated with a faculty of over 10,000 with more than 235,000 students enrolled.—W. P. Morgan, President, Western Illinois State Teachers College, Macomb, Ill.

THERE IS CHRISTIANITY enough and democracy enough, and wisdom and patience enough in this country to enable all of us, whether

(Continued on page A-198)

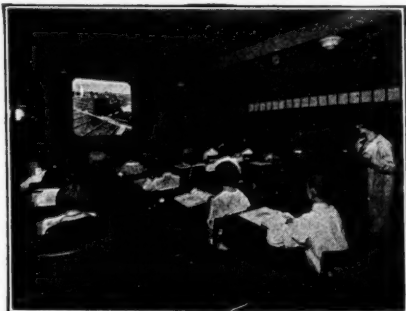
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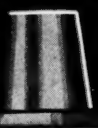
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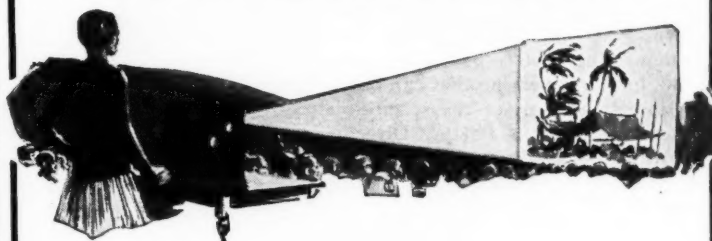


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(Continued from page A-196)

black or white, rich or poor, to live together here in America and make it what God meant it should be, a great laboratory through which all the world could learn that two races of men, of two extreme types, could live, could work, could prosper, could serve if properly educated, together and do their finest, to the finest and best traditions of either race.—Robert R. Moton, Principal, Normal and Industrial Institute, Tuskegee, Ala.

THE OLD TIME theory of teaching made the student always wrong if question arose; the newer view approaches college teaching not as something wholly bad, nor yet as wholly good, but as something that can be very much improved in terms of the scientific study of education.—Shelton Phelps, Director of Instruction, George Peabody College for Teachers, Nashville, Tenn.

WE HAVE far too much false information and prejudice in our thinking about certain foreign peoples. It takes decades, even centuries to eliminate the bad effects of such teaching.—E. Ruth Pyrtle, President of the National Education Association.

I CANNOT UNDERSTAND why anyone should object to the federal government having a Department of Education to do for education what we have done and are doing for commerce, agriculture, and labor.—Hon. John M. Robson, Member of Congress from Eleventh Congressional District of Kentucky.

LIP READING is probably as old as speech itself. It may well be part of the hearing equipment of every human being.—Hugh Grant Rowell, Assistant Professor of Health

Education, Teachers College, Columbia University, New York City.

THERE IS INSPIRATION in the thought that in learning to enjoy good art we are actually making ourselves better citizens and contributing to the welfare and advancement of the land that we love.—Lorado Taft, Sculptor, Chicago, Ill.

A CASUAL GLANCE at the world of progress will convince any reasonable person that the world has all the brains it needs. What it now needs more than anything else is character.—Augustus O. Thomas, President, World Federation of Education, Augusta, Maine.

WE HAVE a right to ask that the training college recognize its responsibility for the quality of instruction given by its graduates, and that it vitalize its professional instruction by offering a considerable part of it in the regular public school classrooms of its student-teachers.—M. R. Trabue, Professor of Education, University of North Carolina, Chapel Hill, N. C.

THE SCHOOL must become a refined and improved reproduction in miniature of community life outside and its policy and program must be changed to provide not only for improved formal instruction but also for the full and effective use inside the school of the methods of learning by participation and manipulation.—John W. Withers, Dean, School of Education, New York University.

THE SCHOOL OF HARD WORK is often unrecognized as a means of getting an education. Too many people think that an education can only

be secured through a study of books, and neglect to value the experiences which in the long run count more in the life of an individual than a mere study about things.—J. C. Wright, Director, Federal Board for Vocational Education, Washington, D. C.

President Lamkin for a Department of Education—My parents were Southerners, and I am from Missouri, but I cannot see how a Department, any more than a Bureau, could take away state or local control. Certainly the Department of Commerce does not run American business. The Federal Government now spends \$60,000,000 annually on education, but must do it inefficiently because it must carry on the work through forty bureaus. We teachers would rather deal with one organization in Washington than forty.

California holds breakfast at Atlanta—The California breakfast at Atlanta was a brilliant affair with a large attendance of officers and national leaders. California is justly proud of its contribution to the national work.

Hawaii sends fine group to Atlanta—The Hawaiian delegation was much in evidence at the Atlanta Convention. Their loyal spirit and fine music are a challenge to all the other delegations.

(Continued on page A-200)

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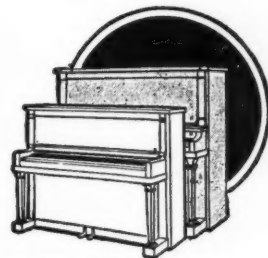
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School.....State.....

(Continued from page A-198)

Horace Mann in 1937—The Atlanta meeting took the initiative in arrangements for adequate appreciation of the service rendered the public schools by Horace Mann in promoting the creation of the Massachusetts State Board of Education in 1837, and in his service as secretary of that board for twelve years. This recognition should be national, should be fathered by the United States Government, because every state and the outlying territories are profiting by Horace Mann's leadership which began one hundred years before 1937.—A. E. Winship in *The Journal of Education*.

The meaning of life membership—The following appeared on the cover of the list of life members which was used at the Life Members dinner at Atlanta:

Life membership is a prophecy. It means lifelong dedication. It appeals to the finest spirits. It furnishes leadership for new movements. It inspires the younger members of the profession. It emphasizes the permanent character of the teacher's work. It stabilizes leadership of professional organizations. It draws attention to the men and women who can be relied upon to perform important services. It emphasizes the pioneer spirit. It is a

challenge to renewed zeal on behalf of education for a new world.

Life memberships presented—The practise of presenting life memberships in honor of distinguished service is now well established. Among leaders who have received this honor recently are: Dr. Charles H. Judd, presented a life membership by his associates in honor of twenty years of service to the school of education of the University of Chicago; W. J. Hamilton, presented a life membership by the Oak Park Elementary Teacher's Council in honor of his twelfth successful year as superintendent of schools; R. J. Kiefer, superintendent of schools, Niles, Ohio, and for three years NEA Director for Ohio, given a life membership by the people of Niles; John H. Adams, principal of the Perry High School, Pittsburgh, Pa., was recipient of a certificate of life membership from the members of his faculty as a mark of the esteem in which he is held by them.

Teachers interested in new Association headquarters—Teachers are showing great interest in the new enlarged headquarters for the Association. Many are taking life memberships at this time because they wish to have a part in

this attractive building in the heart of Washington. Superintendent Edgar G. Weller of Springfield, Ohio, writes, "My interest in the enlargement of the NEA and NCPT quarters prompts me to enclose life membership card at this time."

Life membership key approved—At the Atlanta meeting the board of directors approved the plan to have the same design of life membership key as that of the pin. The key will be available in two sizes, the first the same size as that of the life membership pin, the second a little larger. Any life member may purchase the key. The smaller will be sold at \$3.50, and the larger at \$4.00. The pin may be initialed without extra cost.

Off to a running start—One hundred percent enrolments for the new year are beginning to be reported as this issue of *THE JOURNAL* goes to press.

On August 29 the enrolment of the first one hundred percent district arrived from M. A. Dively, superintendent, Logan Township Schools, Altoona, Pa.

On September 3 the first one hundred percent county enrolment arrived from T. S. Davis, superintendent, Blair County Schools, Altoona, Pa.

(Continued on page A-201)

Life Membership

Life enlistments show permanency of interest and effort. They give assurance to new recruits. They impress the public. Their devotion wins law-making bodies. There are now 2600 life members. Why not "3000 by Christmas"? Some states are making an effort to double life membership by forming life membership clubs and in other ways. Let every state make this effort. A portion of the fees from life membership will be used to defray the expense of erecting the fine headquarters building which the Association has decided to build during the year.

We have been enlisting and reenlisting annually. Let us now enlist for life. The first step has been taken; let us take the second. The gains made as a result of the first step indicate the larger things to be accomplished by the second.

Are you not willing to deposit One Hundred Dollars in the Bank of Life Membership? Like other sound investments, you are not required to deposit the entire amount at one time unless you so desire. Write for the booklet explaining the plan of payment and giving other information. You will receive more than compound interest on your investment. Every life member receives, without additional cost, a beautiful gold pin or button. Only life members are privileged to purchase and wear the life membership key.

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To the Secretary:

I wish to become a life member on the ten-payment plan and to make my first payment January 1, 1930.

Name..... Position.....

Address.....

(Fill out and return at once to Secretary J. W. Crabtree and receive the life membership certificate, card and pin or button.)

(Continued from page A-200)

On September 4 the following telegram arrived from F. N. Henry, supt. of schools, Bellefontaine, Ohio: "Bellefontaine, Ohio, enrolls one hundred percent in NEA, State and Central Ohio Teachers Association."

A service to members—Many thousands of people contribute directly or indirectly to *THE JOURNAL* each year. The 1929-30 issues will contain:

- 2 reports of great conventions
- 100 reports of educational progress in more than fifty states and territories
- 1000 names of new life members
- 4 pages of plans for American Education Week
- 9 pages of suggestions for vitalized group study
- 9 editorials on current themes
- 8000 names of 100 percent schools
- 10 descriptions of schools that are prophesies
- 9 posters for schoolrooms
- 8 articles on practical character education
- 9 articles on interpreting the schools to the public
- 9 articles on mental hygiene
- 5 articles on the changing secondary schools
- 10 thought-provoking articles on education for worthy home membership
- Other articles on significant current themes
- 5000 statistical facts showing educational progress in the states
- 150 important books described by appropriate notes
- Information about 200 schools which offer opportunities in summer sessions
- Several hundred notes and announcements on matters of immediate importance
- The equivalent of 4 professional books which would cost \$2 each.

Teacher interest needed in work of the Association—Every teacher in the United States is needed in the work of local, state, and national associations. Teachers are invited to write the editor of *THE JOURNAL* telling what services of these associations are proving most helpful and to suggest ways in which professional organization can be still further improved.

Teacher retires after 50 years service—Miss Amelia R. Lutz, one of the pioneer teachers of Ohio, has retired after fifty years of service, forty-two of which were spent in the Fremont High School. A testimonial dinner was held in her honor at the Women's Club of Fremont near the end of the last school term when teachers, former pupils and friends gathered to pay tribute to the well liked teacher.

Death ends service of James C. Boykin—The field of education lost a great leader in the death of James C. Boykin on July 29. Mr. Boykin had been

(Continued on page A-202)



The Check That Cheers!

—When You are Under the T. C. U. Umbrella

One teacher out of every five loses pay some time during each school year on account of sickness, accident or quarantine. Not only do they lose pay but they have staggering expenses to meet, such as heavy doctor bills, hospital bills and nurse bills, that often wipe out years' savings or run them deeply into debt. It also means worry, perhaps the loss of a vacation trip and the giving up of new clothes.

To those who have been thoughtful enough to provide themselves with adequate T. C. U. Protection, sickness, accident or quarantine mean the coming of the T. C. U. Check and the freedom from worry. It means that extra expenses can be met without using up savings and without sacrificing a vacation trip or new clothes. The T. C. U. Check helps to make pay day certain.

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\$50 a Month (and up) when you are totally disabled by accident or confining illness.

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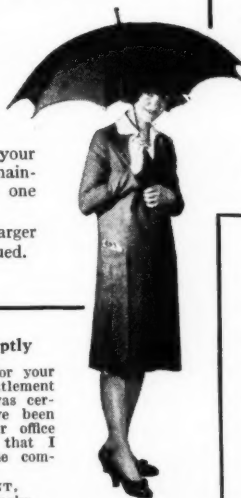
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Mrs. Beulah Steinberg, Lapeer, Mich., recently wrote: "While lying in bed, ill with the 'flu', I began to wonder how I would meet my doctor bills and pay for my substitute. Then I thought of the T. C. U. and knew I need not worry any longer. The check I received covered all of the doctor's bills."

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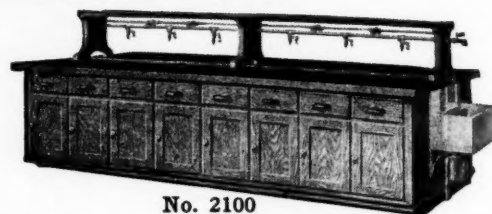
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(Continued from page A-201)

editor of the Bureau of Education publications since 1911 and in that capacity made many fine contributions to education. He is also known to many as the editor of *School Life*.

Frank D. Boynton commends Journal articles—The articles on the Winnetka Schools and on Articulation and the Junior High School in the June, 1929 JOURNAL are exceptionally fine. If the teachers of the country read just these two articles and didn't take the wrapper off the JOURNAL for the rest of the year, it would amply repay them for their \$2 membership in the National Education Association."

Journal author finds success as writer—Jean Thomas, whose series of articles on the Kentucky mountain people is now running in the *American Magazine*, published her first writing in THE JOURNAL of the National Education Association according to a grateful letter which she has written THE JOURNAL staff.

Norton-Alltucker married—The many friends of Dr. John K. Norton, who has been Director of Research since 1922, and Dr. Margaret M. Alltucker, who has been Assistant Director of Research since 1923, will be pleased to know of their marriage in the chapel of Stanford University on Friday, August 23.

Committee on Education in the Federal Government—Secretary Ray Lyman Wilbur has appointed a committee to study the situation of education in the Federal Government and to report plans for future development. This committee is under the chairmanship of Charles R. Mann, with J. W. Crabtree,

secretary. The Steering Committee is composed of the following in addition to the chairman and secretary: William M. Davidson, Charles H. Judd, James E. Russell, Lotus D. Coffman, Uel W. Lamkin, Frank Cody, William F. Russell, Samuel P. Capen, George F. Zook.

West Virginia State Association buys headquarters—The West Virginia State Education Association has purchased permanent headquarters fronting on the capitol of the state. This is the second state to have its offices so located. The attractive headquarters of the Pennsylvania Association face the beautiful capitol at Harrisburg.

The profession at work on its problems—President J. O. Engleman of Kent State Normal College, Ohio, formerly field secretary of the NEA writes: "Early last fall, at the first meeting of the whole faculty, I spent nearly an hour in discussing the work and the influence of the NEA and our professional obligation to it. I shall do a similar thing soon after the new year begins late in September."

Superintendent Condon retires—At the meeting of the Cincinnati Board of Education on May 13, Dr. Randall J. Condon, superintendent of the Cincinnati schools since January 1, 1913, announced his retirement at the close of his present contract on August 31. At the same meeting, Edward D. Roberts, who has been associated with Dr. Condon throughout his service in Cincinnati, during the last two years as associate superintendent, was elected superintendent. Dr. Condon is a life member of the Association and a past president of the Department of Superintendence. He is often

referred to as the finest and most loved man in American education.

Ask yourself this—Do you know that Colorado has 4.35 percent of her total population affiliated with the National Congress of Parents and Teachers as compared to Wyoming with .41 percent? You can find similar facts for your state in the tables on p232 in this JOURNAL. Form the habit of reading these tables regularly, selecting the information from your state.

Theme announced for convention of Department of Superintendence—President Frank Cody has announced that the general theme of the Atlantic City convention of that department will be *Education in the Spirit of Life*.

Atlantic City hotel suggestions—Mr. A. H. Skean, 16 Central Pier, secretary of the Atlantic City hotel committee, sends the following suggestions:

I have made a check of the hotel situation and I find that there are still plenty of rooms available excepting in the cases of single rooms with bath. We have had an extremely heavy demand for this type of accommodation and the supply is about exhausted. There are however quite a few singles without bath available.

I think that we've got to sell your people the idea of doubling up. If they will do this, we can take care of everybody.

May I also suggest that the word be passed along that, excepting in those cases where it is absolutely necessary that delegates come early, they should plan to arrive in Atlantic City Sunday afternoon, February 23rd. Our big Washington's Birthday crowd will have checked out by that time.

Pacific Coast International House—Funds have been given by John D. Rockefeller, Jr., for the construction of an International House at the University

(Continued on page A-203)

Mention THE JOURNAL when writing our advertisers.

(Continued from page A-202)

of California similar to International House in New York.

New appointments in Federal Board for Vocational Education— Each year the activities of the Federal Board for Vocational Education are extended more widely and increased in thoroughness. Among those who have recently come to Washington to work with the Board are:

Agents for Home Economics: Edna P. Amidon, assistant professor of home economics, University of Missouri; Marie White, state supervisor of home economics education in Tennessee; Jane S. Hinkley, associate professor of vocational education, University of Nebraska.

Specialists in Agricultural Education: William A. Ross, state supervisor of agricultural education in Wyoming; James H. Pearson, state supervisor of agricultural education in Nebraska; Frank W. Lathrop, teacher trainer in agricultural education, University of Minnesota; Herbert B. Swanson, in charge of special methods of vocational agricultural education, Iowa State College of Agriculture.

Agent for Trade and Industrial Education: James R. Coxen, director of vocational education in Hawaii, to be appointed October 15, 1929.

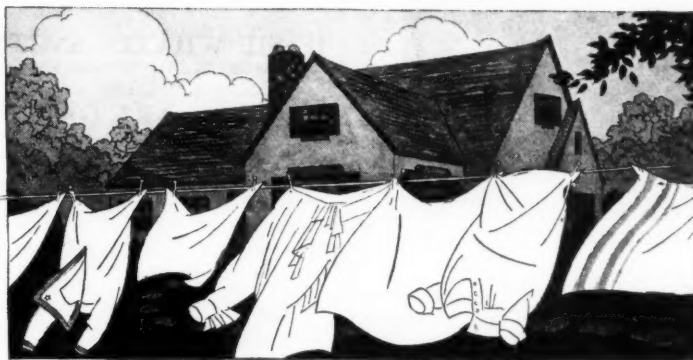
Radio concerts to be continued by Damrosch—Walter Damrosch's second season of radio concerts for schools and colleges will open October 11 and will follow the general plan of last year's concerts which were described on page 212 of the October, 1928 JOURNAL. Dr. Damrosch has worked out an entirely new program for these concerts which will be broadcast every Friday morning at 11 o'clock EST for one hour. He has prepared a teacher's manual similar to the one used last year to supplement the programs.

One of the results of the concerts that has already become apparent is the organization of school orchestras. Dr. Damrosch has received many letters both from teachers and pupils asking for ideas about organizing such musical groups. He believes the eagerness displayed is just the beginning of the increased interest in instrumental music among school children and throughout the country.

The enthusiasm with which the country received Dr. Damrosch's concerts last year is shown in the nearly 50,000 letters from children, parents, and teachers which he received. These letters show that the concerts were being heard in thousands of country schools as well as in the larger cities.

"The response has both touched and

(Continued on page A-204)



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(Continued from page A-203)

reassured me," says Dr. Damrosch. "It looks like a gigantic awakening on the part of the entire country."

Education by radio—Radio and its place in education is to be carefully studied by an advisory committee on education by radio appointed by the Secretary of the Interior, Ray Lyman Wilbur. The committee is the result of a conference held in the spring and attended by representatives of the United States Bureau of Education, the United States Radio Commission, the National Education Association, and several radio broadcasting companies.

At the conference it was suggested that the four phases of radio which needed immediate close study were engineering technic, organization and control, finance, and educational material for programs.

The matter has been considered by Secretary Wilbur during the summer and the new committee of fourteen has made preliminary plans for its work.

The chairman of the committee is William John Cooper, United States Commissioner of Education; Ira E. Robinson, chairman of the Federal Radio Commission; John L. Clifton, director of education for Ohio; W. W. Charters, director of the bureau of educational research, Ohio State University; H. Robinson Shipherd, Business Training Corporation; Frank Cody, superintendent of schools, Detroit, and president of the Department of Superintendence; Merlin H. Aylesworth, National Broadcasting Company; John H. Finley, *The New York Times*; Will G. Chambers, School of Education, Pennsylvania State College; William S. Paley, Columbia Broadcasting System; Harold J. Stonier, American Institute of Banking; James A. Moyer, division of university extension, Massachusetts Department of Education; George B. Zehmer, University of Virginia; Mrs. Howell Moorhead, Foreign Policy Association; and Alice Keith, Radio Corporation of America.

Important educational meetings scheduled—The fall and early winter includes in its calendar important meetings of educational organizations.

The American Association of Junior Colleges will hold its meetings at Atlantic City, November 19 and 20. The meetings will be held in the Chelsea Hotel and will be open to any who are interested in the problems of the junior college.

The first international congress on mental hygiene, sponsored by mental hygiene and related organizations through-

(Continued on page A-205)

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(Continued from page A-204)

out the world, is to be held May 5-10, 1930, at Washington, D. C. As this Congress is the first world gathering of leaders and workers in so diversified and significant a movement as the modern mental hygiene movement, its organizers regard it as of unusual significance. They invite the attendance and participation of all who are interested in any phase of mental hygiene.

The American Psychiatric Association and the American Association for the Study of Feeble-minded are planning to hold their annual meetings in conjunction with the International Congress.

A conference on character education to be held at Northwestern University next November 15 and 16 will deal with the problem: "Religion as a factor in the shaping of conduct and character." George H. Betts of Northwestern University and author of Direct and Indirect Character Education in the May 1929 issue of THE JOURNAL is chairman of the committee on program.

Schools use Vitalized Commencements—The schools of Chanute, Kansas, are following out a seven year program for vitalized commencements, built around the cardinal objectives of education. Each commencement season a beautiful booklet printed in the school shops summarizes the year's work for parents and citizens. Mr. L. H. Petit is superintendent.

Children's Book Week—November 17-23 are the dates for Children's Book Week. Pamphlets of suggestions and posters may be secured from Children's Book Week Headquarters, 347 Fifth Ave., New York City. The pamphlets include grade school and high-school projects for making this week of most value.

Library Association asks for larger service—RESOLVED, That the American Library Association urge the Federal Government to develop and organize the educational library which now exists in the Bureau of Education to a point where it will be able to render an enlarged service to the libraries and schools of the nation.

The American Library Association also urges that provision be made for research and surveys in the field of library service—including libraries in elementary schools, high schools, colleges, and teachers colleges—and that skilled advice and trained leadership be made available to guide the rapid development which is now taking place in the school and public library fields.

(Continued on page A-206)

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"Food Fallacies," by Laura McLaughlin, explodes many current ideas about diet; in "A Health Formula" H. E. Kleinschmidt, M. D., prescribes ways to promote individual and public health progress; "Scoring Your Home Health Service," "Health Work in the Cleveland Schools," "Simple Lessons in Human Anatomy," "Deafness," "How Undesirable Immigrants Are Discovered," "The Little Old Wish Man;" "Health and the School," a regular department conducted by J. Mace Andress, noted educator—all these features and many others of interest and value in health teaching are contained in one big issue, the October *HYGEIA*!

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(Continued from page A-205)

Parent education—In an article in *School Life* Ellen C. Lombard of the U. S. Bureau of Education suggests the following books as a helpful library for the use of the average parent reader. Teachers and school principals may wish to make this library available to parents of the children in their schools: *Infancy and human growth*, by Arnold Gesell; *The child and society*, by Phyllis Blanchard; *The child's religion*, by Pierre Bovet; *The problem child in the home*, by Mary Buell Sayles; *Psychological care of infant and child*, by John B. Watson; *Living with our children*, by Lillian M. Gilbreth; *Parent education*, edited by Richard Olding Beard; *The young child and his parents*, by Josephine C. Foster and John E. Anderson; *Social problems of the family*, by Ernest R. Groves; *The inner world of childhood*, by Frances G. Wickes; *The tired child*, by Max Seham and Grete Seham; *Parents and children*, by Ernest R. Groves and Gladys Hoagland Groves.

A challenge from a classroom teacher—Esther Helbig, classroom teacher president, Iowa State Teacher's Association, writes as follows in *Midland Schools* for September:

The community or the child has a right to ask, "Are you, yourself, an example of the kind of citizenship you demand of us as your pupil? Are you ready to cooperate, not only in the local and state but also national and international citizenship?"

To these pupils and communities the teacher should be able to answer, "Yes, I consider the great business of cooperation or living together well the greatest business in life and I can prove that I believe in it."

"I belong to the local, the state, the national teachers' associations for the purpose of exchange of problems, the service which these organizations can help me to give directly to you."

Geographic News Bulletins for teachers—The National Geographic Society maintains the Geographic News Bulletins service for teachers to supply the need for authoritative, illustrated reports on the world's rapidly changing geography. Next year will see some other American product carrying citadels of world trade by storm; next month may see some important boundary change; next week perhaps a new crisis in Asia.

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(Continued on page A-207)

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(Continued from page A-906)

Geographic Society, 16th and M Sts., N. W., Washington, D. C.

Seattle has scheme for sabbatical leave—Sabbatical leave is being enjoyed by the teachers of Seattle under the system adopted by that city. Under this plan a teacher who has been teaching in Seattle for seven years may have a full year's leave. During the leave his pay is the difference between his salary and that of a Class 1 substitute. Teachers find that this plan gives them an opportunity for travel which they might otherwise never have. It also enables them to escape from fatal ruts and routines.

Cat-alogued!—A school boy, on being asked to write an essay on cats, wrote the following:

"Cats that's meant for little boys to maul and tease is called Maultease cats. Some cats is rekernized by how quiet their purs is and these is named Pursian cats. The cats what has very bad tempers is called Angorie cats. And cats with deep feelins is called Feline cats. I don't like cats."

Hallowe'en should be hilarious but not harmful—Hallowe'en is a great occasion for the youngsters. I should be the last one to suggest any curtailment of the hilariousness incidental to the proper observance of the evening.

The young people, however, should be taught to discriminate very clearly between legitimate pranks and destruction of property.

Please call attention to the following several times during the last week in October:

1. School property is the child's possession. No one would play a joke on himself.
2. Discuss sacrifices made by people to be able to own property.
3. Show how each person is entitled to the protection of his property.
4. No trick should be played on anyone which involves the destruction of any article belonging to that individual.
5. Under no circumstances should the mechanism of a car be the object of a prank. This cannot be classified in any manner except as criminal.
6. Do not criticise the police department, nor let your father or mother or friends do so if you are locked up for the night. Take a joke as well as play one.
7. See the viewpoint of the owner of property.
8. Remember the Golden Rule.
9. Have a good time but exercise good sense in what you undertake to do in your celebrating.—Superintendent Bull, Rochester, Minnesota.

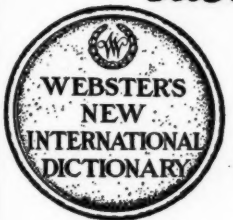
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