

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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United States Office of Education

THE BUREAU OF EDUCATION IS NO MORE. On October 3 Secretary Ray Lyman Wilbur of the Department of the Interior, issued an order which provided that this agency shall be known as the United States Office of Education. Along with this change in name has come an internal reorganization. William John Cooper took office as commissioner of education on February 11. Since then he has been making a careful study of the organization and administration of the Bureau. It is a task for which he is peculiarly fitted by a rich and varied experience. The fruits of this study are now evident in the plan of organization which has been put into effect. The new plan calls for six administrative divisions to take the place of the ten divisions shown in the educational directory for 1929. The new grouping is as follows:

Division A, Administration in charge of the chief clerk, including (1) the housing and routine administration of the offices at Washington; (2) the Alaskan schools—all administrative duties.

Division B, Educational Research and Investigations in charge of the assistant commissioner, including (1) collegiate and professional schools; (2) American schools systems; (3) special problems (including indigenous peoples); (4) foreign schools systems; (5) statistical service.

Division C, Publications in charge of the editor-in-chief, including (1) biennial survey; (2) School Life; (3) bulletin service.

Division D, Library Service in charge of the librarian, including (1) the library of education; (2) service to librarians; (3) service to office staff; (4) service to schools of education (survey data, etc.).

Division E, Educational Service in charge of service chief, including (1) correspondence lessons; (2) education by radio; (3) cooperation with other officials of the federal government; (4) cooperation with nonofficial agencies; (5) organization and direction of local surveys; (6) approved promotional work.

Division F, Major Educational Surveys in charge of the commissioner.

The fact that the commissioner will

himself take charge of major educational surveys insures for these important projects able and vigorous direction. The land-grant college survey is now nearing completion. The nationwide survey of high schools is well underway. There is immediate need for a survey of teacher

THE MEN AND WOMEN on the staff of the United States Office of Education are doing a work of the utmost importance. Nowhere in the public service is there a finer example of faithful devotion to duty than in this loyal staff of pioneer workers. They have a mighty responsibility. It is theirs to serve the thirty million youth in American schools. It is theirs to exert an inspiring influence on behalf of lifelong learning for the entire population. In the brief period since it was established in 1867 this office has assembled the greatest body of data on education ever brought together. It has had a profound influence on American life. What it has done is a prophecy of much greater things remaining to be accomplished.

personnel and training. The resolutions adopted by the National Education Association at Atlanta call for a survey in the field of rural education.

The Division of Educational Research and Investigations is in charge of Miss Bess Goodykoontz, recently appointed to the newly created assistant commissionership. Miss Goodykoontz was born in Iowa and holds her master's degree from the State University of Iowa. Her teaching experience includes work in Iowa, in Wisconsin, in Johns Hopkins, and in the University of Pittsburgh where she has been assistant professor of education for the last five years.

The Division of Administration is in charge of Mr. Lewis A. Kalbach, chief

clerk, who has been in the service of the Bureau of Education since 1887. He is thoroughly familiar with its organization and development.

The Division of Educational Service is in charge of Mr. L. R. Alderman, who is also principal specialist in adult education. Mr. Alderman has had a wide range of experience as teacher, county, city, and state superintendent of instruction in Oregon, as well as notable service in the army educational activities.

The Division of Publications is in charge of Dr. Henry R. Evans, acting chief since the death of Mr. James C. Boykin, the veteran editor-in-chief of the Bureau, during the summer.

The Division of Library Service is in charge of Miss Martha R. McCabe, acting chief. It is planned to develop and enlarge this division—a much needed improvement. The library has long been understaffed and underfinanced. It is in a position of commanding importance and may easily be made the outstanding library in the field of education, just as the library of the Surgeon-General is the outstanding collection in medicine.

The publications of the United States Bureau of Education are in themselves a comprehensive and notable library. The annual reports of the commissioner, the biennial surveys of educational progress, the many bulletins and leaflets are a priceless service to the cause of education.

It is gratifying to see new evidences of the federal government's interest in education. We have been niggardly as a nation in providing for research in education. It is safe to predict that our citizens will come to appreciate more fully the importance of nationwide research on the problems that are truly national in character. They will demand from the Federal Government a program of research which will do for education what other departments are doing for agriculture, commerce, and labor.

SINCE the Buffalo meeting in 1860 the National Education Association has urged over and over again that the federal government give education a larger and worthier place among its activities at Washington. Resolutions have urged a national system of statistics, a bureau of education, a department of education, increased support for the bureau year after year, funds for specific projects of large national importance. Gradually the office has been built up to its present state of efficiency but it cannot yet begin to provide the data needed to guide educational policy in America. If the future of thirty million youth means anything it ought to stand as a challenge to the entire nation to provide for education the light and leadership that it has given generously to agriculture and commerce. The National Education Association stands for a Department of Education which will bring together in one unified and efficient agency the varied educational activities of the federal government. This policy is the verdict of seventy years of study. Every day makes the need clearer. Every day brings the goal nearer. Every improvement in the office of education is a step toward the ultimate objective.

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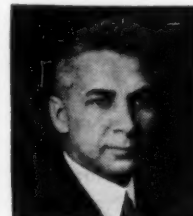
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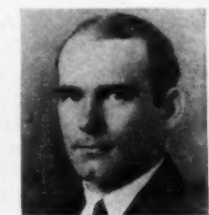
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The Educator as Statesman

ROSS L. FINNEY

Assistant Professor of Educational Sociology, University of Minnesota

TELIC comes from the Greek noun *telos*, meaning an end, in the sense of purpose. Except for its connotation, telic is equivalent, therefore, to purposive. By a telic society, sociologists mean a selfdirective society; one that definitely blue prints the goals of its own evolution and deliberately engineers itself into preconceived forms. The term connotes a new social ideal, namely, that society can take its own problems deliberately in hand and solve them rationally; instead of merely "muddling through" from one bad situation to another, as heretofore. An ideal is clearer when it is named; which is sufficient excuse for coining such a word.

The ideal is ambitious! Ridiculous, if taken with absolute literalness; sublime, if conceived with a modicum of common-sense as to its limitations. For no sociologist would for a moment expect that social change could be reduced to complete control, any more than a physician would expect that death could be abolished. The most that medical science can expect is to lengthen the average span of life and mitigate the sum total of human suffering. Similarly, all that social science can expect is to regulate the fringe and border of social change, mitigate some of the maladjustments of the social life, and so augment the sum total of human welfare. Limited as the expectations are in both fields, the aspiration is as worthy and as reasonable in the one case as in the other. And the core of both aspirations is our modern faith in the efficacy of science.

The relevancy to educational theory of this concept and ideal lies in the fact that if society is to become telic, the responsibility for making it so devolves largely upon the school. *The school is the steering gear of a democratic society.* Whatever is put into the school program of any generation will come out in the social program of the next generation. With the phenomenal expansion of the public school, the center of responsibility for social leadership has shifted to that institution, since it is so strategically conditioned for the making of public opinion. The soldiers, the statesmen, the diplomats, and the ecclesiastics have all had their day. The day of the educators has now arrived, if they but have the vision

to discern their opportunity and the energy to seize upon it. The members of the teaching profession should realize that it is not merely the schools that they are running but the world as well—the world of tomorrow. The responsibility

Horace Mann Centennial

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."

should inspire their souls. No historic group was ever challenged with a greater!

This telic responsibility of education may be verified by several lines of evidence. First, the historical. The history of education reveals the parallelism between any given educational system and the civilization in which it functions; including the fact that when a civilization changes the educational system changes with it. Discernment of this parallelism always raises the question as to which change is cause and which effect; and to keen young minds it is sure to suggest the startling realization that education might be made the causal predeterminant of social change.

Sociological analysis furnishes the most convincing evidence. It is the ABC of sociology—overlooked, unfortunately, by too many would-be theorists of education—that the culture mass is the essential substance of the social life. In other words, that vast accumulation of cognitive capital, sometimes called the social heritage, determines the form of collective programs and social institutions. If

societies differ it is due to differences in the culture mass. Now this intellectual wherewithal of the social process has to be transmitted from generation to generation by education. *Education is, therefore, the reproductive process of the social organism; and the curriculum is the social germplasm.* From which it follows that into the social organism mutations may be introduced almost at will by those in control of the formal education of the young. Indeed, handling, as they do, the plastic germplasm of society and presuming, as they also do, to modify the curriculum from year to year, they cannot escape or evade this appalling responsibility, however unaware of it their social blindness causes them to be. Whether they will it or not, it is the world of tomorrow that they are making.

The telic function of education and the corresponding responsibility of educators, is obtrusive in the writings of social scientists. Professor Ely, for example, in his monumental work, *Monopolies and trusts* which, by the way, contains other material of prime relevance to the problems of educational administration, specifies education as first and foremost among the checks to monopoly. Also Professor Todd in his *Theories of social progress* which is one of the most significant contributions to educational theory thus far in the century makes education the last word of almost every chapter, by pointing out that every factor and agency of social progress is itself amenable to educational predetermination.

A list was made of the books of some one hundred American scholars in the four fields of the social sciences. Students searched through all these books for challenges to education. It was discovered that, with respect to almost every problem of the social life, whether economic, political, sociological, or ethical, the experts in whose special fields these various problems fall almost invariably put the practical solution up to the public schools. Certainly educators ought to know enough about the social sciences to know what is expected of them by authorities in these fields.

Four great social causes have been cumulatively operative for several centuries to completely revolutionize the social order. They are: the enormous in-

crease of arable land available to civilized peoples; the new scientific discoveries and their applications to health, industry, and communication; the new democratic ideals; and the substitution of power driven machinery for hand tools and muscle power. Who can fail to realize that these causes, particularly the last, are destined to produce fundamental changes in all the ideals, institutions, and relationships of human life! Washington's world—with Cromwell's, Caesar's, and Hammurabi's which were all strikingly similar—did not much resemble the teepee, bow-and-arrow world of the American Indians and the Stone Age Europeans. Washington's world as little resembles the world of sky-scrapers, electric dynamos, and radios into which our children are rapidly coming. Never has the human race experienced so sudden and extensive a revolution. Never was there so momentous a challenge to the intellectual and practical leadership of the race.

And who can fail to realize that, as a consequence, mankind is at the cross-roads! For example, new health measures mean a lowered death rate; which means unprecedented growth of population; which means an overcrowded world within a century according to the best authorities, with all the grim Malthusian consequences—unless something unprecedented intervenes to prevent. It also means an artificial abrogation of the biological law of struggle for existence and consequent survival of the fittest; which means in turn that the least intelligent one-fourth of each generation will produce one-half of each succeeding generation; which means eventually a near-moron population to operate a supercomplex civilization.

Again, the new productive capacity of industry means an unprecedented amassing of wealth and therefore of power in the hands of a few. Anybody with eyes can see it happening! Such a trend can portend nothing else than a growing resentment upon the part of the masses who remain thwarted of proportionate participation in the new wealth. It also means an unprecedented growth of commercial imperialisms throughout the world with the accompanying menace to international peace. Centralized great wealth also means the control of the very instruments and agencies of popular enlightenment; which, in turn, portends eventually the failure of democratic government and the final abolition of the very forms thereof—unless we succeed in inventing as great improvements in the distribution of wealth as we have in its production.

The nineteenth century was, in Marvin's happy phrase, the century of hope; but we are now beginning to perceive that progress in science and technology carries no promise of increased human welfare unless accompanied with corresponding readjustments in social organization. The twentieth century may yet go down in history as the century of consternation and despair.

If helpful readjustments in social organization are to be achieved it must be through putting new knowledge and beliefs into popular circulation. For example, so long as it was generally believed that women were inferior to men, the family remained monarchical; but a recognition of the equality of men and women is accompanied with a democratization of the family. Again, so long as the belief remains popularly current that income taxes are shifted to the ultimate consumer, the public will remain reluc-

tant to extend their use; but as fast as that superstition is eradicated from the public mind, the corporate sources of surplus wealth can be tapped for the general good, including the support of schools. Still again, so long as patronizing bootleggers continues to be regarded as a joke, the underworld of racketeers, criminals, and gunmen will continue to thrive on the income of bootlegging; but let all selfrespecting, patriotic men become convinced that that underworld is kept alive by nothing else than their own patronage and that underworld will dwindle and all but disappear. Thus, social arrangements and organizations are nothing more nor less than prevailing systems of popular beliefs.

The formula for reforming society is, therefore, to secure the prevalence of new beliefs. The more democratically society is organized the prompter will be the results. And it goes almost without saying that the school is the most available agency for putting new social knowledge into popular circulation. Hence the responsibility of educators for the social readjustments so urgently needed.

From all of which it follows that the curriculum makers must themselves be familiar with whatever new knowledge is available through which we may hope to solve our social problems. If it is the social world itself that they are running, they must know about that social world. If education is to perform its telic function the professional training of educators must consist largely of those sciences which deal with human nature and human relationships. *There is perhaps no more strategic need in presentday civilization than for a shift of emphasis in teachers' colleges from "education" to the social sciences.*



Mt. Shasta, California

Guidance for Home Membership

JOHN M. BREWER

Director, Bureau of Vocational Guidance, Harvard University

THE NEED for better activities in home membership is everywhere apparent. It is difficult enough for the younger generation and the older to understand each other, and in an age of machinery and rapid change in methods of living this need is so great that without guidance tragic misunderstandings are bound to occur. Good homes are not numerous enough for us to rest on our laurels and hope for the best. Much actual interference in school progress is caused by broken homes; and the relationship among adults in the homes, particularly the husband and wife, is not yet ideal.

In the face of this evident need why is it that we have not grappled with the problem in an efficient manner? What excuse is there for our continuance of less important educational effort without a real attempt to guide children for successful home membership: (1) success as a child in the home and (2) success as a life partner? We have all seen examples of good guidance, particularly by intelligent parents, and by wise counselors and friends of boys and girls in their acquaintanceship activities. But we carry on our pitifully inadequate work in cooking and sewing for girls and use the alibi that guidance should be the task of parents.

What are parents anyway except children whom we have recently "educated," and who have somehow been thrown together, perhaps in a dance hall acquaintance, and have agreed to marry? How are they prepared for their work and why should we imagine that they can possibly succeed without the help of us who are professionally prepared for educational work?

The situation is complicated by all sorts of false guidance and propaganda. There is, for example, a hidden and insidious propaganda frequently directed at girls, that they should above all marry, that they can be neither happy nor normal without marriage and that almost any marriage is better than none. In spite of the large number of happy, useful people who are single, this notion takes hold of the mind of young people, particularly girls, and its bad effect is not abated by the character of novels, short stories, and motion pictures. Another propaganda in

regard to marriage is that it is chiefly concerned with sex. On the contrary, it is a partnership of work, planning, compromise, recreation, financing, and living together, very complicated and concerned with almost all of the common day by day activities of life.

It is certain that we cannot get very far without analyzing the actual skills for successful home membership. Until we know something of the road ahead we can hardly be effective in our plans for guidance. The accompanying analysis is proposed as a brief and inadequate but nevertheless suggestive list of important skills required first of the child in the home, and second, of a prospective and actual life partner. It includes some of the skills needed for satisfactory home membership, the topics being arranged chronologically.

Home membership as a child in the home:

1. Eating, sleeping, and otherwise behaving as a baby should.
2. Aiding in dressing himself and otherwise caring for his wants, under constant supervision.
3. Caring for himself with less frequent supervision.
4. Aiding in household duties through individual and cooperative action.
5. Contributing to the material wellbeing of the family by means of productive work, both by attending to some of his own needs and by carrying some of the work of the family maintenance.
6. Contributing to the welfare of the family through individual and cooperative thinking and planning.
7. Contributing to the welfare of the family through expressions and acts of kindness and consideration. Cooperating for building up family morale.
8. Articulating home membership with activities in school, citizenship, vocation, and recreation.

Home membership as a prospective and actual life partner:

1. Developing a normal, healthful, and long-continued acquaintance with many members of the other sex, as a basis for friendships.
2. Winning the vocational efficiency necessary for the economic basis of the home.
3. Choosing a life-partner.
4. Establishing a home and learning the cooperation necessary to maintain it successfully; either in the partnership called marriage or as a single person who maintains a place giving the other good values which the home can furnish.

5. Developing and building up the home, as husband and father, or as wife and mother, both through the cooperative relationship called marriage; and through the intelligent and effective supervision of the children.

If these be the skills required of the home member, there is also a body of knowledge and wisdom required. Each item of our analysis carries with it a correlative study of the *how* and another correlative study of the *why*. These two items we are calling, for the purpose of the present study, *technical knowledge* and *wisdom*. The present tendency to begin our educational processes with knowledge instead of with skilled activity is, in the thought of the present writer, an error. Technical knowledge and wisdom should be formulated and taught only when they impinge upon and serve to improve, organize, or extend the skilled activity. If we will reorganize our present method of teaching, placing skilled activity at the center of the picture and from this point of departure seeking out only those items of information and morale or ideals which will help in the guidance of activity, we shall have no dead wood in the curriculum and we shall be fairly on our way toward better forms of guidance.

The obvious requirements for effective home-membership guidance are: (1) a committee of teachers to study the problem, (2) a teacher to exercise a friendly sponsorship and supervision over the activities relating to the homes of the pupils (in cooperation with parents) and to their preparation for their own future life-partnerships, (3) a class for the study of the technical knowledge and wisdom of home membership, and (4) an opportunity for individual counseling growing out of the activities and the class.

It is fair to ask whether, in view of the obvious need for guidance in home membership, present and prospective, the separate education of the sexes is in any way defensible? I have in mind four schools and colleges prominent in the public eye, coeducational in name but with a rigid separation of boys and girls and men and women within the school premises. All such attempts at simplification, like the attempts to run institutions for one sex, seem to the writer to dodge the problem of home membership and to

attempt a simplification which life itself does not justify. In any case, it seems clear that boys need guidance for home membership as well as do girls. The discussion of matters connected with dress, budgeting, home ownership, standards of conduct, friendship, and other related

problems, taught preferably by a case method, is appropriate for both sexes and for coeducational classes. The simplifiers are perhaps too fearful to face the real task of education. If education be awakening of course it has dangers. But life itself involves hazards and these

should vigorously and honestly be faced.

The hazard to society of not giving guidance is serious enough to tempt us to begin to do something effective in this field. If education is to deal with life it cannot ignore the vital and pressing problems of the home in this age of change.

The Seven Objectives in a Rural District

ACCORDING to Editor A. E. Winship and other educational workers who have seen at first hand the work of the schools in Granite District, Utah, that district has gone farther than any other in giving to all youth an education in the spirit of the seven cardinal objectives of education.

During the aftermath of the world war, the state of Utah enacted important school laws which aimed to equalize educational opportunities for all youth to eighteen years of age.

Prior to the legislative session of 1919 the state department of education, through its vocational division, conferred with school people of the state, agreed upon the text of the laws, and prepared public opinion for the proposed renaissance in education. With only four opposing votes the laws were passed which

- (1) Nearly doubled state support for schools.
- (2) Created a division of health education in the state Department of Education.
- (3) Provided for compulsory school attendance of aliens.
- (4) Extended compulsory attendance at school for all youth to not less than 30 weeks each year, except that those over 16 years of age and those under 16 years who had completed the eighth grade might be excused to enter employment, provided they still attended school at least 144 hours of the year. However, all youth were required to be in school full time when they were not employed.
- (5) Permitted boards of education to use money for training in health, gainful work, and moral character for twelve months each year.
- (6) Appropriated \$100,000 special aid to school districts for the administration of the year around and partime attendance features of the law.

The enactment of these laws was followed by a statewide campaign fostered by the citizens to acquaint the people of Utah with the program which the laws made possible. 1200 meetings were held in churches, schoolhouses, and public buildings; every city and hamlet heard the message. 300,000 pieces of literature were distributed to homes through chil-

dren of the public schools. Great hope was held out that Utah would now "make a distinct contribution to citizenship."

The law is a plan to put education into action; to eliminate idleness; to promote thrift; to train in habits of health, work, and citizenship; and to provide recreational leadership. It aims to vitalize classroom work by requiring teachers through project work and outofschool activities to carry instruction over into life habits and achievement. It definitely recognizes the home and community organizations as important factors in citizenship training, requires that the school make direct contact with parents and employers, and recognizes that work-and-leisure-time activities should be supervised for educational purposes.

The Plan—First is yearly registration of all boys and girls to 18 years of age. They are at work or at school and the school knows where they are all the time.

Second, all pupils between 12 and 18 are enrolled in project work in health, vocations, citizenship, arts, and recreation. This project work becomes, as nearly as possible, a logical outgrowth of classroom instruction. It is education in action, character forming through habits and conduct.

Third, advisory and regular teachers are responsible for the progress made by their pupils in this achievement work during the winter.

Fourth, a select group of principals and teachers is employed during the summer who visit pupils at their homes, meet them in groups, direct and help provide for their work and leisure-time activities, and in other ways continue to train them over twelve months.

Fifth, direct contact is made by the school with the home and community. Pupils are urged as a part of their citizenship training to participate in the community organizations such as Boy Scouts, Camp Fire Girls, Sunday schools, bands, choirs, orchestras, glee clubs, baseball teams, dramatic associations, etc. The parents' assistance and judgment is sought in all matters affecting the training of their children.

Sixth, the twelve-month worker as far as time will permit may do the following work during the summer: care for school property, take the school census, provide recreational leadership for the community, help retarded students, consult with parents concerning the

school work of their children and otherwise help solve the problems of vocational guidance of pupils, aid in finding employment for pupils, and see that they get a square deal and a chance for advancement in employment.

Granite is the largest consolidated district in Utah and includes the suburban area of Salt Lake City and industrial and farming communities. In this district Francis W. Kirkham as superintendent had the opportunity to put the Utah school laws to a test from 1925 to 1929. During the world war, Mr. Kirkham was director of vocational education in Utah. Of this work he says:

It was my good fortune early in my work to come under the influence of C. A. Prosser, at that time Federal Director of Vocational Education. Then, too, I was greatly impressed by studying the twelve months' program of the Ricks Academy at Rexburg, Idaho, which provided for training in health, gainful work, and character during the entire year. About this time the report of the Commission on the Reorganization of Secondary Education, appointed by the National Education Association, was published. *The seven cardinal objectives of education set forth so clearly in this report helped to direct my thinking to the fundamentals in education.*

When he became superintendent of the Granite District, Mr. Kirkham's first question to the board of education was: "What is my job? Is it to keep the schools of the district running smoothly or is it to give each boy and girl in the district, according to ability and circumstance, as nearly as possible an equal chance and a fair start in life?" The board agreed: "We stand for a fair chance for all children." "I explained that such a program meant important changes in school administration. In answer to the question as to how I wanted to begin, I replied that the first need would be a child accounting system, for I said, 'I am confident that we do not have all the boys and girls of this district of school age in school, or legally excused to enter employment. As a beginning we also need a trained leader to visit the homes of boys and girls who do not successfully meet the requirements of the regular schools.' These requests were granted."

The special officer had been a pioneer in club work for farm boys. He knew agriculture and how to work with boys; also how to talk to parents about their children. He was given the names of all boys and girls in the district who were reported not in school according to the census of the year before. Also, those who had not attended school twenty weeks and those who had failed in two or more subjects. The homes of these children were visited, conferences held with them and their parents, and a school-and-work program decided upon. All children were required to either be in school, or to be excused from school to enter employment, provided they attended school partime.

"My next step", continued Mr. Kirkham, "was to ask, at the first meeting of the principals, that they define their job."

We discussed first, the objectives of the public school. I gave to each principal a copy of the Report of the NEA Commission on

Reorganization of Secondary Education. Some of the principals were familiar with the seven principles of education embodied in this report and they all agreed that the findings of the National Education Association were an excellent statement of school objectives. I suggested to them that they formulate their own plans to make these objectives a reality in the lives of children under their care. We reached some important conclusions: we owed all children in the district equal educational opportunities; we accepted the objectives as defined by the National Education Association; we agreed that inasmuch as the child was all the time being changed by the total influence of this environment, these objectives could not be reached by the school alone.

We agreed that the school should take the initiative in finding a way for all agencies affecting the lives of children to unite in a comprehensive program for the conservation of youth. This meant a plan of cooperation of the school with the home, the church, and community. It meant a tie-up with industry and employment.

It soon became apparent that as soon as a child was found and accounted for, he should

be studied to learn his ability, his home influences, the condition of his health, how he spends his leisure, and other facts. Thus, through the years, we have developed a program to account for the child, to guide the child, to place the child, to train him in health, vocations, citizenship, wise use of leisure time, worthy home membership, ethical character, and a knowledge of the tools of an education.

Educational progress in Granite District shows that the seven cardinal objectives of education can be made a reality in the lives of boys and girls. The result is an enrichment in the life of the entire community. C. A. Prosser, director of the Dunwoody Institute of Minneapolis, says that the Utah school laws of 1919 have been made into a comprehensive program for the conservation of children not equaled on this continent. How Granite District has carried out its plan will be described in later issues of THE JOURNAL.



That the best education is gained through actual experience is the fundamental principle of the rural project clubs of which these boys form one group. This picture is from McKnown's School Clubs, Macmillan publication.

Promise

THE CONDITIONS of the frontier are not those of the established settlements. A spiritual interpretation of education contains within it the idea that a large number of our schools, as well as systems of schools, are frontier communities.

Say what we may to the contrary, the emphasis in educational practise has been and continues to be on the "fact." Whether it be a date in history, a rule in algebra, or the ablative absolute, a sensible appraisal of the typical classroom will reveal the "fact" as the crowned head of an archaic feudalism. It is in the textbook. The child buys the "fact" in the textbook. He strikes up an acquaintance with it. The teacher asks him for it. He repeats the "fact" and a grade is entered in the proper place.

Then the "fact" is dethroned because the pupil forgets it. But he passes on to a repetition of the process with a new "fact," or with a sparsely settled colony of "facts." Is it impertinent to remind one at this point that perhaps eighty percent of the facts learned in school are forgotten by the learner before he has earned the golden spurs of economic independence?

Granted that the appraisal of the typical classroom reveals other things, the peak of the matter is the emphasis upon the "fact."

This is not to gainsay those other things, the concomitant outcomes of education, such as right attitudes, the acquisition of useful and necessary skills, the abilities to correlate, to interpret, to evaluate, the power to discriminate wisely in the employment of leisure time. But these things, the basic essentials of a life which reaches beyond the levels of a minimum existence, it must be admitted are the precipitants of educational adventuring, too largely accidental so far as the application of teacher consciousness to the process is concerned. It is like the hunter who shot at a blackbird and brought down an eagle.

The issue is, "What are we gunning for anyway, and what is the sort of equipment we carry, and what are the methods we employ?"

Once upon a time there was a teacher who had a pupil. They set out together on a long journey.

Soon they came to the top of a little hill overlooking a narrow valley. A small stream sparkled in the sunlight, like a

silver thread thrown carelessly on a green carpet. By the stream was a little house, strange, new, curiously unlike anything the child had ever seen.

"Oh, see, teacher! What is that? Who lives there? What a pretty place! Tell me about it, hurry, quick!"



From The City Builder, Atlanta, Georgia.

"Come," said the teacher. "Let us go there together. Perhaps we can learn all that you want to know."

When they came to the little house, the boy found another boy playing in the yard. And as they played together the traveler asked questions and received answers and he brought his shining new discoveries to the feet of the teacher and laid them there. Then the teacher marvelled to see all the gifts that were brought before her.

But after a little while the boy became weary.

"Let us go on," he said, "over there where the road loses itself in the deep wood."

So they came to the deep wood and the child found the haunts of fairies, the tiny earth hills where the pigmy men dig for gold, the wild honeysuckle and the bluebells of Scotland and the trailing arbutus.

They sat down together, under a great oak tree, and listened to the birds singing, followed the butterfly until it lost itself in the flower foliage, heard the myriad small voices of invisible living things. Hushed were his questions, motionless as the hills was his body; listening, seeing,

feeling; with all things joined in a pattern of profound harmony, an everlasting experience for which no language exists.

Now this boy became a man and lived happily and taught others that God is good, nature beautiful, life love, and served his fellowmen unselfishly through all his days.

There was another teacher who had a pupil. They set out on a long journey, long, long ago.

Soon they came to the top of a little hill overlooking a narrow valley. A small stream sparkled in the sunlight, like a silver thread thrown carelessly on a green carpet. By the stream was a little house, strange, new, curiously unlike anything the child had ever seen.

"Oh, see, teacher! What is that? Who lives there? What a pretty place? Tell me about it, hurry, quick!"

"That?" asked the teacher, pointing to the house. "Why that is a house. Say after me, 'That is a house.' Back of the house is a stream. Say after me, 'That is a stream.'" And the little boy did as he was told, whereupon the teacher said, "Good!"

When they came to the little house, the boy discovered another boy playing in the yard. He would have stopped to join in the play but the teacher held his hand and led him by.

After a while they came to a deep wood.

"What a beautiful place!" said the little boy. And he sighed contentedly.

"Ugh-h-h," the teacher answered. "The forest is good for fuel supply. Say after me, 'The forest is good for fuel supply.' Once we had many forests but they are fast disappearing. Here is an oak tree. Say after me, 'This is an oak tree.' See how it is twisted and bent like a wretched old man. And here is a maple tree. Say after me, 'This is a maple tree.'" The child did as he was told whereupon the teacher again said, "Good!" Then they resumed their journey.

Now this boy became a man and all his days he wondered why he was unhappy and what he ought to do in the world. Meanwhile he grew old, trying to find the answers to his questions. Finally, he died, without memory of the journey he had taken except that it lingered unconsciously as a melancholy echo of a melody he had dreamed but never heard.—R. B. Marston, superintendent of schools, Sistersville, West Virginia.

The Beaver Country Day School

EUGENE R. SMITH

Headmaster, The Beaver Country Day School, Chestnut Hill, Mass.

THE BEAVER Country Day School was incorporated in 1921 by a group of people living in Boston and its suburbs. The members of this group had become interested in a more liberal kind of education and some of them had already been instrumental in starting a primary school of progressive type. To determine more definitely the kind of school they wished they sent committees to a number of cities to study some well known schools and from the reports of these committees they decided upon what was best suited to the needs of this community.

The announced intent of this school is not only to give its best service to its own pupils but also in every way possible to serve the cause of better education.

The new school now directs the primary school already spoken of and another small primary unit, while the Country Day School itself takes pupils from the fourth grade through the secondary school and is beginning to offer some opportunities to secondary school graduates. It is organized on a basis of two groups of twenty pupils each in each grade. The school is a country day school caring for its pupils from nine until four-thirty o'clock and is meant to be definitely progressive in type.

It conceives "progressive" to mean that state of mind that can be satisfied with nothing less than the best and so continually keeps in touch with the development of educational experiment, investigation and philosophy adopting for its own use such changes as seem sound and contributing by its own initiative where it can.

Among the principles believed to be established are:

1. That school should be life as well as preparation for life and that it should provide as complete, rich, and natural opportunities as it is feasible to give.

2. That schools should study their pupils intensively and scientifically, in order to provide the opportunities best fitted to each.



High-school creative art

3. That since cooperation rather than competition offers most promise for the future, selfish competition should be minimized and pupils should be judged in relation to their individual improvement and their contributions to the group rather than in comparison with each other.

4. That interest is the foundation of constructive selfactivity; that such activity is fundamental to learning; and that joy in effort and achievement is important for successful living.

5. That a successful teacher must master not only his subjectmatter, but also the technique of teaching his subject both efficiently and vitally, and must through study and experi-

ment keep in touch with the best thought concerning that field as well as education in general. In particular, that a teacher should not be an "assigner of lessons and hearer of recitations" but should rather be a combination of guide and fellow explorer stimulating the pupils to use their abilities and their time for investigation and discussion rather than for rote repetition.

6. That preparation for moral living and for citizenship requires experience and practice that can best be gotten by using the school as a "practise community" where pupils are helped to appraise motives, actions, and needs, and to form ideals to guide their after lives.

In carrying out these principles, the Country Day School combines subjects where they can be combined to advantage, correlates them where they cannot well be combined and connects them as proves feasible with outofschool information and activities. It intends to use the curiosity and particular interests of its pupils as driving forces much as the interests of adults serve to motivate and inspire their efforts. Selfactivity instead of passive learning, thinking rather than memorizing details, investigating and discussing in class instead of reciting assigned lessons are inherent in such a program.

The program does not, however, presuppose any "method" or "system." It does expect that all worthwhile methods will be used where they best serve the purpose, so "projects," "socialized" work, even in certain cases "individual progress" plans may be in use. In general, however, the class organization is preserved and individual needs are cared for without serious interference with class solidarity. This is done by letting a class work on a common task or a cooperative undertaking, while variations in contributions care for much of the necessary adaptation to



The craftsmanship of the youthful guildsmen rivals that of their medieval fellows. This medieval fair is the work of a history guild.

individuals. In special cases, individual or small group remedial work is carried on outside of class.

The Country Day School is organized into an intermediate department covering the fourth, fifth, and sixth grades, a junior high school, and a senior high school. The lower school is, with the primary schools, in particular charge of a head of department. The upper school also has its head. Subject department heads, however, cross the lines of the lower and upper school and take responsibility for their subjects wherever they are taught. This sounds highly organized, as if subjects were sharply defined but the results are quite the opposite.

In the intermediate department, for example, the home room teacher, who has the chief responsibility for a group, teaches all but the special subjects. The major part of the day can, therefore, be assigned to the home room teacher, without limitations on how it shall be used. No bells are rung, except at such fixed times as the end of a recess and no class times are definitely fixed except such as concern the use of a special teacher, or of special equipment in French, music or art, and manual activities. As a consequence, pupils and teacher can devote themselves to an undertaking that is commanding their interest, carrying it through to completion in a comparatively short time. The subjects not primarily responsible for it will both contribute to the undertaking and draw from and will later be given the opportunity to fill in the gaps left by unbalancing the time allotments.

For example, one class in studying Africa recently constituted itself a travel bureau and prepared to plan trips through Africa in any way called for. They collected their material and invited those in-

terested to come in and inquire about trips. In response to a request they would tell the inquirer about the route, the objects of interest particularly worth seeing, the distances between places, the time consumed, and even approximate costs. As a natural part of the study, the history of African explorations, her present position in industry, and other such matters were investigated.

The pupils of this class finally focused their work in two ways. They presented in assembly a dramatized travel bureau, where inquirers came to ask about trips and clerks gave them the information and discussed the trip with them. They also produced a mimeographed travel bureau book, giving much of the general information about Africa that they had found and also giving many pages of definite facts about possibilities of travel in the country, accompanied by a keyed map.

Probably no one will question the value of the work as regards African geography and history. In addition, the presentation of individual reports, the conducting of the bureau, the giving of the assembly, and the production of the book gave invaluable practise in oral and written English.

Even mathematics was not neglected, though the use might not fall under exact syllabus headings for the time concerned—which does not seem important. Much working out of distances, times, and costs was involved and best of all, the production of the booklet was founded on a mathematical premise. It must be financed by the pupils!

Every cost involved in producing an edition large enough to finance itself was investigated and provided for. Paper, stencils for mimeographing, cover paper, etc., were included, and a secretary was engaged to cut the stencils—this seeming

beyond ten-year-old children for a book of eighteen pages, though they did do the illustrating. Fifty copies were sold at twenty cents each, which with a three cent extra discount from the school balanced the books!

I have quoted this particular activity in full not because of anything unusual about it but because it is typical of the undertakings that combine an interesting motive, particular information in one field, supplementary values in other fields, and class cooperation combined with opportunity for differentiation according to individual tastes and abilities.

Something of the same possibility for more complete investigation in a subject is carried into the upper school by an unusual arrangement of the weekly and daily schedules. Major subjects are assigned only two class periods a week but those periods are an hour and one half long. As lessons are prepared on days other than those which a subject has classes, a pupil has four long contacts with a subject each week, instead of numerous ones too short to allow for real concentration. The daily arrangement is such that any class can be away from school, visiting an industrial plant, some phase of transportation, an art museum, or a place of historical interest for at least two hours and twenty minutes without interference with the schedule. It is intended also that a pupil shall not have more than two major subjects in one day, with obvious advantages in preparation and in concentration on those subjects without loss of time or distraction of attention.

The art and crafts and music of the school are among its most interesting features. It is believed that all children can work to advantage in these fields, with resultant benefit even to their academic work, so each pupil takes elements of



The bench in the foreground has been made for the "Guild Hall." The scenery is being made by Junior High School girls.

music, chorus, and appreciation, and one art or craft subject each year. These subjects are wherever possible associated with the academic subjects both in a general way and by direct application.

The teachers of the art and crafts department keep in touch with the work of the other departments and with the various activities of the school and try to make their work real by its connection with, and service to, the interests of the pupils and the school. Pupils are shown how to put their academic work in beautiful form, to illustrate it, and even to bind it. They may use the equipment of studio or shop for any undertaking from block-printing or making Christmas cards to reproducing the Roman Forum. There is no subject in the curriculum that does not in some way obtain help from this work.

Music is of similar importance in the lives of the pupils. Every pupil in the school takes chorus, appreciation, and the elements of music and over one third of the pupils have instrumental lessons at the school. There are two orchestras of symphony instruments and a rhythm orchestra, a glee club, and a choir. The music correlates with other subjects such as history or English when it is natural and helpful for it to do this but such correlation is not unduly forced. Major courses in both art and music are available for pupils who show ability justifying such specialization.

It might be thought that such emphasis on the arts might take time necessary for academic subjects. The school would not concede that these subjects had less value than others though it assigns them less time and it believes that with thorough correlation the help given academic subjects compensates for any loss caused by the division of time. Standardized tests and college results do not, at

any rate, show subjectmatter weaknesses.

An interesting development in the intermediate department is that of the organization of the pupils into guilds. The idea came from their medieval history and has proved an important incentive to the whole department.

There are thirteen guilds in operation: Coppersmiths, puppeters, woodcarvers, weavers, dyers, bakers, potters, pewterers, theater, sculptors, woodworkers, book-makers, and printers. Each pupil chooses his or her guild in the fall and pupils are allowed to change at the midyear. Interestingly enough those who remain in the same guild demand that new members shall serve an apprenticeship before becoming full members and some of the old members have done excellent work in training the new ones.

Much of the intermediate art, craft, and homemaking work grows out of the guilds which also connect their activities with other parts of the school work. This year they were responsible for the lower school Christmas play and they are planning a medieval fair for the end of the year.

One of the most significant developments in the school is that of its study of pupils, their scholastic aptitudes, their abilities and disabilities, and their characteristics of various kinds. All pupils are given individual Binet tests, annual scholastic aptitude tests, and the school is completely surveyed by the Educational Records Bureau each year. In the lower school achievement tests are given three times a year and the results are entered on each pupil's "tree of growth," so that each one can trace his or her own development and can tell what weaknesses should be overcome.

Reports are in dual form; a comprehensive study of a pupil's response to all

fields of school activity and of the habits and characteristics that have been observed—this being kept at the school—and a condensed summary of this full report for the home. Parents come to the school to go over the full report with the supervisor.

For not over one hundred and twenty pupils in the intermediate department the school uses approximately the time of two teachers in diagnostic and remedial work. It follows all developments in this field closely and attempts to give its pupils the benefit of what seem constructive advances, even to the extent of bringing in leading experts to assist in difficult diagnoses.

The upper school also emphasizes the study of the individual. It uses a five point defined classification as a help in studying characteristics, and gives all its reports for pupils and parents in diagnostic paragraphs instead of numbers or letters. Industry is made an important criterion of success and the honor roll is made up of those judged by all teachers to be conscientious, attentive, and of generally cooperative attitude. This success is therefore open to any pupil regardless of degree of scholastic ability, the achievement possible to any individual naturally following the development of such desirable fundamental qualities.

The real value of any educational experiment consists not only in its principles but also in the success with which it interprets those principles in practical form. It can fairly be said that those who have been responsible for the founding and the development of this school are increasingly convinced that the theories on which it depends are fundamentally sound and that to some degree they can be applied in any school or by any teacher.



MEMBERS of the Guilds dyeing and modeling. Some are carrying on investigation, and a few older pupils are working on etchings.

Ten Commandments for School Children

A Gift From Czechoslovakia

THESE beautiful ideals for children originated in Czechoslovakia. They have been taken up in other countries and are on the bulletin boards of countless schools.

1. Love your schoolmates; they will be your companions for life and work.

2. Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.

3. Consecrate every day by one good useful deed and kindness.

4. Honor all honest people; esteem men but humble yourself before no man.

5. Suppress all hatred and beware of insulting your neighbor; be not revengeful but protect your own rights and those of others. Love justice and bear pain and misfortune courageously.

6. Observe carefully and reflect well in order to get at truth. Deceive not yourself or others and beware of lying, for lies destroy the heart, the soul, and the character. Suppress passions and radiate love and peace.

7. Consider that animals also have a right to your sympathy and do not harm them or tease.

8. Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.

9. Call no man a patriot who hates or has contempt for other nations, or who wishes and approves wars. War is the remains of barbarism.

10. Love your country and your nation but be co-workers in the high task that shall make all men live together like brothers in peace and happiness.

[This poster for your classroom is from the *Journal of the National Education Association*]

Copies of this poster, printed on attractive art paper, may be had from the Association: 20 copies, \$1; \$4 a hundred; \$30 a thousand

Mental Hygiene and the Home

DOUGLAS A. THOM

Director of Habit Clinics, Community Health Association of Boston

ONLY WHEN the teacher understands the significance of the home in the education of the child can home and school do their best work. This is especially true in the vital field of mental habits where the home influence is strong from the earliest months of the child's life.

EDUCATION begins at birth and not when the child enters school. In fact, many of the most important of our conduct patterns and attitudes toward life have become woven into the texture of our personality long before we make formal contact with the teacher. This fact in no way minimizes the importance of the teacher; it simply stresses the importance of the home and parents and puts on them a responsibility that cannot be ignored.

The outstanding mental characteristics of the child's mental life are so much more usable during the early years than they are during adolescence and adult life. The family customs, morals, and manners are the child's world to imitate. Their suggestions are his only guide and just how much they mean can only be realized when you hear some lad stand out against the crowd and defy them all by saying, "It is too so, for my father said so!" It is during these early years when parents exert such an influence, that the mind is most plastic. Old habits are dispensed with and new ones taken on more easily at three years of age than at thirteen.

The child who is properly trained in the development of the three earliest and most fundamental problems—eating, sleeping, and eliminating—has a good basis upon which to build the development of other habits and personality traits which will serve him in good stead later on in life. But the child is much handicapped who starts out in life with a fussy, finicky, fault-finding attitude toward his food, who utilizes the meal hour as a time to get attention from his mother, to demonstrate his ability to gain his own ends. The child who is poorly trained regarding his sleeping habits, irregular in his hours of going to bed, getting to sleep and getting up, who finds that the attention he gained during the day by his atti-

tude toward eating can be continued during the night by demanding a drink of water or to be taken to the toilet or capitalizes his parents' anxieties over his pretended fears, also is developing an attitude toward life that will work out to his disadvantage later on.

These simple habits are a matter of parental training, the child must learn that the type of conduct described above does not work out to his advantage. The romance must be taken away from the feeding hour and the child must learn from experience that the sleeping hours are not simply provided to give an opportunity of getting attention from other members of the family.

Motherhood is one of the few jobs still open to women where training is not required so it is not surprising that most mothers are not trained to meet many of the problems that confront them when the first child is born. The woman of wisdom, however, draws upon her own experiences, seeks information from friends and physicians and in comparatively short time has a fund of information with which to begin the biggest job on earth—that of training a child. The greatest stumbling block to her successfully fulfilling this obligation is not that of ignorance or lack of training but the emotional attitude which she has toward the job. The very love and devotion which she has for her child is often the very factor which prevents her from meeting her responsibility wisely. Intellectual achievements are invariably rendered difficult, if not impossible, by emotional turmoil and it is right here where parents make most mistakes.

How upset and unreasonable we get when one of our own children lies, steals, or begins to evidence knowledge of the smutty aspect of sex. We resort to tears and vain pleadings, telling the child we can't understand why our little boy should do such things. What a gulf those few words—"I can't understand"—puts between the parent and the child. It all seems so perfectly reasonable to the child and probably would to parents if we only used our intellects and investigated the situation but we are too upset for that type of approach so we depend upon an emotional storm to impress the child

with the seriousness of his conduct.

When shall we as parents take time to investigate the child's conduct carefully, to look back over the years and refresh our memories about our own indiscretions? Have we not all of us some hidden memories of our own thoughts and acts about sex which we had rather not have our children know about, not that they were particularly bad or indecent but we are just sure they would not understand.

Have we not dodged and are we not still dodging many of the important issues of life? We, perhaps, do not lie or steal but all too many of us are evasive. We refuse to face the situation frankly, thus avoiding the necessity of making a decision. Experience has taught us that selfdeception is a pleasant type of anesthetic which dulls our sense of awareness to our own responsibilities. How many parents avoid meeting frankly the problem of sex with their children on the grounds that they are too young, that it's likely to do more harm than good, when the real reason lies in the fact that they are afraid to meet the problem themselves, they have never been quite able to assimilate and digest their own sex experiences and make these experiences part of their own life; so they are always lodged like a foreign body, more or less deeply buried in the unconscious. Many times has it been said that the first conflicts in the life of the child are only reflections of those found in the parents.

The mental hygiene of the home has a more subtle aspect than that which has to do with the formation of habits and patterns of conduct through the processes of imitation and suggestion. What the child hears and sees is of vital importance during these early years, though what the child feels, though more intangible and less well defined, is after all that which gives tone to life, that which gives us our mental attitudes toward relationships long before we even know they exist, let alone why they are so.

The mental atmosphere of the home is entirely dependent upon the *personal* relationship of those who go to make up the family circle. The physical setting may be well nigh perfect, all in the family may be courteous and wellman-

nered, the moral standards may be above reproach, yet the mental atmosphere may be cold and forbidding. Such a household may be entirely lacking in that spirit which tends to make individuals join forces and work toward a common goal. There may be no joint interest or responsibility, each one striving kindly, firmly, and courteously toward his own objective, irrespective of those with whom he is living. Under such conditions, jealousy, envy, feelings of inferiority are all lurking about ready to force their way into the minds of the younger group, while unhappiness, lonesomeness, and that feeling of the futility of effort is bound to take possession of the older members of such a household. Such a situation can only be avoided when each member contributes some of his interest and enthusiasm to the common good of the group. This does not mean that independence is to be sacrificed for sentimental reasons but rather that it be established by assuming an early responsibility for the welfare of someone else besides self.

It hardly seems necessary to call attention to the fact that the child is entitled to kindly consideration and fair play but oftentimes in the hurry and bustle of life, this fact is overlooked. We are very apt to make our demands on grounds

that we as parents know best and the fact that we give the order is all the reason that the child needs for obeying. When the child inquires, "Why should I do this," it is very easy and convenient to reply, "Because I said so and that is sufficient." Such an answer may be sufficient to obtain obedience for a particular act but it falls far short of teaching the child why that particular act was necessary and useful or to give us as parents any assurance that it will be repeated under similar conditions. What it often does do is to make the child sullen and rebellious and break down any spirit of cooperation that may have been budding.

The parent who takes time, whenever the occasion permits, to help the child understand that he is working toward a goal of independence which the parent is equally anxious for him to reach, will soon find that he is being well repaid for his efforts, for soon the child will begin to make the adequate response to the situation presented without being prompted. This represents habit formation.

The difference between a happy and efficient life is usually the difference between good and bad habits, not so much in a moral sense which is, of course, obviously important but good in the sense that they contribute much to the satis-

faction which one gets out of life and is permitted to give others.

It is the habits of our preschool years that are carried over into adult life which, to a large measure, determine our usefulness. It is the mental attitude which began to take shape during the first two or three years and has become very much a part of us by the age of six, that determines whether we are to be happy and efficient.

The parental attitude is often one of domineering intolerance. Quite unconsciously we insult, humiliate, tease, ridicule, cheat and, perhaps worst of all, we bore the child with our superior and intolerant attitudes. Not only are we indifferent to but oftentimes absolutely ignorant of the unhealthy mental atmosphere which we create for the child.

Habits, personality traits, patterns of conduct, and our general behavior depend very largely on the mental hygiene of the home. It is not too much to say that a home where the mental atmosphere is not contaminated by the emotional conflicts of the parents is the child's most precious heritage regardless of the social, intellectual, or cultural level.

The teacher's understanding of the child's home life is vital to the most successful teaching.

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Every Member a participating member

What it Means to be a Parent-Teacher Worker

THE ONE THING in the world on which everyone, regardless of race, creed, or language, can agree is the worth of a little child. America is committed to the ideal that every child shall have a fair start in life. The organized parenthood of America is a mighty force for worthier homes, better schools, and finer communities. As a member of the National Congress of Parents and Teachers you have a part in helping to realize that ideal in your home, in your community, in your state, in the nation, and in the world. Everything that you put into this movement in time, energy, money, and spirit helps to magnify the finer and richer values of our civilization. It is an inspiring movement worthy of your best and you may well be proud of your part in it.

OUR PERMANENT PLATFORM

THE NATIONAL CONGRESS has adopted for its permanent platform the seven cardinal objectives of education. Parents and Teachers may direct the growth of the child around the seven great purposes with the assurance that his life will be well founded and rich in promise of the highest success and happiness.

HEALTH AND SAFETY
WORTHY HOME MEMBERSHIP
MASTERY OF THE TOOLS, TECHNIQUE, AND SPIRIT OF LEARNING
FAITHFUL CITIZENSHIP
VOCATIONAL AND ECONOMIC EFFECTIVENESS
WISE USE OF LEISURE
ETHICAL CHARACTER

The Objects of the National Congress of Parents and Teachers

First, To promote child welfare in home and school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

Second, To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—National Bylaws, Article II.

THE NATIONAL CONGRESS of Parents and Teachers now has a membership of more than a million and a quarter and is growing rapidly. The attractive 4-page membership card which is shown here in reduced facsimile was adopted by the Congress at its convention in Washington, D. C., in May. Two million copies have been printed and are being used throughout the country. Every Parent-teacher association should be affiliated with the local and National Congress. Principals and teachers desiring information about this helpful organization should address the National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington D. C.

The High-School Teacher

E. CLARKE FONTAINE

Supervisor of High Schools, State of Maryland

EXPERIENCES of many kinds in connection with high-school teaching during the past eight years have led me to a conclusion heartily in accord with Professor Morrison in his now famous book, *The practise of teaching in the secondary school*: "A teaching technic will not operate itself." In the same book he says:

Nobody can teach that which he does not himself know. Emphasis has been placed, and rightly so, upon the secondary teacher's need of training in education. But this emphasis should not be allowed to induce us to minimize the importance of a rich and progressive competency in the academic aspects of the subject or subjects that are being taught. Successful teaching still depends upon the personality, intelligence, professional insight and skill, learning, and diligence of the teacher. A technic-to-be-followed would be no better than any other stereotype.

In discussing the Morrison plan with hundreds of high-school teachers within the past two years, my attention time and again has been sharply drawn to the fact that a large majority of teachers conceive the scheme and see in it merely a new teaching device—a series of steps in a classroom exercise corresponding rather closely to the time-honored Herbartian steps in the inductive development lesson. They say to themselves: "Well, here's a new recipe! we've had the project method, the socialized recitation, and we've studied and experimented with 'supervised study'; let us now try out this Morrison plan, this five-step teaching cycle beginning with 'exploration' and ending with 'recitation.' It may be the very thing we've been looking for as the final solution of the teaching problem." It may be illuminating to disclose incidentally the naive comment of one teacher after she had been "trying out" the new scheme for a few weeks: "You know, I hated the project method but I just love this Morrison plan!"

It seems hardly necessary to add that the Morrison scheme or any other scheme will do no more for scores of teachers than any other plan has done or can do. The five-step teaching cycle is a useful and appropriate device for teaching *something*; but what that something is or ought to be, on what basis the included materials are selected, how the materials

should be organized, what are the valuable educational ends sought—all this is something else again! Furthermore these latter considerations, which in far too many instances the teacher hasn't thought of at all, are what he ought to have

must be organized so that it is capable of being understood rather than capable merely of being remembered? What is involved in the judicious selection of these significant and comprehensive aspects and in what essential respects does understanding differ from memory?

Let it be emphasized here that the secondary school teacher will do well, before he begins to employ "exploration, presentation, assimilation, organization, and recitation" as the five steps in a new-fangled teaching procedure, to seek diligently all the meanings and implications that lie hidden in the term "learning unit" as Mr. Morrison conceives it. When these have been sought out and found, he may then be ready for the five-step teaching cycle, or if not, he will likely see more clearly just what he has yet to learn about his subject and about the world in which he lives before he can apply successfully this, or any other teaching device.

A careful consideration of the teaching problem in its broader aspects leads to the conclusion that the teacher needs something more than mechanical and technical skill in classroom procedure to attain successful results. I am led to suspect that too much stress and emphasis has been laid on the purely mechanical aspects of the teaching act to the exclusion of other and larger considerations and values. A score card for judging the recitation printed in a recent number of a wellknown journal of teaching method is almost entirely limited to such criteria as these:

Does the teacher convene class on time?
Does he dismiss class on time?
Does he have devices ready?
Are questions of teacher put to group?
Do questions contain suggestions of answers?
Are questions clear and definite?
Were responses of pupils distinct?
Did pupils cooperate with classmates?
Did teacher avoid interrupting pupils' recitations?
Did teacher use good English?
Did pupils use good English?
Was the assignment definite?
Was the assignment motivating?
Was assignment such that pupils were prepared to attack it intelligently?

Now it is agreed that such criteria are important. Nevertheless, it should be

THE TEACHER

SHE was a teacher,
Very many years,
He said to me,
"And if she wearied
Of the daily grind,
We never knew,
For she kept smiling—
As school teachers do.

"And I cannot recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore.

"It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain,
Or passing fair,
And though she stood each morning
At the door,
I cannot recollect
A single dress she wore.

"But one thing lives,—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky,—
A silver thread,
That will, forevermore,
In its pattern trace
Upon the scroll of years
As they unwind—
The one thing I remember—
She was kind!"—Sarah Wilson Middleton in *Christian Science Monitor*.

thought of *first*, for they give point, direction, and meaning to the whole business. What does Morrison mean by a "teaching unit," anyway? How does it differ from a topic? What does he mean when he says that the pedagogical test of a unit is that it must embrace the vital, significant, and comprehensive aspects of the topic under consideration and that it

clear that they leave out of consideration essential values. For a thing to be really good, it must, as Dewey says, be good *for something*. What is the teacher's aim? Is it definite? Is it clearly and obviously in the teacher's mind and does it guide his procedure throughout? Is the aim worthwhile? Is it in harmony with the subject-matter under consideration? Does it utilize the educational possibilities of the subject-matter? That is to say, is it practical and vital and related not only to present pupil-needs but to the social needs of the times?

It is obvious that method which is only a way of doing a thing cannot be considered as something apart and distinct in itself. Technic is meaningless and futile save as it is related to clearly conceived and worthy ends. The materials of instruction must at all times be related to life and its needs and the ability to utilize these vital relationships demands on the part of the teacher not only technical skill but an intellectual perspective based on broad general knowledge and a cultural background that will enable him to see and appreciate these relationships and adapt them to classroom purposes.

It is at precisely this point that so many teachers fail. *We have too many teachers who don't know life—too many with a distressingly inadequate knowledge and understanding of important and pressing national and international problems.* We have too many "textbook" teachers who can't get far away from the textbook because they don't know much outside of the textbook and who in many cases feel no sense of their deficiencies and fail to appreciate the fact that their comparative ignorance of essential facts in the fields of science, history, sociology, and literature deaden their teaching and drive them daily to a lifeless formalism and routine. There is a wellgrounded suspicion, too, that many teachers, far from pursuing culture, have never developed steady and discriminating habits and tastes in reading the type of books and periodicals that they need to read. A large

number seem wholly insensitive to this need of continuous cultural growth. In a recent investigation made with a group of about five hundred high-school teachers and principals, only about five percent had ever heard of Glenn Frank, a little less than four percent had ever read James Harvey Robinson's *The mind in the making* or Walter Lippman's *Public opinion*, only fifteen percent were regular subscribers to a standard periodical of opinion, less than twelve percent were habitual readers of the editorial opinion of any daily newspaper, and an even smaller minority had any acquaintance whatever with our leading frontier thinkers in the fields of politics and government, sociology and economics. Obviously it is impossible for teachers who know so little of what is being thought and done in the world about them and who have no more interest in contemporary routine and world problems than this investigation indicates, to have any appreciation of practical and desirable educational outcomes appropriate to any given unit of classroom instruction. It is highly improbable that such a teacher can relate instruction to life or tie it up to the needs of life in any vital or practical way.

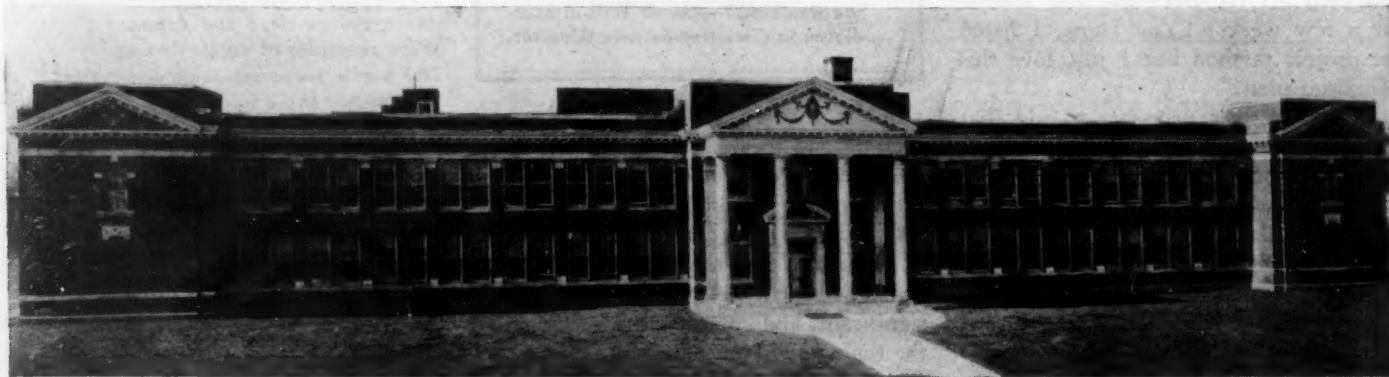
The teacher who lacks background and vision and who has a distorted and inadequate conception of the possibilities of his task exhibits in his daily classroom work at least two painfully obvious defects.

1. He has a tendency to keep his attention centered on the materials of instruction rather than on pupil-growth and pupil-development. He conceives subject-matter and its acquisition as an end rather than a medium through which and by which he may cause pupils to learn and to grow. His mind is constantly centered on the problem of covering a certain amount of ground within a certain stated time. It never occurs to him to ask himself the question: How may I best organize and present this material to the end that useful and valuable educational results in terms of pupil-development may follow? His mind, in short, is occupied with his *subject* when it should be centered upon his *object*. Pouring subject-matter into the pupil rather than educating

the pupil *through* the subject-matter is a paramount consideration with such a teacher.

2. This type of teacher also exhibits in his daily tasks that distorted conception which views education merely and entirely as the amassing of mere facts and information. Such a teacher does not sense the fact that information has no closer relation to education than food has to digestion. His questions continuously bear on the "what," the "when," and the "where," and seldom touch the "why" and the "how." As Morrison expresses it, he organizes subject-matter "in a way capable merely of being remembered" rather than "in a way capable of being understood." He does not realize that a *transformation* in the pupil is essential as an outgrowth of instruction and that this transformation in the form of a new adaptation to environment, a new and improved attitude, a newly developed appreciation, a deeper insight a more intelligent grasp of essentials that will cause the pupil to react in a different and better way to situations, does not necessarily follow by virtue of the acquisition and possession of an additional store of facts. In his efforts to apply such devices as the Dewey doctrine of interest, the project-method, and the Morrison plan—he does not view the contemporary American scene and comprehend that a "selfinitiated activity" is apparent in the bootlegger and also in the bigot as conspicuously as in the good citizen. He does not grasp fundamentals—he does not see the vision of the essential characteristics of the "good life" in a dynamic democratic society, not as it is but as it *ought to be*. In brief, he falls lamentably short of a clear and comprehensive conception of the objectives of education, of the purposes for which the great public school system of the United States is supported and maintained.

Teaching is neither a winter job for a farm hand, a temporary source of pin-money for a girl while she waits to be married, nor a mere steppingstone to a career in another profession or occupation. When conceived fully in all its infinite possibilities for the future of humanity, we can reach no other conclusion than that the nation's teachers—if the nation's children and the nation's life are not to suffer—must represent in their background and in their method the very best in the nation's life.



Robert J. Vance School, New Britain, Connecticut.

Girl Scouts in the Larger Life

ELIZABETH K. ADAMS

Consultant in Education, Girl Scouts

SIR ROBERT BADEN-POWELL, the founder of the entire Scout movement, expressly states that its broad objectives are training in character and citizenship and that everything in the program is a means to these ends.

First of all, the Girl Scouts believe that their apparent limitations give them, in truth, a unique opportunity. The very fact that girls join a troop of their own free will and drop out at any time if they do not like it; that they attend troop meetings for only an hour or two a week and go camping for periods ranging from two weeks to all summer makes it possible for Girl Scouts to accomplish certain results that neither homes, schools, nor churches can accomplish so well just at this "between stage" when youngsters are making their first fumbling attempts to behave as if they were grownup and to find themselves in the grownup world.

The Girl Scout years between ten and sixteen are the years when girls are naturally seeking companions of their own age and sex outside the immediate family circle. They are the years of "crowds," "bunches," "cliques," "gangs" in response to a social impulse that is bound to have a tremendous influence upon character, for good or ill. We too often forget that character is growing all the time, but grows quite as readily in bad directions as in good.

Before ten, girls and boys play together

as children. After sixteen, they need varied opportunities for social intercourse and as many common recreational interests as possible—outdoor life and sports, dramatics, music, folk-dancing,

with its own sex. During these years, however, they may develop tastes and aptitudes which will prove an invaluable basis for later association.

The statement is still made occasionally that organizations like the Girl Scouts "take girls out of the home." But the truth is that they are already out of the home pursuing all sorts of lures dangled before them and that the home too often has scant room for them physically and too little for them to do other than the most routine tasks. It is not a question of the home versus the active club but a question of the active club versus the exploitation of youth in all sorts of passive and sensational ways.

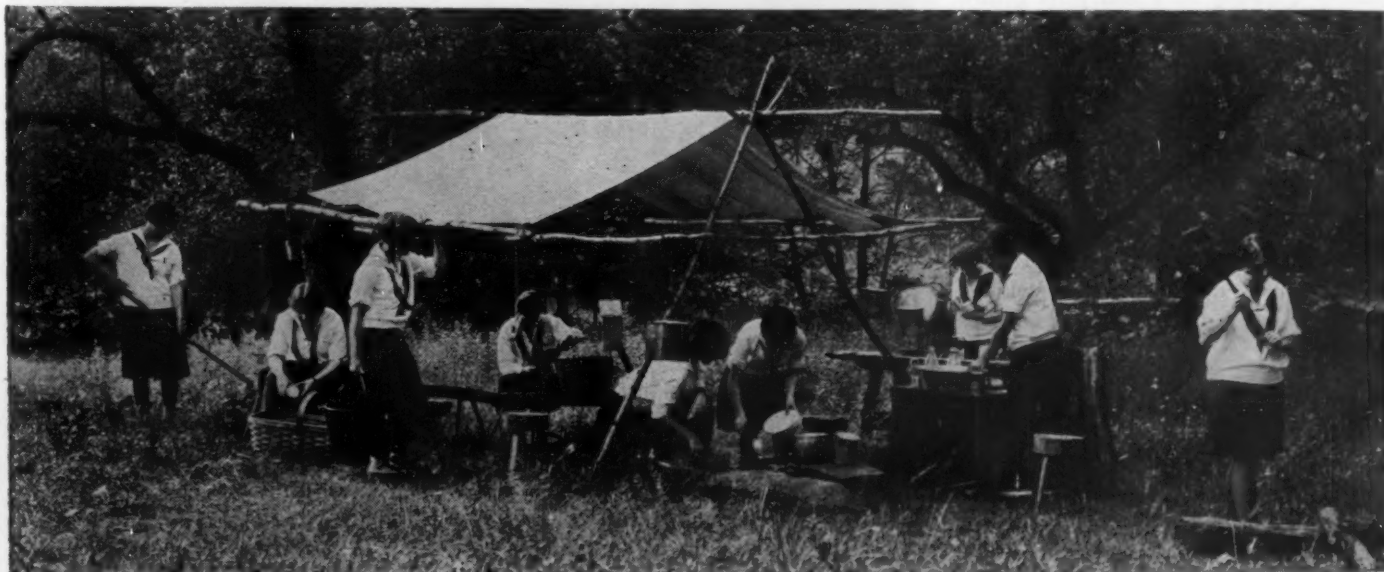
Modern life is on too vast a scale, too complicated and readymade, for youngsters to make the transition from childhood to maturity without some help and direction. If they are left to themselves, the chances of waste and failure are enormous.

The civilized world of today is a pretty poor place for the young to grow up in, in spite of its many improvements in health, education, and social regulation. It is passive and they are active. It is monotonous and they are eager for adventure. It is full of ready-made things and they are keen to make things for themselves. It pours out information and they are curious to find out at first hand. It is intricate and technical and they are



Scouting trains the mothers of tomorrow

hobbies, and recreations of many kinds—as well as common occupational and civic interests. But between ten and sixteen, girls like clubs of girls and boys of boys, each group learning how to get along



Girl Scouts in the primitive unit at Camp Andree, the national camp at Briarcliff Manor, cook out under a fly tent



COOKING outdoors on an improvised stove is better for developing the muscles and ingenuity of the Scout than modern methods of cooking.

simple and inexperienced. It herds people together in crowds and they are happy only in small groups. It is hurried and worried and they grow best where there is security and peace.

Civilization has thrust a great wedge of time between physiological maturity around fourteen and social, civic, and occupational maturity at twenty-one or later. In primitive societies and among modern natural peoples, there is hardly any gap. Read Margaret Mead's *Coming of age in Samoa* to see how easily and peacefully Samoan girls make the transition to adult life.

Even under the old agricultural and household economy that lasted until forty or fifty years ago in many parts of the country, growing boys and girls gained the bulk of their education and experience and found natural satisfactions in working with their own families and their neighbors of all ages at the related tasks of the household, the farm, and the small shop. They made things from start to finish; they knew where the raw materials came from, whether from the woodlot or the sheep's back; they celebrated the completion of important undertakings with neighborly gatherings and amusements.

Nowadays wise educators and friends of youth are seeking to restore to boys and girls through special agencies some of these old fundamental human experiences that have been squeezed out of modern life. They are not trying to set the clock back but to conserve instead of wasting the new energies, curiosities, and emotions of adolescence.

The better schools are helping in this greatest of all conservation movements; intelligent homes are helping; but the leisure-time clubs are perhaps helping most of all, since they are organized to supply some of the lost experiences through which character grows most soundly and surely, and are not so bound by conventional ways of doing things and by the need of working for other ends.

Girls need organized leisure-time clubs quite as much as boys do—perhaps more, since they are less experienced in managing group affairs and are more carried away just at present by their “new free-

doms” and more bewildered by the conflicts between traditional and current views and practises.

The Girl Scouts believe that they are helping girls in their troops to grow in sound character and good citizenship and are supplementing and reinforcing the more continuous efforts of homes, schools, churches, and communities in the following ways:

1. Above all, through the group organization of a Girl Scout troop and the participation in its management by the girls themselves.
2. Through emphasizing outdoor life and camping as a means of providing simple, natural, and adventurous activities and fostering an understanding of natural materials and processes and a love of outdoor things.
3. Through beginning with what girls of these years naturally like to do, with plenty of play and creative activities, and reaching out and back through these to the home, the school, the community, and in general, to the larger aspects of life.
4. Through relating everything done to concrete use and need, with reference to groups and individuals both inside and outside of the Girl Scout organization.
5. Through providing a series of core activities by means of which girls measure their progress and achievement and a variety of other activities which girls choose freely according to their aptitudes and hobbies, with a record—not a reward—in the form of simple badges to indicate that they are “prepared” to be of service to others.

Whether a Girl Scout troop is made up of thirty-two or only eight members, it is always divided, Scout fashion, into smaller groups or “patrols” of eight, six, or even four members, each patrol with its name drawn from some familiar ob-



THE MAKING of leather purses with embossed tops was one of the handicrafts that Girl Scouts learned at the Buffalo, New York, camp.

ject in nature, its girl leader chosen by her mates, its special "patrol corner" or meeting-place both indoor and outdoor, and its own traditions and contributions. The troop is managed through the Court of Honor, a representative committee made up of the patrol leaders sitting in conference with the two adult leaders, the captain and the lieutenant.

The two adults act as advisers, friends, and referees, but they leave the conduct of the troop just as far as possible to the girls themselves. Programs are made up and "good turns" planned from the suggestions made in the intimate groups of the patrols. The adults help the patrol leaders to acquire the various simple Girl Scout skills, so that they may in turn, instruct their patrols, and only give direct instruction in the more technical parts of the program or to arouse a preliminary interest. Many aspects of "scoutcraft" are introduced, practised, and tested through games.

Girl Scout patrols serve not only as teams for games of all sorts but as committees in the allotment of duties when anything is undertaken by the troop as a whole, such as a hike, a play, or a party for another troop or for troop mothers and fathers. They are also in a sense workshops and families, since Girl Scouts are never rigidly divided according to age, grade, or stage of advancement in the program. The patrol system with the Court of Honor uses the intimacies and loyalties of the small, spontaneous club or gang in the interests of the larger group of the troop as a whole.

The values of this method in furthering the growth of character and citizen-



GIRL SCOUTS do not disturb the peace of their woodland camp with noisy rifles but make bows and arrows with which to hit the bull's eye.

ship can hardly be overestimated. It meets the needs of girls of these years for companionship and managing their own affairs. It teaches them how to reach agreement in the small, face-to-face group—the first requirement of democracy—how to make plans and carry them out, how to assume and to delegate responsibility.

The values of the outdoor and camping activities of the Girl Scout program appeal to girls as nothing else does. They restore to them many of the benefits of simpler days—use of their hands, senses, and wits in meeting immediate needs, first-hand knowledge of the way things operate in nature, the practise of mutual aid under circumstances that put char-

acter to an unfailing test, as well as giving them interests and satisfactions that quicken their imaginations, enlarge their sympathies, and establish standards of beauty and simplicity that will be theirs for life.

Outdoor experiences, such as making and following trails, cooking over an outdoor fire, finding their way by the sun or the stars, their own compasses, or maps they have made themselves, gathering around the campfire in some remote and beautiful spot to sing together or to listen to a gallant tale or a fine poem, fill girls with a sense of the novelty and adventure and richness of life. But so do learning the simpler practises of first aid, planning a party or an entertainment with a minimum of expense of either money or time and a maximum of originality, singing carols in a children's hospital or an old people's home, making toys or block-printing Christmas cards, bathing a baby or preparing a dainty tray for a convalescent. Sharing in the daily work at camp or preparing a troop supper sends them back to household tasks at home with a new understanding and a new interest in doing them competently and helpfully.

Laws are in the background of all that Girl Scouts do but they are lived rather than talked about. The injunction to *Do a good turn daily* and the motto *Be prepared* help to translate them into conduct. The laws supply a simple standard by which any girl may measure her own acts. The Girl Scout organization is not a philanthropy but a social and civic agency of value to rich and poor alike.



THE CREEK near camp is the ideal location for the basketry class. Rock seats are furnished and the reed can be kept pliable in the water.

Ethics of the Teaching Profession

WARD G. REEDER

THE CODE-OF-ETHICS MOVEMENT—During recent years there has been a large movement toward the development and adoption of codes of ethics by various businesses, trades, clubs, professions, and similar groups. More than three hundred such groups now possess codes and there are few groups of any considerable size which do not have one. The oldest, and probably the best known, of these codes is "The Principles of Medical Ethics of the American Medical Association;" that code has its genesis in the famous oath of Hippocrates, which was promulgated in the fourth century B. C.; in its revised form it has guided the professional conduct of millions of physicians over a period of more than two thousand years.

Compared with other groups, the teaching profession has been tardy in formulating and adopting a code of ethics. Although some thirty of the state teachers associations had previously adopted codes, a code which would function for the whole profession has been adopted only recently. On July 1, 1929, at the Atlanta meeting of the National Education Association, the Representative Assembly of the Association unanimously adopted the final report of the Committee on Ethics of the Profession, which included as its most important feature the code which appears on the following page. It is hoped that every teacher will be stimulated in professional growth by a study of it.

Purposes of the code—A code of ethics is not designed to supplant the decalog, nor is it intended to be a general statement of morality. It deals with some of the chief customs, practises, ideals, duties, obligations, and shortcomings of a particular group; manifestly it cannot include pronouncements on all the vices and virtues of that group but must be limited to those matters of largest moment. The Code of Ethics as set forth by the National Education Association should secure the following results:

First, it should inform all teachers concerning what is professional conduct and also what is unprofessional conduct in some of the more common types of friction-causing relations. Many teachers violate the canons of ethics because they do not know better; this is particularly true in the case of beginning teachers. This

code should make it easier for the schools and departments which train teachers to familiarize their students with some of the more important professional ethics.

Second, it should deter those teachers, who know the difference between right and wrong, from doing the wrong. Such persons—unfortunately there is a fringe

THIS ACCOUNT of the code of ethics was prepared for THE JOURNAL by Ward G. Reeder, associate professor of school administration, Ohio State University, who served as secretary of the Association's Committee on Ethics. This committee completed its work with its final report at the Atlanta convention. The chairman of the committee was Miss Sarah T. Muir, Lincoln High School, Lincoln, Nebraska. A brief history of the work of the Committee on Ethics may be found in the NEA Proceedings for 1928 and also in the final report of the committee. The code appears in full on the opposite page. Let this code be used for faculty meetings and group study. Let it be taught in every teachers' college. Let it be framed and hung in classrooms.

of them in the teaching profession as in every profession—will be reminded in definite terms that unprofessional practise is discountenanced by the whole profession, which now numbers approximately one million members.

How the code was made—The Code of Ethics of the National Education Association has been five years in the making; it has been the outgrowth of a large amount of research which was planned and carried out by the Committee on Ethics of the Profession and its officers. Its making has been a scientific, painstaking, and cooperative enterprise in which several thousand members of the profession have participated. Probably more research has gone into its making than into the code of any other group.

A growing code needed—The code is not perfect; but it is at least a beginning. In the light of experience it can be revised to meet the rapidly changing duties, obligations, aspirations, and practises of the members of a rapidly changing profession; it should not be permitted to petrify.

Making the code function—However excellent a code of ethics may be, its value will be largely lost unless the members of the group for which it is designed become familiar with its provisions and abide by those provisions. The Committee on Ethics of the Profession made the following recommendations calculated to assist in making the code function:

The committee on ethics of the profession recommends that the following steps be taken by the National Education Association, and by state and local associations in order to make known, to interpret, and to enforce this code of ethics.

1. In order that the code may be made known to all teachers, particularly to those who are entering the profession, each institution for the training of teachers should give every student the opportunity of becoming familiar with its provisions. Other practical means for making the code known are by publishing it from time to time in educational magazines and by discussing it at teachers institutes and similar meetings.

2. Each state teachers organization should establish a committee on professional ethics. This committee should be given the duty of interpreting the code, of investigating reported violations of the code, and of securing the cooperation of all members of the profession in abiding by the code. Each teacher should regard as an obligation the necessity of reporting to this committee any cases of unprofessional conduct which may come under his observation. Before making a decision against the accused the committee should give him an opportunity to be heard. When appropriate to do so, the findings of the committee on such cases should be published in the magazine of the state organization; to prevent identification, except when identification is advisable, capital letters or other symbols may be used instead of names and places. The provisions which a typical state teachers association has already made for such a committee are quoted herewith:

There shall be a permanent commission on professional ethics operating under the Massachusetts Teachers Federation. This commission shall consist of the president and the secretary of the federation, ex officio, and five other members of the profession appointed by the president, with terms of five years each, the term of each member expiring successively on the date of the annual meeting of the federation each year.

It shall be the duty of this commission to study the various problems of professional ethics arising from time to time, to give to inquiring members of the profession its interpretation of the meaning of various principles in this code, to make recommendations to the board of directors of the state federation concerning investigations rendered advisable in connection with this code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the state.

Ethics of the Teaching Profession

PREAMBLE—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct the National Education Association of the United States has developed this code of ethics. [The term "teacher" as used in this code is intended to include every person directly engaged in educational work whether in a teaching, an administrative, or a supervisory capacity.]

ARTICLE ONE—Relations with Pupils and to the Community—SECTION 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SECTION 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SECTION 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

SECTION 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SECTION 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school. ¶SECTION 6. The teacher should not tutor pupils of his classes for pay.

ARTICLE TWO—Relations to the Profession—SECTION 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SECTION 2. The teacher should maintain his efficiency and teaching skill by study and by contact with local, state, and national educational organizations.

SECTION 3. A teacher's own life should show that education does ennoble.

SECTION 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

SECTION 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

SECTION 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SECTION 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence, or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE THREE—Relations to Members of the Profession—SECTION 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

SECTION 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SECTION 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

SECTION 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SECTION 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SECTION 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SECTION 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract. ¶SECTION 8. Due notification should be given by school officials and teachers in case a change in position is to be made.—Adopted by the National Education Association, July, 1929.

Full-Time Secretaries of State Education Associations



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Arkansas
H. L. Lambert



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R. W. Cloud



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W. B. Mooney



Florida
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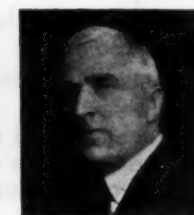
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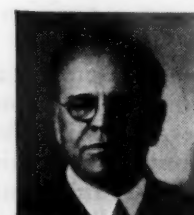
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N. E. Steele



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PROFESSIONAL ORGANIZATION has gained great momentum during the past decade. No development has been more significant than the growth of the fulltime secretaryship from six in 1919 to thirty-four in 1929. These men are pioneers. The service they render does not appeal to the self-seeking. It is a public service of the highest character. They are builders.

The World Federation at Geneva

W. CARSON RYAN, JR.

Department of Education, Swarthmore College, Swarthmore, Pennsylvania

THE biggest problem which confronts humanity today is to find a way in which the nations may live together in harmony and friendship, each contributing to the general wellbeing of all," said President A. O. Thomas in opening the third biennial conference of the World Federation of Education Associations at Geneva last July. This note sounded throughout the conference for, while 2000 people who were present from forty or more nations discussed every conceivable educational topic, *international understanding through education* remained the central theme.

World education—Professor Gilbert Murray, who had just come from presiding over the deliberations of the Committee on Intellectual Cooperation of the League, emphasized selflearning as the key to any kind of education, including that for better international relations. "We must learn," he said, "that the ego is not supreme in the universe but subordinated; that our own beliefs and desires are not the standard but must be subordinated to some standard which we do not, at any given moment, see fully but are trying to see." Professor Murray recognized the importance of the efforts recently put forth to encourage more adequate teaching about the work of the League of Nations but he warned against having too much faith in the "inculcation of internationalism or of good citizenship or of virtue in any form" and he had doubts regarding both travel in foreign countries and foreign language instruction, unless constructive efforts were made to achieve goodwill. He said:

The chief advantage of frequent international conferences among students and others is the opportunity they give to the workers for peace to meet those in other nations who are working to the same end. Considering the many forces which work toward international friction, it is of first importance that the friends of peace and goodwill in the different nations should know one another and be able to cooperate.

Peace in the modern world is directly dependent upon the development of democracy, M. Albert Thomas, director of the International Labor Office, told the conference but he insisted that democracy itself cannot exist apart from the highest possible level of education for all individ-

uals. "Our modern social organization cannot continue to exist without the intelligent and conscious cooperation of all its members," he asserted and he pointed out that only too rarely does the organization of labor in modern industrial so-



A. O. Thomas by a Geneva cartoonist.

ciety make possible this necessary universal provision of education. He continued:

No education is possible where workers are crushed beneath a burden of labor which leaves them no hope for deliverance. No individual culture is possible for the worker under the industrial system, except in his hours of leisure. The necessity for such leisure may perhaps seem less urgent under the system of crafts and guilds, where the worker was able to make use of his intelligence and where he acquired authority and dignity by the exercise of his trade. But in an industrialized society it cannot be dispensed with. It constitutes, together with suitable conditions of work, the basis of that elementary freedom which is indispensable for all striving for culture. In virtue of leisure it should be possible once more to place before the modern man the old ideal of humanism—in the factory, in the office, on the land.

The conflict between economic welfare and human welfare in modern society was again emphasized by Frau Gertrude Bäumer of Germany, whose work in the League of Nations in behalf of women and children gave special point to what she

had to say on the relation of vocational and general education. Frau Bäumer felt that it was important not to confine the education of modern workers too closely to their economic needs but rather to follow England's example and as far as possible "humanize vocational training." As steps in this process she favored transforming the ordinary public school into an "activity school," where the greatest possible scope could be given to creative abilities; creating a type of vocational guidance which will not only meet the requirements of economics but also those of education, giving at least as much attention to the welfare of children as to the law of supply and demand; giving youth the possibility of expanding according to his nature outside of his daily task, especially granting him leisure in which to find compensation for the monotony and narrowness of certain kinds of work; and developing the vocational school in the direction of general culture.

A still different glimpse of the national and international problem involved in education and industry was afforded by Count Hayashi of Japan, who described Japan's attempt to divide children into two groups in the same school on a social and economic as well as intellectual basis; while Professor Paul Monroe of Teachers College, Columbia University compared educational developments in the East and West. He stressed the significance of the type of changes that Far East and Near East are undertaking in education and reviewing recent developments in China, the Philippines, Japan, Turkey, and Russia, he showed how fundamental alterations seemed to be made over night. "It makes one wonder," he commented, "whether such a regime as that of Turkey in six or eight years may not be bringing about more changes than a conventional educational system could accomplish in a century." As for Russia, whatever one's reservations might be on the social and economic side, "what is being done there educationally is one of the most significant things now going on in the world."

Group and section meetings—As is inevitable in any organization like the World Federation, group and section meetings varied greatly at Geneva in

attendance, interest, and effectiveness. There were separate sections on home and school, health cooperation and goodwill, the problem child, rural education, the preschool child, social adjustment, press and publicity, library service, school and labor, elementary education, secondary education, colleges and universities, adult education, illiteracy, the international aspect of geography, and handicapped and gifted children. In addition there were meetings of the Hermann-Jordan committees—education for peace; teaching of history and patriotism; athletic sports and international relations of youth; military education and preparedness; general machinery for international cooperation.

Especially well attended were the sections of home and school and international goodwill. In nearly all the sections the representative international character was better attained than in previous meetings of the Federation and wherever an active chairman or secretary and a long-continued relation with other countries is being kept up between conferences—as in home and school and in health education, particularly, the groups were able to move on definitely to further objectives. Even after full allowance is made for some programs that were lacking in the essentials, the fact remains that the net results must have been profitable in nearly all the section meetings. In the parent-teacher section, for example, personality development of children was discussed by Paul de Vuyst of Belgium, Miss Pennethorne of England, and Newell W. Edson of the American Social Hygiene Association; parent-teacher relationship in nursery school and education was the topic of Edna White of the Merrill-Palmer School, Detroit and Dr. Dengler of Austria, told, as only he can, how parents may be brought into the actual work of the school. In a joint session with the health education section, the par-

ent-teacher group, under the leadership of Lady Mackenzie, discussed vigorously the cooperation of home and school in education for health. In the section on international cooperation and goodwill Henry Lester Smith of Indiana University presented an analysis of the thought of American educators on a program of education for world friendship, concluding with a statement of the responsibility of teacher-training institutions for developing courses and methods of instruction which will enable prospective teachers to get the training they will need for helping children in international understanding.

In the press and publicity group, principles of action looking toward press support of the school as a fundamental social task to be carried out independently of political or sectarian bias were adopted and one of the sections—that dealing with the relation of school and industry—formulated a brief set of resolutions that were finally adopted by the general assembly, providing (1) that compulsory education should under no circumstances cover less than a period of eight years or end before the completion of the child's fourteenth year and should be followed by some kind of continued education; (2) that the school-leaving age should be raised to fifteen years as soon as possible in all countries which have not already adopted such a measure; (3) that in countries which have a higher standard than that laid down, this standard should on no account be lowered; (4) that the question of the reorganization of the school (primary and secondary) should be carefully considered.

These are only samples of the many activities of the sections and groups. In addition there were demonstrations, films, and other features; also the remarkable Education-era exposition, which opened the first day of the conference and was to

remain in operation for several weeks after the conference closed. There were notable receptions, luncheons, excursions, and other social features that had been arranged through the hospitality of the officials and people of Geneva.

The future of the World Federation—Opinions vary as to the success of the Geneva conference and the next steps that need to be taken in international educational organization. An impartial observer finds much to commend, especially if he is not obsessed with the idea of numbers. What the Geneva conference lacked in numbers it made up in representative character. No previous conference had anything like as adequate attendance from European countries and those who came were almost invariably there on a genuinely important mission. It is one thing to have a grand meeting of interested persons from everywhere. It is not quite as spectacular, but probably in the long run more effective, to have a smaller gathering which contains within it people who have a definite reason for attending and can go back to their own countries and put into effect some of the things they have learned.

The better a conference is in terms of national representation, the more serious becomes the problem of language—English, French, and German were all used in the addresses and to a considerable extent in the translations in the different sections; printed abstracts in the other two languages than the one used by the speaker were available for the main addresses; Esperanto was used experimentally in one of the sections as the translation language; and a daily newspaper published especially for the conference helped considerably but of course the language question is far from being solved.

Dominance of the English-speaking group seemed somewhat less than at pre-

AN IMPORTANT TASK before the world today is the creation of a new state of mind, a state of mind which will permit an understanding and appreciation of the character, attainments, and traditions of other people and which will transcend national boundaries without seeking to destroy them. ¶Internationalism, properly interpreted, implies an extended conception of citizenship rather than a super-government with its consequent minimizing of national importance. ¶Racial and national prejudices probably have their origin in part deep down in the early life of the individual, and can therefore to some extent be avoided or mitigated by a program of guidance which begins early and continues throughout the formative period of the individual. ¶An understanding of the religions of the peoples of the earth should in some measure overcome the obstacles of sectarianism, intolerance, and bigotry. ¶It is possible for the schools of the nations, working with such other agencies as the church, the press, the home, and governmental institutions, to go far toward producing a friendly world if they will do so.—Dean Henry Lester Smith, of Indiana University, before the Section on International Cooperation of the Geneva World Conference on Education.

vious conferences, though naturally an organization that originated in the United States and has held one previous conference in Scotland and the other in Canada is likely to have an Anglo-Saxon flavor about it. This makes the success of the Geneva meeting in respect to European national representation all the more noteworthy. The president of the International Teachers' Federation was present at Geneva and made a brief address in which he expressed the desire of his organization to cooperate with the World Federation of Education Associations. Just what form this cooperation can take remains to be seen; the International Federation is considerably older than the World Federation and has recently had a vigorous growth in membership and influence. Willingness on the part of the American group to work with others in any reasonable plan for worldwide organization of teachers was expressed by Uel W. Lamkin, former president of the National Education Association, and by A. O. Thomas, president of the World Federation since its beginning.

In the resolutions adopted by the Dele-

gate Assembly, the Federation reaffirmed its allegiance to the ideals and program of service developed at its initial conference at San Francisco in 1923 and at subsequent biennial conferences. It further declared that

The teachers of the world have it in their hands to promote the cause of international understanding and world peace by bringing their influence to bear upon the children and youth entrusted to their charge in the direction of ideals for mutual goodwill and service in the common interest.

History of the Organization—At the close of the Great War there was a universal desire to find some common ground upon which the nations could get together. The opinion was universal that some method must be found to drive out hate from the hearts of men and substitute the spirit of friendliness, goodwill and justice. The nations could not come together on political grounds, on economic grounds, or on religious grounds. Where, therefore, could there be found a common ground upon which the nations, regardless of the form of

their religion or their economic or political conditions, could get together?

The National Education Association of the United States believed that since education deals with truth and that truth is universal, knowing no national boundaries, since teaching is conscious guidance and that the schools must consciously guide not only the individuals but groups of individuals which make up the communities and nations, education, therefore, is the one great constructive force which should be utilized to advance the status of civilization. This organization instructed its Committee on Foreign Relations to prepare a program which would emphasize the necessity of cooperation and of goodwill among the nations. After the committee began its work it found an eagerness on the part of the peoples of the world to get together and many countries suggested their willingness to send delegates to a world conference on education. The Association, therefore, directed its Foreign Relations Committee to call such a Conference and to extend the hand of fellowship to all nations.



SEATED to the left and right of the center of this assembly of delegates are A. O. Thomas, president of the World Federation of Education Associations, and E. Ruth Pyrtle, president of the National Education Association of the United States.

Growth of Summer School Attendance

Prepared by the Research Division of the National Education Association

States and other units	Estimated number of teachers ¹	Summer school enrolment:				Total number of summer schools 1929 ²	Number of summer schools reporting 1929	Summer school enrolment 1929		Percent that enrolment in courses in education in 1929 is of number of teachers	Rank of column 11
		1927		1928				All courses	Courses in education		
		All courses	Courses in education	All courses	Courses in education						
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	927,200	379,871	249,268	409,341	282,068	671	662	414,824	270,237	29.1	
Alabama.....	16,500	10,913	8,883	11,214	8,881	15	15	10,192	7,796	47.2	4
Arizona.....	3,200	945	585	1,805	1,255	2	2	990	962	30.1	22
Arkansas.....	12,750	2,726	2,136	3,363	3,337	7	7	3,629	3,288	25.8	31
California.....	40,000	19,422	12,118	22,231	15,622	20	20	23,094	11,167	27.9	27
Colorado.....	10,900	8,610	6,248	8,497	6,203	10	10	8,953	5,804	53.2	3
Connecticut.....	11,700	975	873	887	817	3	3	993	882	7.5	49
Delaware.....	1,600	293	237	299	243	1	1	332	257	16.1	44
District of Columbia.....	3,000	2,490	729	2,567	1,073	7	5	2,391	1,054	35.1	14
Florida.....	11,000	2,112	1,450	2,238	1,373	3	3	2,604	1,804	16.4	41
Georgia.....	19,000	6,564	3,778	7,031	4,725	18	18	8,305	5,107	26.9	29
Idaho.....	4,900	1,399	1,180	1,217	1,075	6	6	896	791	16.1	43
Illinois.....	47,500	25,512	12,700	25,179	15,781	33	33	24,690	13,499	28.4	25
Indiana.....	24,000	15,378	10,644	11,867	9,319	23	22	12,645	9,093	37.9	10
Iowa.....	23,500	10,626	6,562	11,577	7,775	20	19	11,930	6,695	28.5	24
Kansas.....	22,000	10,619	6,858	10,667	8,001	19	18	10,907	7,452	33.9	16
Kentucky.....	18,000	6,537	4,561	8,417	5,818	17	17	9,061	6,559	36.4	12
Louisiana.....	11,700	4,861	3,530	5,566	3,537	11	11	6,915	4,358	37.2	11
Maine.....	6,500	1,606	1,364	1,629	1,552	8	8	1,632	1,496	23.0	34
Maryland.....	8,500	2,205	1,428	2,503	1,836	8	8	2,405	1,590	18.7	40
Massachusetts.....	27,000	8,799	4,425	8,336	2,796	20	20	8,711	3,649	13.5	45
Michigan.....	32,500	12,883	8,437	13,906	8,809	21	21	14,328	7,876	24.2	33
Minnesota.....	25,000	8,102	4,300	9,421	5,084	10	10	9,122	4,833	19.3	38
Mississippi.....	16,000	2,596	1,707	3,076	2,373	9	9	3,382	2,590	16.2	42
Missouri.....	25,400	13,561	9,255	13,708	10,792	25	25	14,659	11,200	44.1	7
Montana.....	6,300	1,493	1,286	939	651	4	4	789	521	8.3	48
Nebraska.....	15,500	9,051	6,018	8,809	6,323	13	13	8,212	6,440	41.5	9
Nevada.....	900	130	88	120	100	1	1	132	111	12.3	46
New Hampshire.....	3,100	553	320	517	377	2	2	515	356	11.5	47
New Jersey.....	26,000	1,983	983	3,111	1,315	11	11	3,962	1,536	43.9	8
New Mexico.....	3,500	1,772	1,346	1,533	1,511	6	5	1,850	1,579	45.1	6
New York.....	75,000	36,903	19,887	40,103	21,611	34	34	41,079	21,403	28.5	23
North Carolina.....	24,600	10,648	8,152	12,347	10,767	21	21	9,960	8,100	32.9	19
North Dakota.....	9,000	3,971	3,573	4,057	3,547	8	8	3,880	3,232	35.9	13
Ohio.....	46,500	15,701	11,148	19,823	12,665	35	34	19,119	13,092	28.2	26
Oklahoma.....	19,500	14,206	8,894	17,191	12,171	14	14	16,500	12,607	64.7	1
Oregon.....	9,000	4,079	3,079	3,722	2,559	7	7	3,833	2,816	31.3	21
Pennsylvania.....	60,000	22,594	16,740	21,668	16,147	46	46	22,394	15,694	26.2	30
Rhode Island.....	4,000	514	459	457	457	1	1	224	215	5.4	50
South Carolina.....	14,500	3,940	2,355	4,209	2,593	7	7	3,429	2,737	18.9	39
South Dakota.....	9,500	2,703	1,933	3,150	2,411	11	11	2,612	2,066	21.7	36
Tennessee.....	18,000	8,489	7,228	10,464	9,280	22	22	12,519	11,326	62.9	2
Texas.....	46,000	23,252	14,155	25,319	18,817	45	45	32,857	21,575	46.9	5
Utah.....	5,000	1,900	1,337	1,598	866	3	3	1,572	1,014	20.3	37
Vermont.....	3,200	1,421	635	1,482	684	3	3	1,536	700	21.9	35
Virginia.....	18,500	7,742	5,856	8,332	6,397	16	16	7,706	6,036	32.6	20
Washington.....	12,000	5,951	4,457	7,906	3,761	9	9	6,476	4,049	33.7	18
West Virginia.....	16,000	6,635	4,922	6,998	4,679	15	15	7,220	5,513	34.5	16
Wisconsin.....	21,450	10,733	7,349	11,170	7,646	15	15	11,272	5,967	27.8	28
Wyoming.....	3,600	1,364	1,039	925	760	1	1	1,195	911	25.3	32
Hawaii.....	2,400	682	425	1,321	1,253	2	2	1,193	839	35.0	15
Philippine Islands.....	27,000	616	616	3,643	3,643	1	1				
Porto Rico.....	5,000	1,111	1,000	1,226	1,000	2	1	22			

READ table as follows: In Alabama there are 16,500 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools. In this state 15 institutions conduct summer schools. A complete report was obtained from all of these institutions as to summer school enrolment in 1929. These 15 institutions reported a total summer school enrolment of 10,192. Of this total 7,796 were enrolled in teacher training or education courses. In Alabama the ratio of summer school enrolment in education courses to number teachers in the state is

47.2 percent. This percent gives Alabama a rank of 4 in this regard.

In interpreting the figures of this table it should be kept in mind that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer school outside the states of their service. This and other factors probably combine to give a few states a considerably higher rank than is deserved and correspondingly reduces the rank of others. Many teachers now gain their professional advance in extension courses dur-

ing the regular year. This table takes no account of such work.

Considered as a whole the table indicates a healthy desire on the part of teachers throughout the nation to improve their professional preparation.

¹ The figures as to number of teachers are estimates based upon the latest and most reliable data available; they include teachers, principals, supervisors, and administrative officers.

² The number of institutions in this column is that reported in the *Educational Directory* for 1929, United States Bureau of Education, Bulletin, 1929, No. 1. All institutions listed in this Directory were given three opportunities to report. Of the 671 institutions conducting summer session, 662 reported or 99 percent. A complete report was received from all institutions in 44 states and territories. The rank of a few is considerably lowered because some of their institutions failed to report. Such states may be identified by comparing columns 7 and 8.

Aims in Reading

HELEN M. JOHNSON

Principal, Canton Platoon School, Baltimore, Maryland

IN THESE DAYS of the child-centered school with its vitalized and enriched curriculum, and the great need for well established reading habits, reading activities and reading aims more than ever must challenge the interest and active attention of the teacher. Children are not expected to have the attainments of adults but it has been ascertained that the individual who does not read for both information and pleasure, who does not habitually use books effectively and independently in the solution of problems, who does not know the up-to-date library and who is not skillful in the use of its aids, suffers a great loss. What aims, then, must the teacher have as his goal and what objectives must he try to realize if reading is to function vitally and fully in the lives of the children he is teaching?

One of the major aims in reading is to provide opportunities for a rich and varied experience. (*Twenty-fourth year-book* of the National Society for the Study of Education.) This objective deals with the materials of reading and it suggests the up-to-date, classified school library where the pupils not only come in contact with juvenile fiction and literary masterpieces, but where varied and interesting material in the fields of science, travel, biography, history, civics, invention, etc., suited to their age and development, are revealed to them. What a va-

riety of experiences comes to a boy who has taken a delightful imaginary trip through China by way of bookland! He may have little chance to travel in reality but by means of such journeys he becomes well acquainted with the world and its people. Did you ever visit an elementary school library where a fascinating table of books, pamphlets, and pictures would take you on a long cruise? One reading trip of this type with its rich experiences leads to another.

The school should cultivate the desire for good reading. Too many adults, today, lack the reading habit. Is the school responsible for this? Has reading been a distasteful school subject to the child? Has there been a serious breach between the teaching of the mechanics of reading and the functioning of reading in the understanding of history, geography, arithmetic, etc. and the enjoyment of a good story? Even the kindergarten child may be taught that the book contains the story that he wants to hear or the information that he needs.

If adults are to be socially serviceable they must be interested in reading the current events of the day and books of genuine worth. Fortunately the school is awake to its failure in the past; materials and methods are being used which make the child aware of the values to be derived from reading. The second grade

child knows where to secure reading material which will help him construct his Eskimo hut. The older child consults various references in the solution of his self-adapted problems. May we not be optimistic and hope for a better realization of this aim?

Reading instruction should develop desirable attitudes, habits, and skills if it is to function as a tool. Not only is it essential in the functioning of reading as a tool subject but without its accomplishment all other reading aims would prove a failure. Entire books have been written upon this subject, yet reading is so diversified and complex a process that no complete classification of habits, attitudes, and skills has yet been made. It is my purpose to mention only outstanding objectives and to classify them in three groups.

Grades one, two, three. "Learning to read—developing the fundamental reading habits" is primarily the problem of the primary grades. In days past, even though reading was the most important subject in the curriculum, much less was accomplished in the fulfillment of this aim than today. In those days reading was largely oral and frequently meaningless and boring. Today, the psychologist, the reading diagnostician, and the trained teacher have established the individualization of reading instruction to



THE CHILD'S READING like his writing is most vital when it grows out of his activities. Puppet shows appeal to the child's love of movement and life. Through them he can make his favorite stories live before his eyes and gain skill in creative and constructive work.

the end that the following attitudes, habits, and skills have become goals:

1. Children should desire to read because reading is meaningful from the outset.
2. The habit of reading silently before reading aloud should be formed.
3. New words should be attacked independently.
4. Reading should be for a definite purpose.
5. Reasonable fluency in silent and oral reading, in rapid and accurate recognition of words, phrases, and sentences with rhythmic sweeps of the eye across the page may be expected.
6. "By the end of the third grade children should have a hearty interest in the liking for books, a permanent interest in recreational material, and a definite recognizable ability to use books to answer their questions." (Yoakam in *Reading and study*.)

Grades four, five, six. The intermediate grades should make provision for "wide reading to extend and enrich experience and to further important reading attitudes, habits, and tastes."

1. The fundamental reading habits should be mastered in this grade. Instruction should be individualized to meet needs.
2. The dictionary habit should be established.
3. There should be wide reading of the recreational and the work type; reading should be in every field of learning: biography, geography, history, etc. Factual material should be stressed.
4. Reading should be for a definite purpose: to get the main thought, to answer a definite question, to follow directions, to judge the value of material, to locate a ref-

erence, to outline selections, to appreciate the thought or to interpret a passage.

5. Skills acquired should be applied to the various content subjects and training exercises conducted in those subjects. For example: in solving arithmetic problems, in finding history references, in securing the answers to geography problems, etc.

6. The habit of using the library for definite reference purposes as well as for pleasure should be established. This involves skill: in locating books in catalogs, in finding books and placing books on shelves, in using tables of contents and indexes of books in connection with problem study, in making bibliographies on definite topics.

By the end of the sixth grade children should have the reading habit fairly well established. For many children school life ends at this time and they must be prepared for the reading needs of life.

Grades seven and eight. These grades represent the period when reading attitudes, habits, and skills developed in the intermediate grades should be refined and extended. The ultimate reading goal of these grades is independence and efficiency in reading within the school and in life situations without the school.

1. Reading technics should be consciously improved through individualized instruction.
2. Experiences should be greatly extended by wide reading of books, periodicals, newspapers in connection with the content subjects.
3. Standards of taste should be developed in selecting materials to read.

4. Permanent interests in current events and matters of civic interest should be inculcated.

5. A high degree of skill should be developed in the use of books and library aids, and rapid progress made in locating, collecting, and organizing material for various purposes.

Are the reading aims which have been stated the true aims? Are they justifiable in that they enable children to engage in school activities and life activities better today than in the past?

In conferences with more than nine hundred adults, Gray, Parsons, and others found "that intelligent reading is a most significant means of familiarizing adults with current events . . . and with significant social uses;" . . . that it is "an indispensable means of attaining vocational efficiency, of extending experience, of securing a broad outlook on life; that practically all of the reading of adults is done silently." These findings indicate that the attitudes, habits, and skills which have been set up as objectives, are fundamental needs of the child and the adult.

Dewey tells us that "when a person is genuinely interested he is identified with whatever objects and forms of skills are involved in the successful prosecution of that course." If we can arouse and insure this genuine interest, we may be sure that reading will become a vital factor in the life of every individual.



The library is the heart of intellectual life in the school.

Sightsaving in the Schools

GLADYS L. DUNLOP

FREEDOM from eyestrain is supremely important to education and to health. The eyes are so closely tied up with the nervous mechanism as a whole that strain seriously affects such vital processes as digestion and colors the personal atmosphere and the outlook on life. This practical article shows how the modern school is adapting itself to an important special need. Miss Dunlop is Supervisor of Sightsaving Classes, Detroit, Mich.

THE SIGHTSAVING class is a new movement in the field of education but in the few short years of its existence marked changes may be noted. This early period has been one of experimentation. We now feel that the pioneer stage is past and look forward with expectation and hope of future progress.

The public is gradually coming to recognize the academic and economic value of these classes. Many states have enacted legislation providing a subsidy for local school systems establishing this special type of training.

Requests for teachers are received each year by the National Society for the Prevention of Blindness which they are unable to fill. A contrast indeed, to April, 1913, when Edward E. Allen through tenacious efforts persuaded the school board of Boston to open the first class in an old building which could not be otherwise utilized.

The very circumstances under which this first class was established made it a segregated one. As new classes were opened, those directing the work had foresight to realize what it means to the partially sighted child to compete, educationally and socially, with those of normal vision. Hence the majority of classes have become what is termed "cooperative." Under such plan children in sightsaving classes study and do all written work in the special room, reporting for recitation with regular classes.

Standards or guides for selecting the children who need this type of education were unheard of in the early days. As time went on it was realized that there should be included in the sightsaving group, not only those with too low vision to carry on regular class work, but children having progressive eye troubles. The question of standards for admission arose, and while even at this time no definite

rules can be laid down, each locality has fairly definite ophthalmological guides which serve for the selection of pupils.

Information based on facts obtained from ophthalmologists and experience have taught us that not all types admitted to these classes should be treated



THE CLOSE WORK required to practise handwriting makes typewriting a necessary means of sightsaving. Even very young children in sightsaving classes are taught this means of expressing themselves.

alike. This presents a complex educational problem which can be solved only by the teacher who has had proper training. Formerly a teacher was selected because of her excellent qualities as a teacher and her desire to serve. Today such qualifications are equally imperative but in addition she is required to have specialized training. Courses are now available which include: physiology and anatomy of the eye, eye diseases and defects; the relation of lighting to conserving vision; and the adaptation of methods and materials to the individual needs of visually handicapped children. In almost every city of any size teacher training is given by the supervisor in charge and summer courses have been sponsored by the National Society for the Prevention of Blindness during the past six years.

With the growth of classes and teacher training has come a demand for better

physical equipment. Whereas the first sightsaving room was in a dilapidated building, rooms are now selected in the most modern structure available, and classes within a building are often moved to give the sightsaving room the benefit of the best possible lighting conditions. Careful studies have been made of artificial illumination for school purposes and the efficient supervisor now carries a foot candle meter with which she checks the amount of light furnished.

In an ideal sightsaving room windows are equipped with translucent shades set at the center, walls are French gray or buff, ceilings white. Surfaces are dull to prevent glare. Movable and adjustable desks have been added to many schoolrooms but they are a particular asset to sight conservation rooms. The slanting top brings the work nearer to the child and the desks may be so moved that a pupil can obtain on his work the best light and the best focus for his own particular eye difficulty.

The dearth of educational material in large type was a great obstacle, presenting a serious problem to pioneer teachers in this field. As the sale of books has increased with the number of classes, more and more have been published in large type until it is now possible to place information on many subjects in the hands of the children. This saves hours of time for the busy teacher, and develops greater independence in the child, since he can now study for himself what previously was of necessity read to him by the teacher from books printed in small type.

Many publishing houses now print in large type on cream paper drill and flash cards invaluable in the teaching of arithmetic and reading. We may infer that much of this has been brought about through the sightsaving movement.

Bulletin typewriters are also a boon to the teachers of these classes, for there are still some lessons to be prepared for the children. Work copied with a heavy drawing pencil or with india ink is soon in disrepair. With the use of the bulletin typewriters work is much more legible, is more quickly prepared by the teacher, and more easily preserved and filed for future reference.

Changes in classroom equipment have been responsible for many departures from early sightsaving practices. The

most marked changes, however, are in the methods of instruction. Methods are continually being modified in regular classrooms; trained teachers now see the evils of former classroom procedure with respect to sightsaving.

Handwork has always been recognized as important in the sightsaving curriculum. Remarkable strides have been made in this activity. At first it was believed that handwork for the blind was entirely satisfactory for children with partial vision. Little did teachers realize the torture to which many children were being subjected when asked to work over a loom, the strings of which are a source of eyestrain, particularly to children suffering with astigmatism. The same must be said of much of the basketry and surely the patience of the teacher must have been tried when she attempted to teach girls with partial vision to sew by feeling the work. Such ideas were early abandoned. Indeed much of the handwork taught in early days was merely "busy work" and as such really has no place on the school program.

In the *presentday* program all handwork is motivated by, and correlated with, academic work. Besides satisfying the creative instinct in the child it should serve one or all of three purposes:

- (1) Relieve the eyes from close work in the classroom.
- (2) Strengthen the fingers for using the typewriter.
- (3) Furnish the child with ideas of using his leisure time wisely outside the classroom when he otherwise might pursue activities which injure the eye.

Many types of work have been introduced. Projects of vital interest have been worked out through the use of the sand table. One group very cleverly represented the entire lumbering industry, another the life of the Eskimo people.

Paper cutting and poster making form a never-ending source for expression of ideas and often, with primary children, serve as a splendid test for silent reading.

Under this cooperative plan boys are now admitted to manual training classes

and girls enjoy cooking as much as those with normal vision.

Our attention is likewise called to modifications in the teaching of certain academic subjects, particularly reading and arithmetic. Attention is given to individualized instruction, the type and the amount depending on the degree of vision and the particular eye difficulty from which the child is suffering. In spite of the fact that invention has provided certain mechanical devices for computing results in arithmetic, we must still teach children fundamentals. The day is past when they copy figures unnecessarily. The alert sightsaving teacher realizes this and is ever on the watch for advanced methods and suggestions through which children acquire the desired knowledge without overtaxing eyes already weak.

It was long supposed that the aims and objectives in reading for the sight-saving class children should be the same as for those of normal vision. Increased knowledge concerning eye conditions has brought us face to face with the fact that if we "save eyes" this cannot be true. To develop a strong and permanent interest in reading which will carry into life outside the schoolroom may be a disastrous thing for a child with vision already impaired. Reading should be taught to enable the child to carry on classroom activities and meet life situations but beyond this we are not concerned. A recent article published in the *North American Review* states that "American people with far more books, magazines, and libraries than any other country in the world are doing less independent thinking and creating than illiterate masses of peasants in less fortunate countries." It may be well to keep this in mind when we are disheartened because children with serious eye difficulties must be denied the privilege of using the vast amount of available literature.

In the modern sightsaving classroom the health program is an important one. Children report daily for physical training. Round shoulders and cramped chests

produced by bending over the work are remedied and twisted spines which may be caused from effort to obtain proper focus on the work, are made straight through corrective exercises, wherever this is possible.

Eye hygiene is presented to the children in order that each may recognize his own limitations, thus the child is aided in conserving his own vision. This is perhaps the most recent and not the least important of the aims of a sightsaving class.

Since children attending these classes cannot go home for lunch, it is in line with a health program to provide warm nourishing lunches, for we are realizing more and more how often the eye condition is a reflection of the physical condition. Where there happens to be no school cafeteria the teacher prepares a hot dish which supplements what children provide. The lunch period, originally hurried through by teachers and pupils alike, is now a time of delight. As the children sit about a well set table, each in turn playing host or hostess, ample opportunity is provided to teach them some of the things not found in books but essential in the training of a child.

I have merely tried to picture for you what is being attempted in the most ideal sightsaving classrooms. Combined research on the part of oculists and educators must be done before we can be sure that what we advocate today is what we would wish for tomorrow. Looking back over fifteen years we agree that careful planning and conscientious effort have gone into the work, but with 305 such classes in the United States and a need for 5000 can we be satisfied? Perhaps the greatest task is before us. Victor Hugo said, "There is only one thing greater than an army and that is an idea whose hour has come." The hour for sightsaving has not yet come; when it arrives, sight-saving will be a potential force in every school system. Every teacher will be a sightsaving teacher and every room a sightsaving room. What started as a specialty for the few will help all.

ARE HIS EYES RIGHT? A child's eyes are of the utmost importance. Eye defects are frequently unnoticed by parents. One reason for this is that the child does not complain, for, though he may be half blind, he has no way of appreciating how other children see. The parent should carefully observe whether the child looks at him or at objects, with both eyes, or whether one eye wanders outward or inward. In the former case he is what is termed "wall-eyed" and in the latter "cross-eyed." In the school a child holding the book too close, frequent mistakes in letters or figures, complaints of blurred vision, headache or pain in the eyes, or any of the signs given above, indicate that there may be something wrong with the vision, and the eyes should be examined by a physician if this has not already been done in school. A poor report from school should in itself cause the parent to make sure that it is not eyestrain which discourages the child from study.

If it is found that the child needs glasses the parent should bear in mind that eyes undergo change and that the glasses may need to be changed in the course of a year or two.—James F. Rogers, director, Physical Education Division, Bureau of Education, president, NEA Department of School Health and Physical Education.

The Mental Health of the Teacher

J. MACE ANDRESS

THE GREATEST single force in education is the classroom teacher. Building, grounds, gymnasiums, pictures, books, and courses of study all play a part in the training of boys and girls but none of them singly or perhaps all of them collectively have as much influence as the living teacher. Traditionally the school has emphasized the acquisition of facts but it is a matter of common observation that when the alumni of schools and colleges gather around the festive board at their reunions to recall the glorious memories of the past they invariably speak of the great teachers they enjoyed. They may have forgotten most of the facts that they learned from their teachers but they always remember those teachers who had character, personality, sympathy, understanding, and a spirit of helpfulness. The teacher may try to develop through the study of history the idea of social justice but the example of social justice that will count most in his teaching is the sense of fairness which he displays in his relationship with his own pupils. Mental health like disease tends to become contagious. To the extent that the teacher has acquired mental serenity, selfcontrol, success, and satisfaction in life he will have a positive influence on his pupils.

Keep in good physical health—We know that the brain through which the mind functions is a physical organ, and like any part of the physical mechanism, depends on the general bodily wellbeing for normal activity. Any person who maintains a high standard of physical excellence has a reserve of energy to draw upon, and, if it is properly directed, is more likely to be successful than he would be if his energies were at a low ebb. Physical vitality is not only conducive to success but tends to insure enthusiasm, spontaneity, and a keen love of life.

Not long ago I was visiting a school. In the first room a feeling of tenseness and hostility between the teacher and pupils was immediately evident. The teacher seemed to be tired and irritable. Nothing was going right. It was far from being a happy atmosphere. I afterwards learned that this teacher had been ill off and on during the winter and was "just holding on." There was a marked difference in the next room. The teacher reflected mental and physical health. The

color of her skin was a suggestion that she spent a considerable part of her leisure time out of doors, that she slept well, enjoyed a keen appetite for food, and handled her own emotional problems well. The result was seen in the abundant life of her school.

Contrary to popular notions teachers today are not as a class pale, round shouldered, nearsighted, and on the verge of nervous breakdown. Recent studies show that the teacher's health compares favorably with that of men and women in other professions. However, there is still chance for great improvement. Teachers should have a health examination annually. Some progressive cities are offering this free to teachers. There should be liberal sick leave, sabbatical years, and buildings should be built and equipped with reference to the health of the teacher as well as the pupils. Rest and recreation rooms where the teacher may shut the door behind her problems for a minute, rest, take a nap or eat a lunch in quiet should be provided. Most teachers would improve their mental and physical health by wearing hygienic shoes and forming other health habits. It is noticeable that teachers who begin to take a keen personal interest in the health of their pupils invariably improve in their own health.

Cultivate a happy wholesome philosophy of life—It is commonly assumed that one way to do this is through autosuggestion. One needs to say to himself: "I am happy. See how happy I am," and then grin like a Cheshire cat. If he repeats this often enough, it is assumed that he will eventually reach an ecstatic state of Nirvana. There is enough truth in this misleading bit of psychology to keep it alive. It is desirable for one to suggest to himself ideas that are hopeful. One can guide with profit his ideas and to some extent his emotions by reading the lives and thoughts of the great men and women of the past. Although modern literature contains much that is good probably most mental hygienists would agree that a good deal of it is pathological. In its disgusting emphasis on sex it has, in the words of William Lyon Phelps an "unmistakable odor of vulgarity." The great masters still need to be courted, but reading the best books, going to the best theaters, and listening to the best music does not necessarily build a happy whole-

some philosophy of life and education.

Happiness is an emotional state that results largely from solving problems or adjusting one's self to life successfully. If we really have perplexing problems they will not solve themselves simply by our repeating, "Every day in every way I am getting better and better." Until we grapple with a problem and conquer, it will be there to harass and trouble us. *Building a sound philosophy depends not only on wholesome thoughts but also on successful experiments with life.* This would take us into the whole domain of problem solving. Let us be content at this time with suggesting one fundamental principle of mental health, namely, "Try to understand the facts of life and then meet them fairly and squarely." For example, the teacher who puts all the blame for the disorder in her room on the shoulders of the children and fails to examine her technic critically is not making progress in building a sound philosophy and practise. The good teacher as a result of experience formulates a principle something like this: "If anything goes wrong I will first seek for an explanation within myself." Perhaps later she says: "If there is anything that I can do about it I will do it; if there isn't I will forget it." By building such a philosophy the teacher acquires shock absorbers of permanent value.

Have attainable ideals—One of the worst and most common epithets applied to the teacher is "fussy old maid." This term is "genderless," for in my experience, some of the most pronounced "fussy old maid teachers" have been men and some of the most enthusiastic and youthful teachers have been sweet souled kindergartners with gray hair.

One cause of this mental state is that the teacher is a "perfectionist." He prides himself on his high standards. Mr. J, for example, is always cursing about the lack of brains and preparation on the part of his students. To his colleagues he refers to them as "fools," "dolts," and "thick-heads." He delights in the discipline he is giving them in this effete age by "flunking" a fair percent of his class and giving the others such low marks that they barely pass. His classes are feared and he and his subject are cordially hated. The remedy is relatively simple. If he should plan his teaching on the basis of

the knowledge of his subject possessed by his pupils at the beginning and if he should then require of them only that progress which would be reasonable, both he and his pupils might find their work fascinating.

Keep the spirit of the learner—Another disgraceful adjective often hurled at the teacher is that of being "teachery." On the other hand one of the greatest compliments that can be paid to a teacher is to say "Why he doesn't appear like a teacher at all." That implies that he is human and companionable. One who is "teachery" no longer learns anything; he is "high hat," a "know-it-all," one who according to a high-school pupil never gives a "feller" credit for having any brains, never gives him a chance.

The unfortunate condition of being "teachery" may arise because of a general feeling of inferiority. The teacher proves his superiority by constantly setting his pupils right. This attitude is furthered naturally because most teachers are dealing with pupils who are younger and not equal to them intellectually. Then, many teachers get into ruts and forget that in-

dividual differences exist. Often they lose the spirit of the learner. I was twenty-six years old and a graduate student at Harvard when I heard a professor say "I don't know. Do you? Perhaps you would like to look it up." It gave me a pleasant surprise from which I never entirely recovered. Could it be possible that even professors learned? Here was one who preserved the spirit of the learner. The teacher who does that is likely to appreciate and understand his pupils and stimulate them to do worthwhile work. All of us ought to give ourselves jolts now and then by learning something quite new. It might be in teaching a new subject or grade, learning something mechanical, or acquiring a foreign language.

Cultivate a real interest in your teaching—A friend of mine who supervises a large number of teachers in a city system told me that he found his work so fascinating that he could hardly wait to finish his breakfast to get down to his office. This is a professional spirit which bespeaks excellent mental health. A teacher with a spirit like that welcomes the

chance to teach. He loves his work. If he does not and cannot then he should retire from teaching. He will find no real success, happiness, or mental health in it.

If one does not have a keen professional interest may it be cultivated? In most cases, yes. The more one knows about a thing and the more he experiments in a purposeful way the greater will be his interest. Let us take the high-school teacher of history who has "gone to seed." The subject has grown stale even to him. Suppose he starts to read the latest texts and biographies and visits places of actual historical interest. This may arouse in him a burning desire to present this new material to his classes. He may get out of a rut and find his teaching a bit of adventure.

The teacher should be an experimenter. The good teacher realizes that there is no closed system. He experiences divine discontent. He finds pleasure in his success and always that intriguing bit of dissatisfaction which urges him to blaze new trails and thus come to closer grips with his problems. His zest for his work is his pupil's inspiration.



Chickens in School

AFTER READING a story about a little white hen the children of a first and second grade in Woodland, Utah, decided to make that story come true in their own classroom. An interested father donated wire for a chicken coop and the boys constructed it in the rear of the room. One of the mothers gave the class a hen. She rode to school in an auto—just like the hen in the reader. A new and true story was written by these children from their experiences with their little hen day by day. This story, typewritten by the teacher, pasted in a scrapbook, and beautifully illustrated by the children with suitable cutouts, tells of making the coop, setting the hen, and hatching thirteen chicks, one for each child to take home after the exhibit which closed the project. What was originally a lesson in reading resulted in an allround lesson in life. The teacher who guided this project had caught the spirit of the new education. Here is the reading lesson dictated by the children for one page of their book:

The Hen's First Day at School

The big brown hen was very good her first day at school.
She heard us sing.
She heard us read.
She saw us play games but she did not move.
We tried to be very quiet so we would not frighten her.

Her First Breakfast

Rosalind and Elaine brought wheat. They fed the hen her first breakfast. They gave her water in a peanut butter can.
Inez gave her some milk for lunch. But the hen didn't leave her nest once all day, not even to eat.

The Challenge of the Rural School

Secretary Crabtree's Reunion Address

THE FAIRVIEW SCHOOL DISTRICT near Elmwood, Nebraska, held on August 31 a reunion on the fiftieth anniversary of its founding. It invited as the chief speaker of the occasion one of its pioneer teachers, Secretary J. W. Crabtree. There were present some 400 citizens, friends, and former teachers of the school, who gathered for dinner in the grove near the building. The address which Mr. Crabtree delivered on this occasion is a challenging statement of the crisis in rural education and rural life. It was widely appreciated in both city and rural press showing that leading citizens recognize the seriousness of the crisis in American rural life. The address is printed here at the request of the National Education Association Department of Rural Education. Teachers colleges will wish to call it to the attention of all students.

MY HEART has come back to you a thousand times in gratitude and appreciation since the years 1884-89. I have longed all these years to see you once more, to again step into this fifty year old schoolhouse and to stand on this spot—soil made sacred by the memories of nearly half a century. I recall, as no doubt each of twenty other former teachers who are here today recall, the persistent ambition in every humble home in this district to give its children an education and a fair start in the race of life.

This ambition for education and for a fair start for the children is typical of the pioneers who have settled and developed Nebraska. Schools were established on these plains as the first crops were planted. The fruits of those schools are men and women of integrity and purpose. They may be found in responsible places in agriculture, in government, in industry, and in business throughout America and the world. *The pioneer school has been the largest single factor in the marvelous develop-*

ment of the United States as a nation.

After the announcement was made that I would attend this reunion, knowing of my years as a rural school teacher and of my lifetime interest in the welfare of country boys and girls, a few leaders in

Real Farm Relief

IT IS AMAZING that among all the proposals to relieve the farmers there has been so little attention to their most vital need—the improvement of the rural schools so that farm children may have a fair start. No other relief is so urgent as this. It would pour into rural life the stream of vigorous leadership which it so sorely needs. It would provide in the rural schools a curriculum which would teach the people on the farms how to achieve excellence and happiness of life in the midst of conditions as they are. State and federal aid to rural schools would give immediate relief by lessening the rural tax burden.

this field urged that I use this as an occasion for sounding a note on the rural school situation. While I do not possess the musical skill to give carrying power to such a note, I assure you that I am glad to use every such occasion to declare it as my honest conviction that the permanency and continued development of our democratic civilization demands a squarer deal for the farm than it now receives and a more adequate educational opportunity for boys and girls of the country than they now enjoy.

I wish first to call your attention to a few general facts. The principle of universal education is as firmly established in this nation as democracy itself. Soon after the creation of this government for and by the people it became evident to men and

women of vision that its continuance and great development depended upon the intelligence and education, not of the few, but of all the people. At first the aim was to afford all young people the opportunity for a common school education. Then it was extended to take in the high school. The next step was to include vocational training, and training in colleges and in professional schools. Some nations believe in providing higher training for potential leaders only. Our ideal goes far beyond that. It is to give equal educational privileges to all—not only to develop able leaders but to place citizenry itself on the highest possible level.

Formerly the country district had more nearly its share of taxable wealth. It could tax itself heavily enough to give its children a little-red-schoolhouse education. Even when it became necessary for parents to give their children a high school education a way was found in the consolidation of districts. The increased facilities for transporting children has made this a feasible and workable plan in thousands of places. The county-supported high school in some states and the township high school in others have proved to be effective ways of bettering the situation.

This ideal of going to the larger unit of administration is a step in advance for country schools and it is in harmony with development in other phases of life. It does not, however, solve all the problems involved. With the development of giant industry and the formation of great combinations of wealth, more and more the income formerly used and taxed in the community itself is moving away to larger centers.

The income of all our people in 1912 was given by the Department of Agriculture as thirty-three billion dollars. In 1929 President Hoover refers to an income of ninety billion dollars. Who receives this two hundred percent increase in income? This tremendous increase is

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 National Education 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.—Adopted by the representative assembly of the N. E. A. in session in Atlanta, Georgia, July 3, 1929.

wonderful for those in the current of the stream of riches, but what about those in the eddying waters off at the edge? Who could be satisfied with conditions which permit the middlemen and stock-dealers to grow rich from the products of the farm, and which holds the farmer down to the most meager prices for his corn, oats, wheat, cotton, hogs, cattle?

The city can hold a nine months school each year while the average for the rural districts is seven months. There is 7.7 percent illiteracy in rural districts and 4.4 percent in the city. The difference in health defects is startling. Eye defects, rural 23 percent, city 12, and defective teeth, rural 48 percent, city 33. Only 25.7 percent of the rural children 15 to 18 years of age are in the high school as compared with 71.1 percent in the city. Do not infer from these figures that parents on the farm are less interested in the welfare of their offspring than are parents in the city. They are simply less able to do so well by them, and they have been slow to learn how to promote and protect their own interests.

Conditions have changed during recent years. Farmers have not changed. The income from the fields and from the stores no longer remains at home. Chain stores and mailorder houses pick up profits in villages and country places to be taxed at the headquarters office in a far away place. The profits made by manufacturing establishments in their branch factories throughout the states and the profits from local utility concerns owned by outside capital as well as profits from the mines and farms are flowing in ever increasing streams into certain centers.

More taxable income has already poured into one state than into forty others. The state in which Wall Street is located pays one third of all income taxes that are paid in the United States. Forty other states pay less than one fourth the entire income taxes of the nation. Picture this movement of wealth from the farms and mines in these forty states towards money centers, and then say if you can that a way should not be provided for the farmer to get a share of the taxes on the wealth made at his expense.

You need equipment for your school. Why don't you buy it? I observe that in Lincoln, Omaha, and Chicago they have fine new buildings and uptodate equip-

ment. You ought to pay a better salary to your teacher. The salary you paid me forty-five years ago had much greater purchasing power than that which you pay now. I know why you do not do these things. During recent years it has taken

Things to Do

DETERMINE to act immediately. Accept your share of a great responsibility. Decide what you can do; then do it now.

1. *If you are a teacher, discuss the problems with your classes—no matter what subjects you teach—in order that all may be informed.*
2. *If you are in a position of authority, plan a program of work worthy of the present crisis.*
3. *As a citizen write to your representatives in the legislature and in Congress asking their immediate aid.*
4. *As a member of a professional organization see that it has a program and support that program to the end that every child shall have a square deal.*

more corn, wheat, and oats to buy a binder, to fence a field, or to build a crib than it did even ten years ago. A larger share of the income than ever before is used for purchasing farm machinery and for keeping the farm going. A large part of the income leaves the district for some other place each year. The cost of hired help often puts the farmer in debt particularly during years when crops are not so good.

The result of all this is that the boys and girls of the country, whether they wish to or not, are forced to go to the city where protected interests can pay them for their services. But the farmer, in order to prepare these boys and girls for positions, must give them a common school education such as he can afford in the country and then pay additional costs himself for their high-school and college training elsewhere. It costs not less than \$4000 of the farm income per child to prepare him for ordinary positions at the age of 18. The Department of Agriculture finds that in Iowa there is an average of 200 boys and girls per county leaving

the country for the city each year. This means that the total investment of \$800,000 in these 200 boys and girls in each county in Iowa is taken out never to be returned, save as it comes back in the good they may do the country as a whole. Similar conditions persist in Nebraska and in other states.

The country prepares these young people for the occupations of the city and the banking and industrial institutions profit from the human capital which you have provided. In this loss of young men and women the community suffers its greatest of all losses. The industries, the financial institutions, and the professions receive their best leadership from the farm. What is going to happen when the source of this strength dries up? But why should it be permitted to dry up? The nation cannot afford to allow that to happen.

You know what your educational needs are. They are exactly the same as in thousands of other districts. You need better buildings and equipment. You need to pay a salary and to develop conditions which will secure and hold teachers equal to those in city school systems. You need better libraries. You need to pay the county superintendent a better salary and to demand as high a type of supervision as the city schools demand. You need to provide help in supervision for the county superintendent. You need more consolidated districts and better high-school opportunities for your boys and girls in this state. You need the same medical inspection and advice for your children that the city is able to have. You need larger appropriations from the state which will give you a share in the wealth which has been taken from the farm and piled up in centers within the state. You need appropriations from the nation to get back some of the benefits of that wealth which is moving steadily from the farm to large financial centers.

The rural people in Ohio have inspired their Congressman Brand to introduce a bill in Congress to appropriate a considerable sum to be used for rural schools. This bill ought to appeal to men and women whether they believe in government subsidies or not. United States Commissioner of Education Cooper recommends that the ideal of subsidies be studied by the best minds in the teaching

FIVE NEEDS of the rural schools—A larger unit of administration; a new plan of school finance; a new system of distributing state funds; better trained teachers and better equipped staffs in state departments of education; and better supervision.—William John Cooper, U. S. Commissioner of Education.

profession. Let me urge also that the best thought of farmers be likewise employed. Congressman Brand declares this an honorable way of getting back a small part of what farmers spend in producing children for the city. Teamwork which has proved its value to labor and to industry is the one great need of the farming population at the present time.

Who is to blame for the conditions about which we complain? Those gigantic mergers in industry and finance that sap the farm and, with the increments of income from the land, produce scores of new millionaires each year—they are to blame. Of course all combinations that interfere with the prosperity of the farm, drawing from it its dollars and its youth, are to blame. But should not farmers really blame themselves? Is not their failure to see the value of teamwork the real cause of it all? You must remember that we live in an age when only combined effort will secure results. *The farmer has played solitaire long enough.* The tendency of the times forces him to play the game as others play it.

Labor organized to promote standards and ideals for the trades and for the homes, and to battle with profit-taking concerns for its rights. *It is absolutely necessary for each business, each vocation, and each profession to look after the welfare of its own people which can only be done through organization.* What would happen to labor today were it not prepared to outline its own needs and to stand for them? That is exactly the course the farmer should pursue in order to preserve the value and status of farm life in our civilization. Collective marketing marks a step on the financial side but the program must be broader than that. It must include matters educational, economic, and financial.

Theodore Roosevelt expressed the view that *No growth of wealth can make up for any loss in either the number or the character of the farming population.* What would he say were he here now to see every year 200 of the finest boys and girls leaving the country for the city in each county in the state of Iowa? The flow of wealth into the metropolitan centers has increased greatly since Roosevelt's day. It is likely to continue. America has changed from a farming nation to

a manufacturing nation, and if the farmer is to hold his own as the minority element in our population he must organize and cooperate on behalf of measures which

Will You Help

AN ADEQUATE SOLUTION of the rural education problem calls for generous cooperation at many points.

From President Hoover—Sympathetic cooperation in a nationwide effort to improve country schools.

From Congress—Immediate legislation to aid the rural school.

From Secretary Wilbur—The speeding up of the program to enlarge the Bureau of Education.

From Commissioner Cooper and the Bureau of Education—A comprehensive survey of the needs of rural schools.

From Governors of States—Championship of measures to aid rural schools.

From State Superintendents—Continuous effort to make rural schools as effective as city schools.

From County Superintendents—Vigorous leadership on behalf of better teachers, up-to-date curriculums, improved buildings, and professional supervision.

From Teachers Colleges—Determination to improve the training of teachers for leadership in rural life.

From the Press—The persistent demand that the rural school be made better with forceful presentation of facts and needs.

will maintain for the farmer and his family a standard of living in keeping with our fine American traditions.

Permit me to thank you for the invitation to this reunion and for this opportunity of meeting again those who were here in the eighties and also those of you born since that time or who have recently moved into the community. What a joy to be here! I have in my hand the class roll of my 52 pupils of that day. I am proud to observe that some are leaders in business and in the professions but that most of them are leading citizens and live on the farm. I see here Etta James, the one who sent out the invitations for this reunion. She is a college graduate. I want to commend her for staying at home

and rendering that highest of all service—that of caring lovingly for an aged mother. I see also Aulden Turk, and I commend him for his record as a citizen and for his caring so tenderly for a stricken father.

I shall ever take pride in telling friends of the successes of each one on this list, not only in a vocation or profession but in doing good in the world. I must refer to one other whose love of Fairview has brought him here from another state. I refer to Cyrus Williams now an outstanding leader in the educational thought and activities of the great state of Kansas.

There is an element of sadness and disappointment, however, in not seeing today the faces of the members of the school board and the other members of the community of those earlier days who have passed on. You could not realize what I owe to them for the interest they took in me and for the help which they gave in my beginning work as a teacher. I cannot close without paying respect to the memory of those friends and community builders: Mr. James, Mr. Williams, Mr. Jim Miller, Mrs. Miller, Mrs. Turk, Mrs. Puddy, Mr. and Mrs. Dickson, Mr. Mendenhall, Mr. Schlanker, Mr. and Mrs. Eells and others. They were pioneer souls. Those men and women with others still among us built better than they knew. Exactly fifty years ago I was herding cattle and wearing a cowboy hat a few miles west of this spot. The settlement had been started ten years earlier and a school had been established. Those pioneers found this a wild Buffalo-grass region. They left it, in spite of handicaps, one of the finest community centers in rural America.

To actually be here and to meet you again, dear friends, makes this one of the proudest moments of my life. It renews my faith. It inspires me to work harder on behalf of the common schools. It gives me a clearer vision of the needs of rural life. It deepens my conviction that the real wealth of the nation and of the race is its human wealth. The integrity, the health, the education, and the purpose of the people are the solid foundations for excellence and happiness in life. The pioneer fathers and mothers and teachers have laid the foundations and the future is in your hands.

THE LARGEST SINGLE FACTOR in American life, either urban or rural, is the school. The greatest single advantage of life in the city over life in the country is the superiority of the city schools over those of the country. The greatest single thing that could be done toward making country life as attractive as city life would be to place within reach of every country child as good a school as is provided for the city child.—T. N. Carver, noted economist, Harvard University, in *World's Work*.

Facts for Writers and Speechmakers

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

Should the public help bear farm taxation?—That the burden of farm taxation is out of proportion to that borne by other businesses is conceded. Generally that burden is due to necessary and desirable support of the farmers' own schools and roads. Generally also a reduction of taxation for these purposes is not only undesirable but would prove positively dangerous. Has the public no general interest in farm taxes? I think it has. Has the farmer an equity which

he has contributed to public wellbeing and which entitles him to aid in carrying this burden? In my judgment he has such an equity.—From an address by Secretary of Agriculture Arthur M. Hyde.

Federal Aid

AERICAN FARM BUREAU FEDERATION demands federal aid for rural schools—Recognizing the fact that costs of rural education are now excessive and are constantly increasing, and, furthermore, realizing that many of the young people educated in rural communities are going into urban centers there to contribute substantially to the welfare of the community at large, we feel that the time has come when the federal government should actively participate in financing adequate educational opportunities in rural districts. To that end we are in favor of legislation of the type represented by the bill recently introduced in Congress by Congressman Brand of Ohio.—Adopted by the Board of Directors, American Farm Bureau Federation, Chicago, Illinois, June 29, 1929.

What are the rural school needs?—Mabel Carney, president of the Department of Rural Education of the National Education Association and associate professor of education at Columbia, suggests the following needs as vital to rural education:

1. Consolidation, or the modernization of the rural school system;
2. Adoption of a larger unit of school administration involving more extensive use of both the county and the state unit;
3. Better trained teachers;
4. More and better supervision;
5. Increased revenue for rural schools and a more equitable distribution of the funds now available;
6. An adapted curriculum meeting the specific needs of farm-experienced children;
7. A new and deeper conception of education and of its value on the part of both teachers and parents, finding expression in sound community cooperation for schools;
8. Above all a general nationwide awakening on the whole farm situation involving school conditions and all phases of rural welfare.

Whom does the problem of rural education concern?—Rural education is concerned with twelve million children in the United States, of whom 9,000,000 are in farm homes

and 3,000,000 are living in villages and hamlets. In addition the adult population which is caring for these rural children, is being educated. Therefore the problem under discussion has to do with a total of approximately 50,000,000 people.—Ernest Burnham in Chap. IV, *Rural Education in Handbook of Rural Social Resources*.

How rural and urban schools compare—According to figures compiled by the Bureau of Education 53 percent of the pupils of the United States are found in rural schools and 58 percent of the teachers. The average length of the school term is: rural, 156 days; urban, 183 days. The total cost per pupil based on average daily attendance is: rural, \$75.01; urban, \$129.82. The average value of school property per pupil enrolled is rural, \$99; urban, \$299. The average salary of all teachers, supervisors, and principals is: rural, \$855; urban, \$1878. 154 or 83 percent of the 185 state normal schools and teachers colleges in the United States offer special courses in rural education or otherwise differentiate their work for prospective rural teachers.

The kind of country school that will adjust itself to the needs of farm-dwelling people—

1. Large enough to provide one teacher for not more than two grades; preferably one for each grade;
2. Must provide departmentalized work beginning at about the sixth or seventh grade;
3. Must employ wellqualified teachers and principals;
4. Must provide shopwork, home economics, agricultural work, and laboratories for science beginning at about the sixth or seventh grade;
5. Must have available about 5000 books;
6. Must have enough pupils in the high school to justify offering at least five or six differentiated courses or curriculums;
7. Must provide for the health and safety of the pupils in buildings, athletic programs, and instruction;
8. Must offer sound work in economics;
9. Must provide practise in social activities through a strong program of extracurriculum activities;
10. Must be supervised by welltrained supervisors.—Norman Frost, professor of rural education, George Peabody College.

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.

The Power Trust in the Public Schools

GEORGE W. NORRIS

THE DIFFERENCE between barbarism and civilization is education. Tyrants cannot permanently rule an educated people. Ignorance is the mother of superstition and superstition is the domain of despots. Intelligence is the foundation of democratic government.

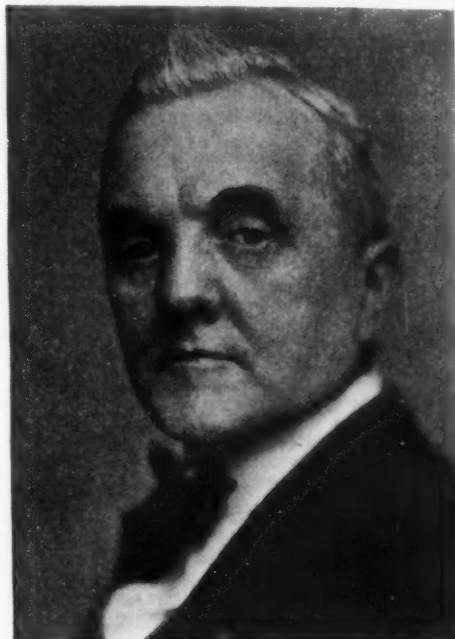
In America we have the public school system. It is essential to the perpetuity of our institutions. If our public schools are perverted and defiled, our governmental institutions are weakened and will eventually be destroyed. A new crop of rulers must take control every generation and a government which would prosper and a people who would retain and increase their happiness must prepare the oncoming generations for new governmental responsibilities which are continually falling upon their shoulders.

We are living in the dawn of an electric age. Nature has not only supplied us with electricity, this necessity of human happiness, but she has likewise furnished the means by which it can be made. Every drop of flowing water, coming from the snows, the springs, and the rain, as it travels its downward course, possesses the power of converting, out of nothing as it were, this wonderful element of modern civilization. This is a property which belongs to all of us, a source of human happiness. It has become a necessity of modern life. Therefore it should never become the subject of private profiteering. Its utilization in the homes of America and in the factories of commerce, for practical purposes, depends to a very great extent upon the elimination of private profit from its generation and distribution. Like water, it should be supplied to our people at actual cost.

For several years a contest has been going on between those who believe this work should be done as a governmental function and those who believe that the right to use our public streams for this purpose should be turned over to private corporations for private profit. It was supposed for some time that this was a fair and open contest between the believers in two separate and distinct doctrines of government. If this were true, then the contest would be just. Intelligent, educated people would decide the

question the same as they would decide any other governmental question, after full debate and fair consideration.

In the course of the debate in the Senate on the Muscle Shoals question, it was frequently alleged that there was a



UNITED STATES Senator George W. Norris of Nebraska, whose fight in the House of Representatives for the overthrow of "Cannonism" led to his election to the Senate, where he has served since 1913, having been elected for the present term in spite of his desire to retire.

Power Trust in this country; that it was nationwide in its control. Indeed, it was charged that this trust reached out into foreign countries and was, in fact, international in its operation. These charges were scoffed at. They were ridiculed. The men making them were denounced as enemies to human progress.

As a result of this discussion, the Federal Trade Commission was directed to make an investigation. And what has been the result? It has been ascertained that there exists in this country a combination, the most powerful that has ever been put together by human ingenuity. These power magnates have divided the country into districts and put a ruler of their own in each district. These managers are assisted by assistant managers, by division superintendents, and by almost an unlimited number of specialists, lawyers, and hired men and women in

all walks of life. It has been shown that millions of dollars have been spent to keep this machinery in operation. It has been shown that \$400,000 was raised by this trust to control the action of the federal Congress. In the main, this particular attempt was to defeat the Muscle Shoals bill, the Boulder Dam bill, and the Senate resolution directing an investigation of the subject. Untold sums have been spent to control the press, usually by methods which were indirect, but unfair and disgraceful, nevertheless. Armies of emissaries secretly representing this trust have gone into every community. They have undertaken to control legislatures, public-service commissions, members of the national Congress, public educators, school boards, municipal authorities, commercial clubs, secret societies, women's clubs, boy-scout organizations. They have not forgotten the preacher in the pulpit. They have sent lecturers, ostensibly traveling upon the business of state universities, to lecture to farmers' clubs and social organizations. They have sent women into the field to speak at women's teas and various similar organizations. They have organized committees of inspection to examine the textbooks used in the public schools. They have issued thousands of pamphlets to be used in the classroom. They have entered the universities of the country and subsidized professors and leaders in educational lines.

The trust has done all this secretly. No one would have any right to object and no one would object if these private corporations would advocate openly their viewpoint and their method of supplying electricity to the people. No one would find fault if this discussion and these influences were operating in public. But these emissaries were not known by the people who heard them or the people to be influenced by them to be in the pay of this monopoly. The propaganda which was fed to the press was, in the main, published as editorial or news matter and the readers had no knowledge that this material was supplied from some central headquarters of the trust. In order to conceal their activities from public view it was necessary that they sail under false colors. We ought to ask at this point where they secured the money with

which to carry on this warfare. Where did they get the funds which they used so lavishly to fool the people? It must be remembered that the Power Trust has only one source of revenue and that is the money contributed by the people who buy their product. They were using our money to deceive us and our children.

The evidence before the Federal Trade Commission discloses the sending of a catechism into the public schools of some of our states. In this catechism are questions and answers which it was intended the children should memorize. The answer to one of these questions reads as follows:

In every case in which a community has attempted to operate a public service utility which is subject to great change and development, it has been found that the costs of the service are higher than when the service is furnished by a private corporation.

This statement is not only misleading but it is absolutely false. It undertakes to put into the minds of our children a falsehood and it does this under the guise of education.

Another answer to one of the questions in this catechism stated in effect that statistics have proved that the cost of living in cities operating their own utilities is much higher than where the service is intrusted to private enterprise.

It is shown in this same catechism that the power magnates were trying to prevent criticism of their own activities. They were trying to instil in the minds of the children the idea that such criticism was unpatriotic and should never be indulged in by good citizens. For example:

QUESTION: What is the effect of adverse criticism upon utility service?

ANSWER: When people in any community criticize adversely public utilities in their city they are advertising their own city to outsiders as a poor place in which to live and are thereby retarding its growth.

Down in Alabama a college professor was hired by the power companies to carry on their work. He traveled over the state, talking to church gatherings,

farmers' organizations, Rotary clubs, Kiwanis clubs, etc., and somewhere in every speech he made he had carefully tucked away misleading statements praising the private power interests and con-

different state, after describing how he had succeeded in outlining the public-utility courses in two universities, wound up by saying:

We laid the groundwork circumspectly and with great care, so that the actual suggestion that such courses be started came from the faculties of the institutions themselves. The rest was routine.

The evidence shows that in some states the trust was successful in bringing about a complete revision of the textbooks of the public schools of the state. The methods pursued depended upon the conditions that had to be overcome. In one state where the power companies were undertaking to have the textbooks of the schools edited so as to give their viewpoint to the student, one of the letters on the subject contained the following language:

Of course, all of the business must needs be transacted with exceeding tact and diplomacy. Local conditions and prejudices will have to be taken into account when the educators are approached. Also it may be well to note what appropriation the school superintendent may have at his disposal for the purchase of textbooks. It may well be that avenues of proper assistance in a small way will present themselves. It may be well worth a utility's while to help in that regard. Such aid, unfortunately, is subject to misinterpretations and would therefore have to be rendered in a manner well safeguarded from suspicion.

I am not undertaking to give a complete résumé of the evidence. To do that would fill volumes. I am only trying to give a few illustrations of what is going on in free America. All of it has been done in the name of private ownership of public utilities. Has not the time come when those who love our public schools, who want to guard them with honesty and to preserve them in purity, should raise their voices in condemnation of this unrighteous and unpatriotic attempt to utilize the public school system to control public sentiment for private gain?—Reprinted from *The Nation* by courteous permission of the editors.

The Centralization of Power Control

THIS TABLE, prepared by H. S. Raushenbush for the Committee on Coal and Power, shows that seventeen holding companies control 85 percent of the nation's power. The first two combinations, which together control 34 percent of national production, work in such close cooperation that they could be classed as one.

Rank	Name	Thousands of kwh	Percent of total
1	United and affiliates..	15,084,925	18.80
2	Electric Bond and Share	12,245,572	15.26
3	Insull	8,347,894	10.40
4	North American	5,720,291	7.13
5	Consolidated Gas.....	3,835,037	4.78
6	Standard Gas and Electric	3,624,310	4.51
7	Southern California Edison	2,421,357	3.00
8	Pacific Gas and Electric	2,322,015	2.89
9	Stone and Webster....	2,273,470	2.82
10	Detroit Edison	2,142,549	2.66
11	Associated Gas and Electric	1,917,055	2.40
12	Duke Power.....	1,745,776	2.17
13	American Waterworks and Electric.....	1,727,565	2.15
14	Cities Service.....	1,426,122	1.77
15	Con. Gas. (Balt.)—Penn. Water.....	1,418,650	1.76
16	International Paper Power	1,325,660	1.65
17	United Light and Power	1,203,068	1.50
Next 15 groups.....		68,781,316	85.76
		5,399,535	6.75
—The Nation.			

demning municipally owned electric-light plants. He was introduced as a director of extension of the university, a man interested in the industrial development of the state, but it now develops from the investigation that he was paid regularly by the Power Trust over \$600 a month.

One of the representatives of the trust, in writing to a trust representative in a

THE LEGISLATURES of 1929 have met and adjourned. With a few minor exceptions the power men have beaten every bill intended to make regulation more effective or intended to relieve the municipal ownership of power plants from the handicaps put upon it in earlier days. It has been a year of triumph. Already in June they saw that there was to be no punishment for their presumption in influencing schools and press to teach a doctrine intended to intrench them and profit them financially. They began making statements, telling us that they had done nothing for which they needed to apologize, that they would continue as before * * * Any changes to be made in the interests of the consumers will come only through heavy mobilization. There is little nourishment to be had in nibbling the insiders in the power industry out of the favorable positions they have captured inside the lines of regulation. They have concentrated enough wealth to control the country and apparently that is exactly what they propose to continue to do.—From "The Triumph of the Power Companies" by H. S. Raushenbush in *The Nation*.

Builders of Our Profession

AS PLANS DEVELOP for the new Association headquarters building there are many evidences of new enthusiasm for life membership. Many life members make it a practise to obtain one new life member each year. One could render no greater favor to a friend who has a permanent interest in the profession than to encourage him to take this forward step. It would be a fine thing if every teachers college would offer each year a life membership to the senior student of greatest professional promise.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the June Journal.

ALABAMA—J. R. Alexander, Gregory B. Brown, Jr., J. L. Clay, Ben S. Copeland, Ora V. Cowan, Harriett E. Dobbins, Leland W. Jordan, Merrie Lois Mackenzie, E. S. Pugh, Ewell W. Robinson, Victor H. Wood.

ARIZONA—F. T. Carpenter, James J. Clark, E. W. Dersham, Loyd C. Elliott, W. T. Machan, Carl Reiterman, Salome Townsend.

ARKANSAS—R. A. Cooper, Mrs. Merlin M. Moore.

CALIFORNIA—A. Lincoln Barker, Frank A. Bouelle, Delbert Brunton, J. L. Cobb, L. May Cornwell, Samuel Orrin Cripe, Grover A. Gates, Sydney V. Good, Harry E. Gross, Edward J. Hummel, M. J. Jacobs, V. Bernard Johnson, Mary Etta Keegan, John Wellington Marbut, Lyle B. Mitchell, Alice R. Norton, Mrs. Georgia F. B. Parsons, Grover C. Poisson, Mrs. Blanche T. Reynolds, George H. Robinson, Elsa May Smith, Eva B. Spafford, Katherine P. Trees, Arthur Walter, Carrie L. Wyman.

COLORADO—C. A. Bent, E. J. Knight, Mabel E. Miller, Mrs. Anna M. K. Olesen, Mae A. Plumb, Margaret M. Smith, Lottie A. Stevens.

CONNECTICUT—Agnes M. Dennis, Mary Harden, Bessie M. Jacobs, Ralph R. Strong.

DISTRICT OF COLUMBIA—Mrs. Helen T. Hixson, Mordecai Wyatt Johnson, M. Grant Lucas.

FLORIDA—W. L. Goette, Carl H. Harris, Mrs. J. C. Lee, Jennings Rehwinkel, H. E. Spaulding, Mrs. Iva Townsend Sprinkle.

GEORGIA—Leila R. G. Burditt, Homer W. Fortson, A. C. Fraseur, W. L. Harman, Mary E. Hodgkins, Mrs. R. D. Osterhout, Charles S. Prickett, Maude A. Rhodes, Horace B. Ritchie.

HAWAII—James K. Akimo, Louise V. Boyum, Mrs. Lakana K. DeGuair, Ernest B. deSilva, Maude K. Farden, Myrtle H. Holtberg, V. H. Johnson, Charlotte K. Jordan, Miss Lehinani Kamai, Edwin K. Lindsey, Mrs. Ruby K. Nakagawa, Francis Peterson, Emma K. Sharpe, Mrs. Edith B. Spencer, Antone S. Teixeira, Samuel K. Toomey, Margaret Way, Gus H. Webling, Mrs. Rosabel K. Weeks, Carolyn S. Weight, C. C. Wise.

IDAHO—Myrtle R. Davis, John I. Hillman.

ILLINOIS—William J. Bogan, J. J. Copeland, Frank N. Freeman, Victor W. Gorman, William J. Hamilton, Arthur W. Hancock, John A. Hayes, Charles H. Judd, Harry Keeler, Charles H. Kingman, N. M. Mason, M. S. McDaniel, J. E. W. Miller, Oscar L. Minter, Lewis W. Morgan, Charlotte Russell, Mr. Claire M. Sampson, F. W. Schacht, E. R. Selleck, Ruth Shield, G. A. Smith.

INDIANA—Mrs. Adelia M. Brier, Sarah Emma Colbert, Julian D. Coleman, H. A. Moran, L. A. Pittenger, Joseph S. Shepard, Lenna E. Smock, Anna R. Torrence, Floro Torrence, Agnes E. Wells.

IOWA—Grace Brainard, Ermine W. Brown, Lynn Dankle, Alice J. Greenhow, Harriet E. Greenhow, Louise Hatch, Charles W. Kline, H. J. Ludgate, Nelle M. Morse, Wartburg College, Ragna E. Wold, William B. Zuker.

KANSAS—Nellie Aberle, W. W. Bass, George O. Bradshaw, H. E. Chandler, W. O. Elkins, Mrs. Viola Lowe, Mayme E. McCoy.

KENTUCKY—Mattie Dalton, Georgetown College, John L. Goble, S. W. Grise, Elizabeth North, Clyde P. Taylor.

LOUISIANA—Estelle L. Magendie, Alice L. Smith, L. P. Terrebonne.

MAINE—Irving O. Bragg, Franklin S. Cunningham, Franklin W. Johnson, Mrs. Joseph A. Thompson, Alzada C. Withee.

MARYLAND—Byron J. Grimes, George W. Norris, Milton L. Regus.

MASSACHUSETTS—Elizabeth Bosworth, James P. Coyle, Agnes H. Craig, Arthur E. Jenner.

MICHIGAN—Mrs. Grace I. Erb-Ritchie, Jessie M. Fink, J. W. Sexton.

MINNESOTA—Ernest A. Bailey, C. H. Barnes, Lue E. Gannon, Alwyn R. Holst, Henry J. Hugelen, James F. Lichtenberger, Effie MacGregor, Guy E. Maxwell, N. J. Quickstad, Alvin T. Stolen, Mrs. Genevieve L. Stone, J. V. Voorhees.

Charles Dawes Creed

A Paraphrase

IF YOU work in a profession, in Heaven's name work for it. If you live by a profession live for it. Help advance your coworker. Respect the great power that protects you, that surrounds you with the advantages of organization, and that makes it possible for you to achieve results. Speak well for it. Stand for it. Stand for its professional supremacy. If you must obstruct or decry those who strive to help, why—quit the profession. But as long as you are a part of a profession do not belittle it. If you do you are loosening the tendrils that hold you to it and with the first high wind that comes along you will be uprooted and blown away and probably you will never know why.

MISSISSIPPI—E. E. Bass, B. Frank Brown, C. J. Darby.

MISSOURI—Mrs. Anna H. Egan, Raymond F. Holden, Florence M. Patterson, John R. Powell, Minnie A. Shaffer, Kathryn E. Spangler.

MONTANA—Lucile A. D. Hennigar, Lee J. Metzger.

NEBRASKA—Eva T. Harmon, L. B. Mathews.

NEW HAMPSHIRE—Raymond L. Kendall, Wesley G. Spencer.

NEW JERSEY—Mary E. Evaul, M. Louise Finney, John T. Haas, Gustav Patz, J. Alfred Wilson, F. A. Woodward.

NEW MEXICO—Marie G. Balling.

NEW YORK—Edith V. Brill, I. Victor Burger, May A. Burgess, George W. Cooper, Charles J. Costello, Maude E. Dobert, Maude Dunham, Margaret Eagan, Edward S. Evenden, Forest A. Frasch, Grant E. Furbush, Lillian Gray, Robert D. Knapp, Margaret C. Mackintosh, Herbert M. Mapes, A. W. Rittershausen, Estelle L. Silverman, Ralph B. Spence, Frederic W. Strong, Arthur E. Warren, Goodwin Watson, Herbert S. Weet, Harrison E. Williams, Hazel A. Wolverton, Donald A. Wright.

NORTH CAROLINA—J. Edward Allen, Lawton Blanton, John A. Carter, J. Eris Cassell, Weller F. Gary, W. P. Grier, W. A. Harper, Theola Harton, L. S. Incoe, Eleanor E. Marshall, H. R. McLeod, Elizabeth C. Morris, Miss Frankie B. Myrick, O. R. Pope, John S. Seymour.

NORTH DAKOTA—C. E. Allen, John C. Gould, Theodore O. Heer, Silvia Johnson, Gilbert O. Lindgren, George A. McFarland.

OHIO—Albert M. Allender, E. J. Arnold, Schanette Baer, Ansalem J. Cobbs, H. H. Dudrow, C. A. Flickinger, Mark D. Gordon, Alonzo G. Grau, David P. Harry, Jr., Frank B. Hoggatt, Sara Howell, William F. Hughes, R. J. Kiefer, Glenn D. King, J. F. Koeppe, Clarence G. Lappin, Andrew J. Love, R. C. Maston, Marcus V. McEvoy, William H. McMaster, M. Ray Morris, Elizabeth A. Neptune, Wilbur H. Nicholson, Helen I. Palmer, Anna Pfeiffer, Donald A. Pyers, H. E. Ryder, Charles C. Scheck, Joel W. Schwartz, D. H. Sellers, M. A. Shepard, Donald L. Simpson, John S. Singleton, John W. Smith, Paul C. Stetson, Edna C. Straub, C. A. Waltz, W. H. Webb, Edgar G. Weller, M. E. Williams, W. G. Wolfe, A. G. Yawberg, Allan Zook, H. E. Zuber.

OKLAHOMA—Chester C. Beaird, Perry Carmichael, Eli C. Foster, A. C. Guffy, J. W. McCollom, Mrs. George Pruett, Caesar F. Simmons.

OREGON—W. T. Lehnher, C. L. Robinson.

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TENNESSEE—Daisy P. Deen, R. L. Jones, Mary Leath, Lillian Rhea, Kenneth W. Warden.

TEXAS—W. O. DeWees, Dewitt Dowdle, N. C. Forrester, Marvin W. Haney, Roland C. Jordan, W. J. Knox, B. H. Miller, Florence Montgomery, J. C. Perkins, H. G. Robinson, L. W. Rogers, Edna Rowe, J. L. Williams, J. Herbert Wright.

UTAH—I. Daniel Stewart.

VERMONT—Caroline S. Woodruff.

VIRGINIA—Mrs. Ora H. Avery, L. E. Bush, Thomas G. Hamilton, Lucy M. Holt, David G. Jasox, Mrs. Edith B. Joyne.

WASHINGTON—Wilma M. Clay, Dorothy Dakin, Arthur L. Marsh, H. L. Squibb.

WEST VIRGINIA—A. G. T. Brisey, Mrs. Bortha S. Filson, Lynn Hastings, W. D. Johnston, Xaniz Koontz, Ernest G. Kuhn, J. Aldrich Lockard, C. Earl Long, L. A. Maxwell, Joseph Rosier.

WISCONSIN—Lewie W. Amborn, E. G. Doudna, Edna E. Hood, Elisabeth A. Hood, Joseph E. Murphy, Henry B. Patch, T. S. Rees, G. A. Rosenow, Francis F. Schlosser, J. R. Thomas, R. C. West.

Completed Enrolments

THIS LIST of 1928-29 one hundred percent schools came in too late to appear in the June 1929 issue of the Journal. Following this list is one for the 1929-30 schools received to date.

The star which precedes the name of a school indicates that the school has enrolled in the movement for "vitalized group study and faculty meetings" as outlined on p240 of the October Journal.

Ten years

ILLINOIS—Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie High.

Six years

WASHINGTON—Seattle, F. A. McDonald.

Five years

ILLINOIS—Havana, Havana Community High.

KENTUCKY—Louisville, Johnston

OHIO—Niles, Garfield, Jefferson, Roosevelt.

PENNSYLVANIA—Erie, Glenwood.

WEST VIRGINIA—Morgantown, Beechurst High and Grade, Central, Chestnut Ridge, Dellslow, Dorsey, Evansdale, First Ward, Flatta, High, Jerome Park, Sabran, Seneca, Star City, Westover, Wiles Hill, Woodburn, Woodland.

Four years

MINNESOTA—Minneapolis, Burroughs

NEW YORK—Athens, High.

OHIO—Niles, Niles Public School, Garfield, Jefferson, McKinley Senior-Junior High, Roosevelt, Washington Junior High.

TEXAS—Dallas, Lipscomb; Houston, Hawthorne.

WASHINGTON—Seattle, Alki, John Hay.

WISCONSIN—Kenosha, Deming, Frank.

(Continued on page A-222)

Vitalized Group Study and Faculty Meetings

TEACHER participation was the main factor in making our professional meetings successful" wrote Arvin N. Donner in the September *Texas Outlook*.

"The main reasons for having building faculty meetings" Principal Donner of the Franklin School at Port Arthur, Texas continued "are three":

1. To handle administrative duties that cannot well be handled otherwise.
2. To provide an opportunity for becoming acquainted through social faculty gatherings.
3. To provide inspirational and professional training for the corps; in other words, to use faculty meetings as one means of training teachers in service. These meetings should be on school time and attendance of teachers expected.

Mr. Donner's statement of what is actually being done in the Franklin School in the third type of meetings, is so helpful that the essential features are quoted:

Our first use of teacher participation in faculty meetings was to give early in the school year mimeographed forms to each teacher stating that topics which the teachers thought would be helpful as faculty meeting subjects be listed on the sheet with the name of a teacher suggested as a leader.

Our second use of teacher participation: teachers whose names were suggested most frequently as leaders were called in for a conference and a selection of subjects made.

Teacher leadership is the third factor in our professional meetings. The first general faculty meeting was conducted by the principal. At this "get-acquainted" meeting, general school policies for the year were discussed. *In all other meetings, teachers were the leaders.*

Actual participation by every faculty member is the fourth factor. Teachers themselves take assigned parts in the program; in our meetings thus far, all members of the faculty, 70 in all, have had their names on the program and contributed to the meeting at least once. Members of the office staff and re-

search department contribute when the subject is of such a nature that their organization is involved. Only 2 outside speakers have assisted in our building programs.

An opportunity for all to take part in the meeting is the fifth way in which we have used teacher participation. Every meeting has been arranged with one phase of the program left open for contributions by any teacher. To care for this essential feature, we have had a question box, informal debate, general group discussion with several people "primed" beforehand to enter the discussion if the meeting seemed to lag, participation in checking a self-rating chart, and criticisms of good and bad features in a pupil demonstration lesson.

In professional reading we have the sixth form of teacher participation. With each program a bibliography of reading material dealing with the subject is worked out by the leader and principal with the assistance of school librarians. Magazine articles and books are mentioned. All teachers are asked and expected to spend at least one hour reading in preparation for the meeting.

A definite plan is worked out before the meeting with the leader who aims to lead rather than dictate; meetings are informal; the discussions are practical to fit our own needs; routine is kept at a minimum; a friendly, free, goodnatured but professional spirit is the aim in our meetings. *It is my belief that faculty meetings with teacher participation are just as possible and probably as valuable as pupil participation with teacher leadership.*

A challenging statement of what teacher participation can mean in the advance of American education is in the editorial of the January 1929 JOURNAL, entitled "Teacher Participation."

In answer to THE JOURNAL invitation that 100 percent schools use the material in the journals of state and national education associations, as outlined on page 240 of the October JOURNAL, these comments have been received:

I feel that this plan will unquestionably raise the standard of teachers' meetings

throughout the country.—Genevieve L. Stone, Whittier School, Minneapolis.

We have already been holding some meetings and used the good material from the state and national journals. I shall be glad to continue the work this fall.—W. L. KOCHER, Martins Ferry, O.

We shall endeavor to formulate some plan for a more extensive study of these journals by teachers. They contain many articles worthwhile and we should be making more use of them than we are now.—J. R. HOLMES, Okmulgee, Okla.

Suggestive questions for discussion of articles in this issue:

UNITED STATES OFFICE OF EDUCATION. What use have you made of the former Bureau? What enlarged service is indicated by its recent re-organization?

GUIDANCE FOR HOME MEMBERSHIP. What definite suggestions does Mr. Brewer make for guidance in home membership?

THE SEVEN OBJECTIVES IN A RURAL DISTRICT. Have these objectives become a reality in your school and community?

THE EDUCATOR AS STATESMAN. What 4 causes in recent centuries have changed our social order? Why are the social sciences of importance to educators?

THE HIGH-SCHOOL TEACHER. Do you see that Mr. Fontaine is emphasizing the same ideal as Dr. Finney—that broad general knowledge and an understanding of education as it is tied up with life is essential for every teacher?

THE BEAVER COUNTRY DAY SCHOOL. This is a private school. What are its progressive features?

MENTAL HYGIENE AND THE HOME. What do you know of the homes of your pupils? Will you make this acquaintance if you do not realize the vital relation it has to your teaching?

GIRL SCOUTS IN THE LARGER LIFE. How can schools cooperate with scout leaders?

ETHICS OF THE TEACHING PROFESSION. Is the formulation and practise of a code of ethics one of the marks of a profession?

THE WORLD FEDERATION AT GENEVA. Why is the need for international understanding and goodwill greater now than before?

THE MENTAL HEALTH OF THE TEACHER. What principle of mental health does Dr. Andrews give as fundamental? Can you illustrate this principle from your own experience?

THE CHALLENGE OF THE RURAL SCHOOL. What advance has your state made in 2 essentials cited by Secretary Crabtree—a larger school administrative unit and a better distribution of taxes?

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

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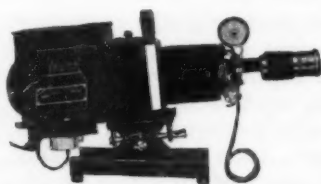
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(Continued from page 279)

Three years

COLORADO—Fort Morgan, Abner Baker; Longmont, Central.

ILLINOIS—Dolton, *Dolton Public Schools, Chicago Street, Highlawn, Junior High, Lincoln Avenue.

KENTUCKY—Ashland, Bayless.

MICHIGAN—Detroit, Marxhausen.

NEW YORK—Rome, Gansvoort.

OKLAHOMA—Ramona, Ramona Consolidated Schools.

TEXAS—Houston, Magnolia.

WASHINGTON—Seattle, Crown Hill, E. C. Hughes, Fairview, Gatewood, Montlake, Parkland, Sight Saving.

WEST VIRGINIA—Morgantown, Second Ward.

WISCONSIN—Mauston, Mauston Teachers Association, Marie C. Pronold, Secretary-Treasurer, Grade, High.

Two years

GEORGIA—Atlanta, Crew Street, John B. Gordon, Kirkwood.

IOWA—Cedar Rapids, Harrison

MISSOURI—Kansas City, Teachers College of Kansas City.

NEBRASKA—Omaha, Pickard.

NORTH CAROLINA—Charlotte, Charlotte Elementary Principals Association.

OHIO—Hancock County, Hancock County Public Schools.

OREGON—Marshfield, Central; Washington County, District Number 26 Jt.

WASHINGTON—Spokane, Holmes.

WEST VIRGINIA—Morgantown, Morgantown Public Schools, Beechurst High and Grade, Brewer Hill, Central, Chestnut Ridge, Cool Springs, Dellslow, Dorsey, Dug Hill, Evansdale, First Ward, Flatts, High, Jerome Park, Jerome Park (Colored), Junior High, Marilla, Plainview, Rock Forge, Sebratan, Sarver, Second Ward, Seneca, Star City, Sturgiss, Sturgisson, Summers, Suncrest, Vandervort, Westover, Wiles Hill, Woodburn, Woodland.

Current year

CALIFORNIA—Stockton, Stockton. Prevocational.

COLORADO—Fleming, New Haven Branch.

DISTRICT OF COLUMBIA—Washington, Garfield.

GEORGIA—Sasser, Public.

INDIANA—Indianapolis, Crippled Children's School, Number 3, Number 4, Number 7, Number 8, Number 18, Number 19, Number 21, Number 22, Number 25, Number 28, Number 29, Number 30, Number 31, Number 33, Number 34, Number 36, Number 37, Number 38, *Number 42, Number 47, Number 49, Number 52, Number 53, Number 56, Number 57, Number 58, Number 61, Number 66, Number 69, Number 70, Number 73, Number 74, Number 78, Number 79, Number 82, *Number 86, Number 87.

MASSACHUSETTS—Ipswich, Shatswell; Medfield, Pfaff High.

MINNESOTA—Saint Louis Park, Eliot.

MISSOURI—Maryville, State Teachers College.

NEW JERSEY—Morristown, Lafayette.

OREGON—Coos County, Catching Inlet, Cooston, Laurel Lake.

SOUTH CAROLINA—Prosperity, Public.

TENNESSEE—Hamilton County, Hamilton County Public Schools, Amnicola, Brown's Chapel, Central Grade and Junior High, Chickamauga, East Brainerd, East Dale, Flat Top, Harrison, Jersey, Lookout Junior High, Louie Sanderson, Maddux, Miller's Grove, Normal Park, North Saint Elmo, Oak Hill, Patten's Chapel, Riverside, Sawyer, Shady Grove, Silverdale, Soddy, South Saint Elmo, Tyner; Knoxville, Lonsdale.

UTAH—Box *Elder County, Box Elder County Public Schools.

VERMONT—Bellows Falls, Atkinson Street.

WASHINGTON—Seattle, Broadway Opportunity, Central, Harrison, Leschi, Mercer, South Seattle, University Heights.

THE FOLLOWING is the first list of schools having completed their reports for 100 percent membership in the National Education Association for 1929-30.

Ten years

ARIZONA—Mesa, Mesa Public Schools, Booker T. Washington, Franklin, Irving, Lincoln, Union High, Webster.

MAINE—Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Mapleton, Mapleton Public Schools, High.

Eight years

ILLINOIS—Waukegan, Jackson.

MASSACHUSETTS—Beverly, Centerville.

MICHIGAN—Holland, Holland Public Schools, Froebel, Lincoln, Longfellow, Senior High, Van Raalte, Washington.

OHIO—Cincinnati, Pleasant Ridge; Wooster, Bowman Street.

Seven years

CALIFORNIA—Stockton, Lincoln.

ILLINOIS—Pekin, Pekin Public Schools Douglass, Franklin, Garfield, Jefferson, Junior High, Lincoln, McKinley, Roosevelt; Springfield, Converse; Waukegan, McAllister.

MICHIGAN—Saginaw, Washington.

NEW JERSEY—East Paterson, East Paterson Public Schools, Fifty-fourth Street, Gilbert Avenue, Market Street.

NEW MEXICO—Roswell, Washington Avenue.

NEW YORK—Rome, Jay Street.

PENNSYLVANIA—Berlin, Berlin Public Schools.

WYOMING—Casper, Park.

Six years

ILLINOIS—Belvidere, High; Mt. Sterling, Grade.

INDIANA—Fort Wayne, Riverside; Michigan City, Canada; Terre Haute, W. S. Rea.

KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Trade, Webster; Cherryvale, McKinley.

MASSACHUSETTS—Gloucester, Point Grammar; Swampscott, Clarke.

NEW JERSEY—Fair Haven, Fisk Street, Willow Street.

OHIO—Columbus, Fifth Avenue; Tiffin, College Hill; Warren, Dickey Avenue, Elm Road, Roosevelt.

OKLAHOMA—Pawhuska, Pawhuska Public Schools, Century, Franklin, High, Lynn, Prudom, Union.

PENNSYLVANIA—Logan Township, Logan Township Public Schools, Baker's Mines, Brush Mountain, Coleman, Glen White, Kittanning Point, Logan, McKinley, Mill Run, Newburg, Portable, South Lakemont, Washington.

SOUTH DAKOTA—Frederick, Frederick Public Schools.

WEST VIRGINIA—Clarksburg, Carlisle.

WYOMING—Casper, Washington; Midwest, Grade.

(Continued on page A-224)

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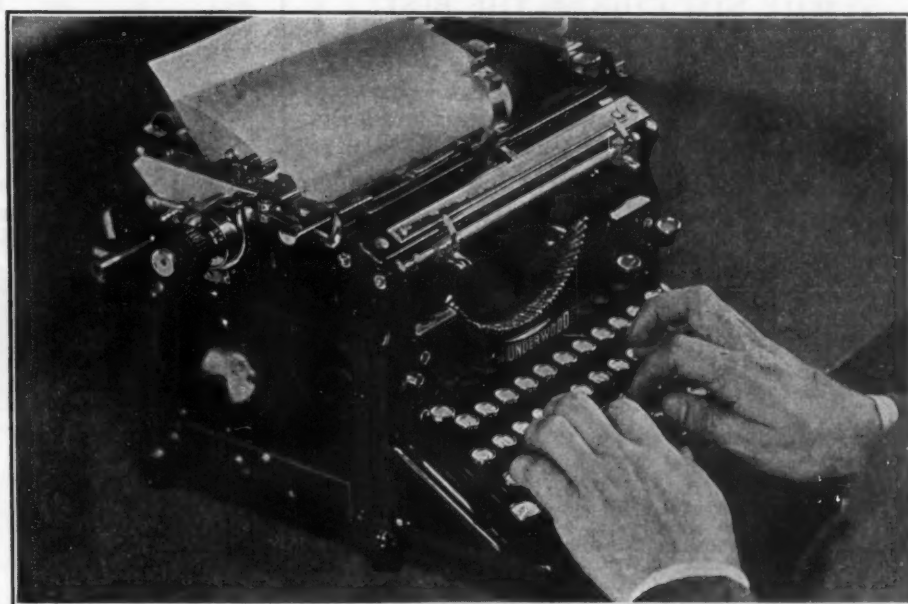
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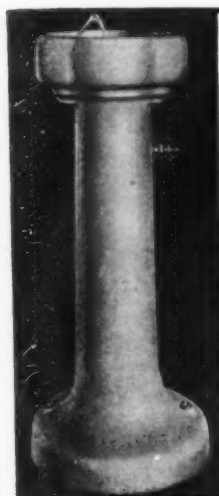
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(Continued from page A-222)

Five years

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ARKANSAS—Texarkana, Texarkana Public Schools, Central, College Hill, College Hill Colored, Fairview, Junior High, Orr Colored, Senior High, Washington High Colored.
KANSAS—Garden City, Buffalo Jones.
MASSACHUSETTS—Plymouth, Hedge.
MICHIGAN—Bay City, Wenona.
MINNESOTA—Cloquet, Jefferson.
MISSOURI—University City, *Flynn Park.
NEW JERSEY—Camden, McKinley, Washington; Fair Haven, Knollwood.
NORTH DAKOTA—Minot, Lincoln, Sunnyside.
OHIO—Ashtabula, Park Junior High; Lakewood.
*Harrison; Mansfield, Bushnell; Tiffin, Columbian High; Warren, Tod Avenue; Woodstock, *Public.
PENNSYLVANIA—Berks County, Berks County Public Schools; Erie, Home.
SOUTH CAROLINA—Walterboro, *Walterboro Public Schools, Grade High.
UTAH—Murray, Murray Public Schools, Arlington, Bonnyview, High, Liberty.
WEST VIRGINIA—Fort Gay, Fort Gay Public Schools.

Four years

ILLINOIS—Waukegan, Washington; Wood River, Wood River Public Schools, Lincoln, Washington, Wood River, Woodrow Wilson.
IOWA—Sidney, Sidney Public Schools.
KANSAS—Paola, High.
LOUISIANA—Grand Cane, High.
MAINE—Waterville, North Grammar.
MICHIGAN—Albion, Albion Public Schools, Austin, Central, Dalrymple, Junior High, Senior High, West Ward; Detroit, Peter Vetel; Saginaw, Sweet.
MINNESOTA—Mankato, Franklin Grade; Minneapolis, Phillips, Junior High.
NEW JERSEY—Bloomfield, Center; Carney's Point, duPont Number One.
NEW YORK—Schenectady, Hamilton.
OHIO—Ashtabula, Division Street; Avon Lake, *Public; Canton, Dueber.

OKLAHOMA—Ramona, Ramona Consolidated Schools; Sapulpa, Garfield.
SOUTH CAROLINA—Bethune, *Bethune Public Schools, Elementary, High, Timrod.
VIRGINIA—Norfolk, Villa Heights.
WISCONSIN—Ashland, Ashland County Rural Normal; Hawkins, High; Sheboygan, Sheridan; Two Rivers, Two Rivers Public Schools, H. P. Hamilton, Roosevelt, Washington Grade, Washington High.
WYOMING—Rock Springs, Lincoln, Washington.

Three years

ARIZONA—Bisbee, Powell.
CALIFORNIA—Bakersfield, *Toltec.
IDAHO—Boise, Longfellow.
ILLINOIS—Belvidere, Logan, Washington; Hartsburg, Commercial High; Riverton, High.
INDIANA—Sullivan, *Junior High.
KANSAS—Concordia, Lincoln.
MASSACHUSETTS—Winchendon, Ephraim Murdock.
MISSISSIPPI—Brooklyn, Forrest County Agricultural High; Red Lick, Consolidated.
NEW JERSEY—Hopewell, Grammar; Madison, Green Avenue.
NEW YORK—Brookhaven, School District Number twenty-nine; Rome, Fort Stanwix, Thomas Street.
OHIO—Ravenna, West Main.
OKLAHOMA—McAlester, Edmond Doyle, Fifth Ward, William Gay; Sapulpa, Forest Park Grade, Jefferson Grade, Woodlawn Grade.
OREGON—Jordan Valley, Grade.
PENNSYLVANIA—Schellsburg, Schellsburg Public Schools.
TEXAS—Texarkana, Rose Hill.
WEST VIRGINIA—Salem, Junior High.
WISCONSIN—Kenosha, Grant; Sheboygan, Washington; Wauwatosa, Washington.
WYOMING—Rock Springs, Yellowstone, Sheridan, Coffeen Avenue.

Two years

ALABAMA—Jasper, Union Chapel.
ARKANSAS—Little Rock, Parham.
CALIFORNIA—Los Angeles, One Hundred and Eighty Fourth Street; Lower Lake; Union High.
COLORADO—Canon City, Roosevelt Junior High.
CONNECTICUT—Darien, Hindley.

IDAHO—Boise, Collister, Lowell, Park.
ILLINOIS—Belvidere, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; Charleston, Franklin, Lincoln, Washington; Ipava, Community High; Waukegan, Whittier; Wellington, Township High.
INDIANA—Martinsville, North.
KANSAS—Burdick, Diamond Valley High; Kingsdown, Consolidated Schools.
MAINE—Waterville, Myrtle Street, Redington Street.
MARYLAND—Cumberland, Johnson Heights; Sandy Hook, Public.
MASSACHUSETTS—Leominster, Pierce.
MISSOURI—Guilford, Guilford Public Schools; Kansas City, *J. C. Nichols; Lexington, Junior-Senior High.
NEBRASKA—Omaha, Monmouth Park.
NEW JERSEY—Summit, Hamilton; Trenton, Washington.
NEW MEXICO—McGaffey, McGaffey Public Schools.
OHIO—Basil, Liberty Union Public Schools; Mingo Junction, Mingo Junction Public Schools.
OKLAHOMA—Haskell, Haskell Public Schools; Sapulpa, Sapulpa Public Schools, Forest Park Grade, Garfield Grade, High, Jefferson Grade, Liberty Grade, Southern Heights Grade, Washington Grade, Woodlawn Grade.
OREGON—Helix, Griswold Union High.
SOUTH DAKOTA—Cottonwood, *Cottonwood Public Schools.
TENNESSEE—Knoxville, Claxton.
VERMONT—Bellows Falls, Atkinson Street.
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ALABAMA—Berry, Senior High.
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FLORIDA—Pensacola, J. B. Lockey.
GEORGIA—Cedartown, Gibson Street.
ILLINOIS—East St. Louis, Franklin; Fillmore, High; Latham, Commercial High; New Canton, Community High; New Holland, Community High; Reddick, Community High.

(Continued on page A-226)

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- 6 Contest opens September 1st, 1929 and closes February 15th, 1930. (No manuscript postmarked later than February 15th will be considered.)
- 7 Each contestant by submitting his manuscript waives any interest in the article submitted. Any or all of the essays submitted may be published in full or in part at a later date
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(Continued from page A-224)

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Notes and Announcements

President confers with headquarters staff—E. Ruth Pyrtle spent three days during the past month at NEA headquarters before leaving for the west to resume her duties as principal of the Bancroft School in Lincoln, Nebraska. During her stay in Washington plans were formulated for the 1930 summer convention to be held in Columbus, Ohio, June 28 to July 4 and important national committees were appointed.

New committee chairmen appointed include: Anna Laura Force, principal of Lake Junior High School, Denver, Colo., who takes the place of Miss Pyrtle as chairman of the committee on retirement allowances; Annie Carlton Woodward, teacher in the high school at Somerville, Mass., chairman of the international relations committee, a member of the committee since the organization of the Representative Assembly in 1921, who takes the place of Dean William F. Russell of Teachers College, Columbia University. Miss Woodward is a prominent student of international relations and has just returned from a summer spent in Europe in attendance at international meetings where the relation of education to world understanding and goodwill was the chief topic of discussion.

A new committee was organized to draft resolutions to be presented to Dr. John Dewey

on behalf of the membership of the National Education Association at his birthday anniversary, when he will be presented with a life membership in the Association. Members of this committee are: Harold O. Rugg, professor of education, Teachers College, Columbia University; Uel W. Lamkin, president, State Teachers College, Maryville, Mo.; J. M. Gwinn, superintendent of schools, San Francisco, Calif.; George D. Strayer, professor of education, Teachers College, Columbia University; Lida Lee Tall, principal, State Normal School, Towson, Md.

Other committees appointed include: Appointment of delegates and kindred questions, chairman, A. L. Threlkeld, superintendent of schools, Denver, Colo.; committee to cooperate with the National Association of Teachers in Colored Schools, chairman, N. C. Newbold, state director of Negro education, state department of education, Raleigh, N. C.; economic status of the teacher, chairman, B. R. Buckingham, Boston; joint committee on health problems in education, Dr. Thomas D. Wood, Teachers College, Columbia University, who has been chairman of this committee since 1917; legislative commission, chairman, William M. Davidson, superintendent of schools, Pittsburgh, Pa., and the committee on the problem of tenure, chairman, Dr. A. L. Rowland, superintendent of schools, Elkins Park, Pa.

The best year in Association history—The meeting of the National Education Association next year should be the best in the history of the Association. (Continued on page A-228)

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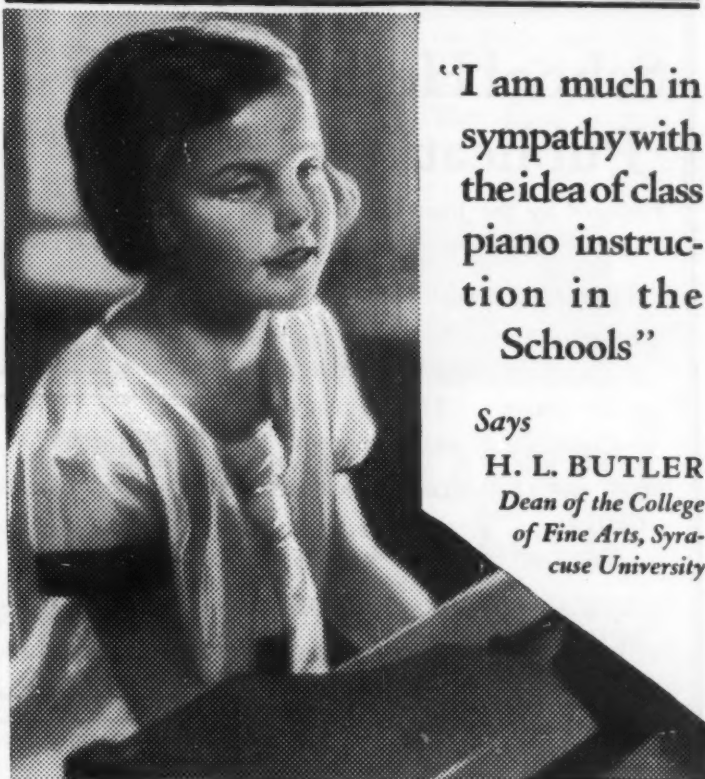
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See full-page advertisement on page A-231 of this issue.



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(Continued from page A-226)

President Pyrtle has been personally and officially associated with various phases of the working details of the Association as President Adair had been, which is a guarantee of business efficiency and Dr. Lamkin is first vicepresident, which is of inestimable value following his achievements at Atlanta.—A. E. Winship in the *Journal of Education*.

Miss Pyrtle strikes keynote of world fellowship—On the last full day of the Geneva meeting of the World Federation of Education Associations the National Council of Administrative Women gave a breakfast at The Hotel de la Paix in honor of the European women delegates. Each American delegate was asked to bring a foreign delegate as her guest with the result that it was truly a representative gathering completely national in character. E. Ruth Pyrtle, newly elected president of the NEA, presided. In her opening address she pointed out the fact that all the delegates from the United States were near or distant cousins of the various peoples of the world, for only the American Indians are truly Americans. So she welcomed all as sisters of one great world.

New director of educational interpretation—Dr. Belmont Farley, formerly with the *Kansas City Post*, the *New York City News Association*, the *Chicago Herald and Examiner*, and the *Detroit Times*, and until recently a member of the faculty of Western State Teachers College, Kalamazoo, Michigan, has joined the staff of the National Education Association as assistant director of the division of publications in charge of educational interpretation. It will be his duty to keep before the public such facts as it may need or desire about the progress of American schools and colleges. Doctor Farley, graduate of University of Missouri, has done graduate study at Minnesota and Columbia. He is the author of "What to tell the people about the public schools."

Charles H. Judd receives highest recognition of the profession for twenty years of service—Faculty, alumni, and students of the school of education, University of Chicago, met 425 strong on the evening of July 18 to honor Charles H. Judd who has completed twenty years of service to the school of education.

At the conclusion of the program, Frank N. Freeman presented to Dr. Judd, in behalf of the faculty and student organizations, a life membership in

(Continued on page A-229)

(Continued from page A-228)

the National Education Association. He spoke of the selection as being the most appropriate professional recognition of which the committee could conceive and said it was in that spirit that the membership was conferred.—From *The Phi Delta Kappan*.

Michigan teacher receives high honor—The following paragraph is taken from a letter received from Margaret Charters, a member of the faculty of the Wenona School, Bay City, Michigan:

Last year Miss Reardon, our principal, was given a life membership by those in the building in remembrance of her splendid cooperation, her high ideals, and standard of citizenship. Miss Reardon was the first one in Michigan to be honored in this way and we feel if it were given special notice in the JOURNAL other schools would respond likewise. This is the sixth year in succession that we have had a 100 percent National Education Association membership.

Salem, West Virginia holds record—Thirty percent of the teachers of Salem, West Virginia are life members of the National Education Association. Is there another system of schools in the United States that can present such a record? A. E. Gaskins is superintendent.

Classroom Teachers issue Fourth Yearbook—The Fourth Yearbook of the Department of Classroom Teachers, *Creative teaching and professional progress*, has been sent to the presidents of local organizations and to editors of local publications. The major portion of the yearbook is given over to creative work in the teaching of art, music, English and literature, history and geography, reading, and citizenship, and contains material that should be helpful to every teacher in the classroom. Other chapters deal with teacher load, special activities of teachers' organizations, state organizations of teachers, and the annual reports of the department officers. Copies may be secured by writing to NEA Headquarters, 1201 Sixteenth Street, Washington, D. C. Price, one dollar each.

NEA membership considered an investment—The following is an excerpt from a letter to headquarters from A. W. Beeny, Scout executive, Stamford Council, Stamford, Connecticut:

Membership in the National Education Association is indeed a fine investment and every issue of the JOURNAL is brimful of worthwhile reading and challenging suggestions. The Research Bulletins and the annual volume are well worth the additional

(Continued on page A-230)



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(Continued from page A-229)

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Journal article brings results—John H. Butler, member of the faculty of State Teachers College at San Francisco, writes: "You may be interested to know that as a result of the article 'The Pioneer Burk School,' in the March 1929 JOURNAL, several teachers journeyed across the continent last summer to see the Burk plan of individual instruction in operation in our summer session."

JOURNAL begins series for the classroom teacher—In this issue begins a series of articles on the *Better teaching of reading* designed to be of practical help to the classroom teacher. The articles are prepared by the teachers of Baltimore where the technic of teaching reading has been highly developed.

How does your state rank?—Oklahoma teachers hold first place this year in summer school education courses having 64.7 percent of their entire number enrolled in such classes. Did you as a teacher help the record of your state? See the table on p266 of this JOURNAL and realize your opportunity and your responsibility.

Write this date on your calendar—A nationwide radio program for American Education Week will go out over the National Broadcasting System, Wednesday evening, November 13, at 11:15 EST with an all-star cast of speakers.

What has your school planned for American Education Week?—This copy of your JOURNAL will reach you at least two weeks before the beginning of American Education Week. If your school has not as yet joined the educational forces of the nation in planning for this week of inspiration there is still time to do so. See the October number of the JOURNAL for the program day by day.