

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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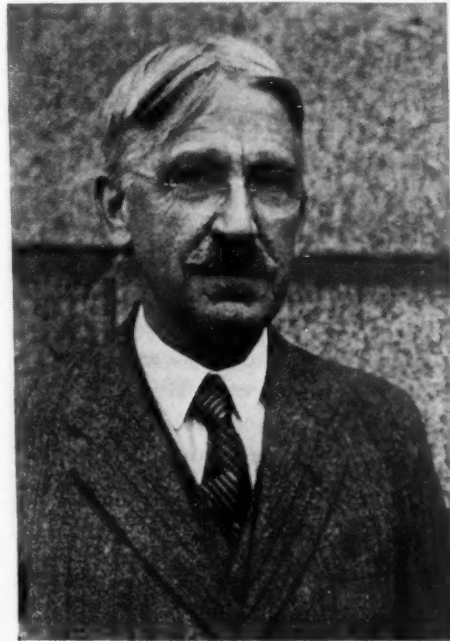
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The Seventieth Birthday of John Dewey

LIFE MEMBERSHIP in the National Education Association came to John Dewey on his seventieth birthday in recognition of his significant contribution to the improvement of education. The presentation which was voted by the Representative Assembly at the Atlanta convention took place in New York City, in connection with the birthday celebration planned by a national committee constituted for the purpose. Three groups of addresses by noted speakers summarized the contributions of the great philosopher.

"John Dewey and Education" was the theme of the meeting in Horace Mann Auditorium on Friday evening, October 18. Dr. Frank P. Graves, state commissioner of education for New York, presided. Ernest Carrol Moore, director of the University of California at Los Angeles, spoke on John Dewey's Contribution to Education Theory. Jesse H. Newlon, director of Lincoln School, Teachers College, formerly superintendent of the Denver schools and past president of the National Education Association, spoke on John Dewey's Influence in the Schools. I. L. Kandel, associate in the International Institute of Teachers College, spoke on John Dewey's Influence on Education in Foreign Lands.

The Philosophy of John Dewey was the theme of the second meeting on the



JOHN DEWEY as he appeared at the luncheon in honor of his seventieth birthday. This photo suggests the kindly human quality in Dewey's character.

forenoon of October 19. Ralph Barton Perry, professor of philosophy, Harvard University, presided. George H. Mead, professor of philosophy at the Univer-

sity of Chicago, spoke on John Dewey and the Philosophies of his Contemporaries. Herbert W. Schneider, professor of religion at Columbia University, spoke on the Prospect for Empirical Philosophy.

The climax of the celebration came at the luncheon in the Hotel Astor, when a brilliant and varied group of 2700 persons celebrated with Dr. Dewey in a great family of good fellowship and mutual understanding. President James R. Angell of Yale served as chairman. The general theme of the addresses was John Dewey and Social Progress. Jane Addams of Hull House, Chicago, famed pioneer in social work, spoke on John Dewey and Social Welfare. James Harvey Robinson, the noted historian, spoke on John Dewey and Liberal Thought. Following these addresses occurred the presentation of the life membership in the National Education Association and other expressions of appreciation. President Angell then introduced his former teacher as "a great philosopher, great educator, great liberal, great citizen, and our friend." Dr. Dewey responded with a brief address in which he expressed his gratitude to all who had joined in recognition of his birthday. He referred to some of the values in American life and some of the reasons for happiness.

Presentation of Life Membership

MR. CHAIRMAN, DOCTOR DEWEY, AND DISTINGUISHED GUESTS: It is a fine thing in the history of civilization when it delights to honor its great thinkers as heroes of progress and human wellbeing. It is fitting that the National Education Association with its 200,000 members should join with its tribute in honor of John Dewey at this seventieth birthday party. Like the life and thought of Dewey himself, the Association is democratic; it belongs to all; it is dedicated to the elevation of education and the improvement of the profession of teaching. It is especially fitting that the Association should symbolize its appreciation by a life membership. All over America, this gift has been presented to the faithful, the devoted, and the loyal in recognition of educational achievement by citizens and friends and grateful students. It is the highest gift that can come to a member of the teaching profession. The Department of Superintendence has seen fit to bestow this gift upon the teacher-mother of Lindbergh. Here and now for the first time, the National Education Association itself, by vote of its Representative Assembly presents this gift in recognition of distinguished service. Doctor Dewey, the Officers and Representative Assembly of the National Education Association are pleased to present you this diploma of life membership; this beautiful gold pin with its symbolic picture of the schoolhouse against the background of the National Capitol, and this collection of tributes that have come from your friends throughout the country. May this diploma and this pin be to you and yours an abiding reminder of the affection and appreciation of the teaching profession for you—for the long, able, distinguished service which you have given the cause of education; for the ideas which you have set afloat upon the sea of human thought; for the reforms which you have set underway for the benefit of childhood; for the inspiring and ennobling influence which your thinking is exerting upon the thinking of men and women throughout the civilized world. You have stood for child-centered schools; for a social order founded on intelligence, and for the enrichment of human life. Your service—both that which is in the past and the probably greater service which lies ahead—will endure; your thought belongs to the ages and to the race.—Statement by Joy Elmer Morgan, editor of the JOURNAL, at the luncheon in honor of the seventieth birthday of John Dewey, Hotel Astor, New York City, Saturday, October 19, 1929. (Birthday Sunday, October 20.)

The Influence of John Dewey

THE REAL MEASURE of an age is not the speed of its autos nor the height of its buildings, but the quality of its thought. John Dewey has given to the world a new standard of thinking as the daily servant of a life that grows, and grows, and grows. Every improvement in ways of thinking affects the race more than improvement at any other point. It stimulates science, invention, and experimentation. How widely the Dewey influence has reached is suggested by the tributes which were called forth by his seventieth birthday. Many of them came through the National Education Association when it was known that a life membership had been voted. Other tributes came to the national committee and still others directly to Dewey himself. Many phases of professional and civic life and many parts of the world are represented in these tributes. Among these expressions is one from the University of Chicago where Dr. Dewey labored during one of the most fruitful decades of his life:

His many friends in this University recall with the liveliest pleasure their association with him when he was a member of this faculty, and take pride in his achievements. We think it peculiarly fitting that the first life membership presented by the Association on the basis of achievement should be awarded to Dr. Dewey, who is not only an outstanding figure in the field of philosophy and education, but a leader in good citizenship.

Another came from the University of Michigan where Dr. Dewey labored before going to Chicago:

We recall with pleasure and satisfaction that at one time you were a member of the faculty of this University, and on that account our greetings convey not only our respect for a distinguished scholar but our affection for a former teacher.

Another from President Lotus D. Coffman, University of Minnesota, where Professor Dewey served during his earlier years of teaching:

In granting Dr. John Dewey a life membership the National Education Association

is giving expression to the respect, esteem, and affection which the educational profession of America in general holds for him.

I WOULD NOT MISS the opportunity to express the profound respect for Professor Dewey that I have drawn from his writings. It seems to me that his insight into the movement of the universe as it shows itself to men goes to as high a point as ever has been reached by articulate speech.—**Oliver Wendell Holmes**, Associate Justice of the Supreme Court of the United States.

Still another came from the University of Vermont extending to Dr. Dewey

the felicitations of his Alma Mater on the occasion of the delivery to him of a life membership in the National Education Association. Every intelligent American knows that this bestowal was made to a rare man.

Radiograms of greeting came from Professor Counts and native leaders of education reform in Russia, China and other countries were also represented.

Other tributes were received from all parts of the country. Among those which passed through the hands of the committee were:

University of Arizona through President H. L. Shantz
University of Arkansas through President John C. Futrell
University of California through President W. W. Campbell
University of Georgia through Chancellor Charles M. Snelling
University of Idaho through President F. J. Kelly
Indiana University through President William Lowe Bryan
State University of Iowa through President W. A. Jessup
University of Michigan through Alexander G. Ruthven
University of Minnesota through President L. D. Coffman
University of Missouri through President Stratton D. Brooks

State University of Montana through President C. H. Clapp
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University of Pennsylvania through Provost J. H. Penniman
South Carolina Department of Education through State Superintendent James H. Hope
University of Vermont through President Bennett C. Douglass
University of Virginia Department of Philosophy through President Edwin A. Alderman
California Department of Education through State Superintendent Vierling Kersey
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Kansas State Agricultural College, Manhattan, Kansas, through President F. D. Farrell
Lehigh University Department of Philosophy through President C. R. Richards and associates
New York University through President John W. Withers
Northwestern University, Evanston, Illinois, through President Walter Dill Scott
Oberlin College, Ohio, through President Ernest H. Wilkins
Princeton University, Department of Philosophy, through President John Grier Hibben and associates
Reed College, Portland, Oregon, through President Norman P. Coleman
World Federation of Education Associations through President Augustus O. Thomas

THE INFLUENCE OF DEWEY ABROAD—It is significant that more of Dewey's educational works have been translated than of his contributions to pure philosophy. Translations have appeared of practically all his educational writings. One or more have appeared in most of the European languages—French, German, Bulgarian, Greek, Italian, Spanish, and Swedish—and in Hebrew, Turkish, Arabic, Chinese, and Japanese, while special editions of his earlier works have been published in England.—**I. L. Kandel**, Professor of Education and Associate, International Institute, Teachers College, Columbia University, in his address in connection with the seventieth birthday celebration, October 18, 1929.

Dr. Dewey's Influence in the Schools

WHEN he was superintendent of the Denver public schools, Jesse H. Newlon, now professor of education and director of Lincoln School of Teachers College, Columbia University, was one of the first heads of a large school system to apply extensively the ideas and ideals of John Dewey. In his address in connection with the Dewey celebration, Dr. Newlon traced with unusual insight and comprehensiveness the widespread influence of the Dewey philosophy since the publication of *School and Society* in 1899. Dr. Newlon called attention to four main principles underlying the Dewey philosophy. To quote:

First. Dewey focussed the attention of teachers on the nature and the needs of the child. He makes child growth rather than the demands of subjectmatter the center of the school's activities, a distinction of the utmost importance. This tendency had its beginnings in the eighteenth century or earlier. The Herbartians, too, had sensed the value of interest, and had advocated a school imbued with the love of childhood; but their extreme emphasis on the social heritage and on method, the formalism of the five steps, made for a rigid system with knowledge and the teacher in the leading rôles. In important respects the new movement in education was already underway. In actual practise, subjectmatter, the things to be learned, memorized, still occupied the center of the stage. To regard subjectmatter and activities primarily as means rather than as ends in themselves, to make rich living and child development the central fact of the school, is a radical departure. Except in those institutions that have not seen fit to change their practises in a generation, the pupils in American schools are much freer, more natural, happier, living a life much more significant to them, than when *School and Society* was written. Through his earlier writings and his experimental school, Dewey clarified the educational situation by revealing child growth in a social institution as the function of the school. The development of the new school dates from these events. The second principle is that education is the process of experiencing. This point of view was tersely expressed in *The Child and the Curriculum* (1902):

Moreover, subjectmatter never can be got into the child from without. Learning is active. It involves organic assimilation starting from within.

and again, in *Democracy and Education*, page 179:

Education may be defined as a process of the continuous reconstruction of experience, with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved.

If education is a process of experiencing, if we learn by doing, then things must be arranged in the school so that the child may learn through experience. The work of the school must be judged by the growth of the pupil in power to meet new situations and in variety of interests, rather than by the particular factual knowledge which he may be able to recall at a given time.

The third principle is found in his doctrine of interest and effort, which has had a marked effect on practise and is a corollary to the theory of education as experiencing. "Interest" is a word that has long been associated in the popular mind with the name of Dewey. Some apparently do not yet comprehend the fact that his theory of interest includes a theory of effort. In *Interest and Effort in Education*, page 7, this position is clearly stated thus:

The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is, therefore, imperiously demanded, if the agent is to be himself. Let this condition of identification once be secured, and we have neither to appeal to sheer strength of will, nor to occupy ourselves with making things interesting.

Fourth. Finally, Dewey has stated a new theory of the school. He regards the school as a social institution, "inherently a part of the total social process." The school is a community whose processes are social processes, not different from the social processes that go on outside the school. In 1899 in *School and Society*, pages 26-28, he spoke of the school as

an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective selfdirection, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious.

The school then not only shares in the process of placing youth in possession of the social heritage, but through appropriate method seeks to develop their creative powers. The mere linking together of the words "school and society" has exerted a marked influence on the thinking not only of teachers but of laymen, and this influence has synchronized with other forces in American life that have tended to emphasize the importance of the school. It should also be pointed out that Dewey accepts the great fact of the industrial revolution. The school must assist the individual to realize his highest aspirations in the midst of industrialism. But this does not imply acceptance of the present social and economic order as incapable of improvement. On the contrary, education becomes an agency for social reconstruction.

With these four basic principles in mind, Dr. Newlon summarized some of

the trends that have been manifest in American education in the last thirty years.

1. The curriculum is undergoing radical modification. This process has consisted in part of the addition of new subjectmatter and activities in an effort to bring the school into closer relation with social processes and the needs of the learner. On the other hand much material that long since lost its social usefulness has been cast aside. . . . In many ways the curriculum has been vitalized in English, science, the social studies, the arts, but in the high school, particularly in the older studies, the forces of tradition and of convention are exceedingly strong, and the whole situation is complicated by the relationship between the secondary school and the college.

2. This period has witnessed widespread experimentation in method. Increasing emphasis has been placed on significant pupil activity. Dewey in devastating sentences had focussed attention on the absurdities of the traditional recitation. Attempts were made to get away from the barren formality of reciting lessons, and "pupil participation" became the cry. Twenty years ago the expression "socialized recitation" came into use, and denoted a genuine change that was being wrought in method. Such terms as "socialized recitation," "problem method," and "project method" are expressive of a tremendous drive to find more vital and effective ways of teaching. Textbook material is undergoing a transformation in an attempt to provide subjectmatter that will be, as Dewey says, "spiritual food, possible nutritive material." Of far greater importance has been the emancipation from slavery to textbooks by the introduction of many books and a variety of materials that may be used by the pupils in the study of problems and in working out projects in which they are deeply interested. The library has become an integral part of every good school. The field trip is becoming an indispensable procedure. In schools everywhere pupils are working on problems as scholars work on problems, are carrying on research in an elementary way. It is impossible to overestimate the significance of this movement.

The tendency is to break the hard and fast subjectmatter lines that have obtained from time immemorial. Unified social studies and general science courses at the secondary level are indicative of this tendency, which has been carried much further in progressive elementary schools, where the so-called "activities curriculum" is coming into vogue, especially in the primary grades, and where subjects are subordinated to the working out of projects involving the use of various kinds of subjectmatter.

3. Many foreign visitors seem greatly impressed by the apparent freedom that characterizes our schools, and by the varied activities carried on by pupils. Pupil par-

ticipation in the government of the school has come to be the accepted practise.

It is not surprising, therefore, that what was once considered extra-curriculum is now regarded as falling entirely within the scope of the curriculum, and that much study is being given to the problem of how to make the life of the school a most effective educational instrument.

4. The tendency just noted is directly connected with the problem of moral education. In no field, in my judgment, has Dewey exerted greater influence. Over and over again he has sounded the note of *self-direction*. One of the chief aims of education is to enable the individual through reflective thinking to direct his own life into socially useful channels. He has little faith in formal instruction in morals:

Separation between instruction and character (is) a result of divorce between learning and doing.

Again education comes through experience, and thinking is an instrument for the management of experience. It is largely useless to teach *about* morals or ethics:

There is nothing in the nature of ideas *about* morality, of information *about* honesty or purity or kindness which automatically transmuter such ideas into good character or good conduct.

It cannot be doubted that these ideas have influenced the radical change in school discipline and management. The period under review has witnessed the dying gasps of corporal punishment. The old formal, arbitrary type of discipline inevitably disappears where the school is regarded as an embryonic community. The whole matter is well summed up in a passage in *Moral Principles in Education*:

Insofar as the school represents, in its own spirit a genuine community life; insofar as what are called school discipline, government, order, etc., are the expressions of this inherent social spirit; insofar as the methods used are those that appeal to the active and constructive powers, permitting the child to give out and thus to serve; insofar as the curriculum is so selected and organized as to provide the material for affording the child a consciousness of the world in which he has to play a part, and the demands he has to meet; so far as these ends are met, the school is organized on an ethical basis.

5. This doctrine of moral education is also having a pronounced influence on religious education. The religious education programs of many churches, of the Y. M. C. A. and the Y. W. C. A., and of other religious agencies, are being made over. Emphasis is being placed on *activity*, on service, on serious study of current social problems and individual responsibility. Churches in increasing numbers are employing directors of religious education who have had professional training in education and who are thoroughly imbued with the point of view which I have been presenting.

6. The influence of these theories is clearly discernible in presentday school building and equipment. The modern school contains assembly rooms, libraries, gymnasiums, shops, art rooms, diningrooms, social rooms, and many other rooms more or less specialized in character. Buildings are designed to house

schools that are in fact embryonic communities.

Nothing short of a revolution has occurred in school equipment. Dewey had movable desks in his experimental school. In the first decade of this century this type of desk was coming into vogue. By 1906 a movable desk was on the market. It was not long until great public high schools and elementary schools were being equipped throughout with this movable furniture, that makes for easy movement and breaks down formality.

7. A new spirit has entered into administration and supervision. At the beginning of the century a welladministered system of public schools was a benevolent despotism which allowed the teacher little voice in the management of affairs. Courses of study, procedures of all kinds were determined by executive fiat. But the teacher has been acquiring a new status. Democracy in administration, teacher participation in administration, are the watchwords of today. A large city school system initiates a program of continuous revision of the curriculum. Committees are appointed composed entirely of teachers with teachers as chairmen. Specialists are employed, but the specialists serve the committees of teachers. This example is only illustrative of a participation that is both widespread and very genuine in character. In progressive school systems throughout the country teachers are becoming curriculum makers, and in other ways are contributing largely to the determination of educational practises. In 1902 Dewey said:

As long as the teacher, who is after all the only real educator in the school system, has no definite and authoritative position in shaping the course of study, that is likely to remain an external thing to be externally applied.

This reads like a platform upon which the new administrative policies are being worked out. Research in education, higher qualifications demanded of teachers, the development of schools of education and other factors have contributed to this end, but the dominant influence is found in the new philosophy of education.

A philosophy regarding supervision is likewise involved. As Dewey says:

It is folly to suppose that we can carry on the education of the child apart from the education of the teacher.

The teacher who has a part in the formulation of school policies and therefore has a motive for the study of the problems of education is constantly undergoing a process of education essential to good teaching. Again I quote:

It is easy to fall into the habit of regarding the mechanics of school organization and administration as something comparatively external and indifferent to educational purposes and ideals—we forget that it is precisely such things as (grouping in classes, grading, machinery of curriculum making, selecting, assigning, paying and promoting teachers) that really control the whole system, even on its distinctively educational side. . . . the reality of education is found in the personal and face-to-face contact of teacher and child. The conditions that underlie and regulate this contact dominate the educational situation.

8. Finally, I wish to direct your attention to the increasing cooperation between the school and the home and other social agencies, a movement that has been greatly accentuated by the growing realization of both teachers and parents that education is a social process that can by no means be confined to the school, and that the interplay of school and environment outside the school cannot be overlooked. Schools everywhere are establishing agencies for maintaining contact with home and community. The growth in number and importance of parents associations is a phenomenon whose significance can scarcely be exaggerated.

Dr. Newlon then pointed out that the Dewey influence came first in a few experimental schools like the one at the University of Chicago. This influence was distinctly felt in the West during the first decade of the century. "In the second decade these principles were being accepted and tried out in public schools throughout the United States."

Dr. Newlon pointed out:

It is significant that the year following the close of the world war marked the formation of the Progressive Education Association, an organization that has become an effective influence in the reconstruction of the American school. A group of experimentally minded teachers and laymen believed that there was need for a society devoted primarily to the study and advocacy of what they called "progressive education." To my mind one of the most significant aspects of the formation of this society is found in the fact that the new theories were penetrating the private school. Many parents, dissatisfied with the formalism of existing private schools, especially of the college preparatory type, were influential in the establishment of the new schools, to a large extent drawing the personnel from progressive public schools and schools of education.

The progressive doctrines were spread most effectively through teachers and students in the growing schools of education which were influenced by the Dewey position. Dr. Newlon continued:

Aside from Dewey, the name most widely associated with these theories is that of one of his students, William H. Kilpatrick, a creative thinker who, through his writings, through the large classes which for nearly twenty years he has taught at Teachers College—classes composed of teachers, school executives, and supervisors from all parts of the United States and from foreign countries—and through his public lectures and discussions, is exerting a far-reaching and pronounced influence on education by stimulating thinking that is reflected in widespread experimentation with new procedures.

After pointing out the Dewey influence in the 1927 Yearbook of the National Society for the Study of Educa-

tion, Dr. Newlon outlined Dewey's relation to the scientific movement.

The period under review has witnessed another movement of major importance—the use of scientific method in the study of education. In the broadest sense there is no conflict between Dewey's philosophy of education and the scientific movement. The natural and social sciences have made a vital contribution to his thought. In his recent address on the sources of a science of education, he takes the position that the employment of scientific technics in the study of education is indispensable. But he also in *The Source of a Science of Education* urges that:

There is no more a special science of education than there is of bridgework. But material drawn from other sciences furnishes the content of educational science when it is focussed on the problems that arise in education.

He emphasizes the dependence of education on other sciences, especially the biological and social sciences. From the standpoint of practice he warns against too hurried, sweeping conclusions and hasty application of the findings of research. His analysis of the educative process has furnished the educational scientist with numerous problems which have become the subjects of educational research. Undoubtedly his writings stimulated much of the psychological research that led to the abandonment of the old doctrine of formal discipline with almost revolutionary impact on the schools.

From the standpoint of practice, however,

one aspect of the scientific movement must be briefly considered—the standardized test. The widespread popularity of these tests, which inevitably emphasize the mastery of subjectmatter as an end in itself, may, and in the opinion of many, has, tended to crystallize and fasten on schools practices largely at variance with the theories that learning is an active, social process of rich living and experiencing and that the primary function of subjectmatter is to serve as a means to growth. That the standardized test is extremely useful is not denied. That it must be used with great care to avoid overemphasis on just one aspect of learning seems perfectly clear.

After tracing Dewey's relation to the scientific movement in education, Dr. Newlon pointed out:

Dewey has been criticised as an exponent of soft pedagogy. Apparently this phrase has long been in use, for I find it in a passage in *The Child and the Curriculum*, which appeared in 1902, and from which I quote:

And very little of what goes by the name of discipline and prides itself upon opposing the doctrines of a soft pedagogy and upon upholding the banner of effort and duty, is nothing more or less than just this appeal to "interest" in its obverse aspect—to fear, to dislike of various kinds of physical, social, and personal pain. The subjectmatter does not appeal; it cannot appeal; it lacks origin and bearing in a growing experience. So the appeal is to the thousand and one outside and irrelevant agencies which may serve to throw, by sheer rebuff and rebound, the mind back upon the material from which it is constantly wandering.

It is difficult to understand how Dewey

can be regarded as an advocate of soft pedagogy. A school organized on the theories which he advocates would be a happy place, because children would be doing socially desirable things in which they were intensely interested, but it would throb with industrious effort. There would be work, plenty of hard work. There would be no lazy pupils.

By way of conclusion Dr. Newlon summarized the great educational change that has taken place in a generation.

Dewey found the American school strongly entrenched in custom and tradition, still in the grip of a treadmill pedagogy that at best frustrated the child's normal impulses at almost every point; a formal, static, and unimaginative institution. In many ways this school was admirably organized for the production of unthinking human automata. This school has not been entirely banished from our midst, but it is now everywhere on the defensive and is being transformed into a dynamic institution dedicated to childhood and through childhood to the enrichment of American life; a school in which the child will live a normal and happy life engaged in fruitful studies and activities, out of which will emerge the thoughtful, selfdirected, self-disciplined, vocationally effective social being, capable of the highest appreciations and aspirations. American education is in the grip of a great transitional movement. At this close range it is difficult to appraise all the forces that conspire to effect these changes. In large measure they must be ascribed to the influence of a creative thinker who, more than any other educational philosopher, has affected schools in his own time.

John Dewey's Contribution to Education

TESTIMONY from a wide range of practical school people suggests the way in which Dr. Dewey's influence has been at work.

E. Ruth Pyrtle, president of the National Education Association and principal of the Bancroft School, Lincoln, Nebraska: With profound force and simplicity John Dewey has given us this: "*The aim of education is to enable individuals to continue their education.*"

Frank Cody, superintendent of schools, Detroit, Michigan, and president of the Department of Superintendence: Boys and girls all over the world have John Dewey to thank for schools that give experience in living rather than mere preparation for living.

William H. Kilpatrick, professor of education, Teachers College, Columbia University: John Dewey has made the greatest contribution to thought made by an American, and he must be included among the great thinkers of all time to now.

William C. Bagley, professor of education, Teachers College, Columbia University: That an American teacher is recognized throughout the world as the outstanding prophet of a century, perhaps of a millennium, is certainly one of Dewey's contributions to American education.

Susan M. Dorsey, formerly superintendent

of the Los Angeles schools: Dr. Dewey's contribution has been a better understanding of the *nature* of democratic society and the *type* of education required by its members for successful and helpful living. A democratic society is "more than a form of government, primarily it is a mode of associated living"; its members "must be educated in personal initiative and adaptability."

L. R. Alderman, specialist in adult education, US Office of Education and president of the Department of Adult Education: "*What the best and wisest parent wants for his own child that must the community want for all its children.*" I remember calling this to the attention of various school board members. I always have admired John Dewey as a great experimenter in education and as a philosopher.

Herbert C. Hansen, president of the Department of Elementary School Principals and principal of the Talcott School, Chicago, Illinois: He has undoubtedly been one of the strongest influences in developing a true realization that education is one of the most important functions of society.

John A. H. Keith, state superintendent of public instruction of Pennsylvania: John Dewey's thinking forced all of us to consider the social aspects of education.

James F. Hasic, secretary-treasurer, Department of Supervisors and Directors of In-

struction: Dewey is the pioneer in developing an American conception of education. This means that education must grow out of the needs of children and adults in a democratic community.

David A. Ward, superintendent of schools, Chester, Pennsylvania: John Dewey has shown us the value of thinking in organized education.

Among others who have sent estimates of Dewey's work and favorite quotations are:

Adelaide S. Baylor, secretary, National Council of Education.

Samuel Engle Burr, director of research, Lynn Public Schools, Lynn, Massachusetts.

Mabel Carney, president, Department of Rural Education.

Alonzo Grace, secretary, Department of Adult Education.

Charles W. Hunt, dean, School of Education, Cleveland, Ohio.

Lydia I. Jones, dean of women, Michigan State Normal College, Ypsilanti, Michigan.

Jessie McLean, assistant superintendent of the Training School, Central State Teachers College, Mount Pleasant, Michigan.

Jay B. Nash, professor physical education, School of Education, New York University.

Eva G. Pinkston, first vicepresident, Department of Elementary School Principals.

Mrs. Genevieve L. Stone, principal, Whittier School, Minneapolis, Minnesota.

Clara O. Wilson, vicepresident, Department of Kindergarten-Primary Education.

John Dewey, the Humanist

MOST OF THE WRITINGS about John Dewey are devoted to his system of ideas and methods of thinking. Back of these ideas is the man—simple, modest, homeloving. Doctor Dewey is at ease with people of all sorts and types. He is not impressed by the trappings that often pass for greatness. He does not feel above the plainest workman. His own life is an example of illuminated brotherhood. He is a humanist in the sense that his thinking is concerned with the human values. The school shall center about the child, with subjectmatter merely as a means of better child development; industry shall be a way of life for the worker as well as a livelihood; government shall serve men and enrich their lives; homes shall be places where life is unified and made joyous and rich. This human aspect of Dewey, with its roots back in a New England ancestry, colors all his writings. It is the quality that people, regardless of race, unconsciously feel. It is the quality that leads men in China, India, Turkey, Russia—wherever masses are struggling for a richer life—to turn to Dewey as the prophet of the new age.

In his office in an interview with the editor following his seventieth birthday, Doctor Dewey recalled some of the earlier phases of his life. His face lighted up as he told of a letter of greeting that had come from one of his early teachers in the city of Burlington, still living and proud of her former pupil. He referred with appreciation to his student days in the University of Vermont and of the interest in philosophy that grew out of his association with Professor Torrey. As a graduate Dewey went into teaching because teaching and preaching were then the principal openings for a young man interested in intellectual things and Dewey had no taste for preaching. Special training in pedagogy had not been established when Dewey began his teaching career in Pennsylvania. He described with a smile the pedagogical examination which he took to obtain a certificate, remarking that while he only earned a grade of twenty, the certificate was issued. While teaching at Oil City, Pennsylvania, he continued his interest in philosophy, reading the philosophic writings of that day including the *Journal of Speculative Philosophy*, edited by William T. Harris, then superintendent

Who's Who

JOHAN DEWEY, univ. prof.; b. Burlington, Vt., Oct. 20, 1859; s. Archibald S. and Lucinda A. (Rich) D., A.B., U. of Vt., 1879; Ph.D., Johns Hopkins U., 1884; LL.D. U. of Wis., 1904, U. of Vt., 1910, Peking Nat. U., 1920; m. Alice Chipman, of Fenton, Mich., July 28, 1886; children—Fred'k A., Evelyn, Morris (dec.), Lucy A., Gordon (dec.), Jane U., Sabino L. (adopted). Inst. and asst. prof. philosophy, U. of Mich., 1884-88; prof. philosophy, U. of Minn., 1888-89, U. of Mich., 1889-94; prof. and head dept. philosophy, 1894-1904, dir. Sch. of Edn., 1902-04, U. of Chicago; prof. philosophy since 1904, Columbia U. Mem. Nat. Acad. of Sciences, American Psychol. Assn. (pres. 1899-1900), Am. Philos. Soc. (pres. 1905-06). Clubs: MacDowell, City. Home: 125 E. 62d St., New York, N. Y.—From *Who's Who in America* 1928-29.

of schools at St. Louis. Young Dewey sent some of his manuscripts to Harris asking for guidance in planning for his continued education. The great-hearted Harris, whose life left a veritable trail of young men inspired to better things, wrote such encouragement to Dewey that he planned to study for the doctor's degree at Johns Hopkins University, pioneer in graduate and research work.

During the eighties Dewey was privileged to be associated with Harris in the philosophical colony which spent its summers in the Adirondacks. Acquaintance ripened into friendship and mutual affection and Dewey at seventy spoke with touching reminiscence of his last conversation with Harris shortly before his death, when Harris reviewed his notions of fundamental values and of the needs of the age. "I have always been sorry," said Dewey, "that I did not write down that conversation."

Ella Flagg Young, with whom Dewey was associated during his years in Chicago University, made a large contribution toward his ideals of education. He described with affection the nobility of her character, her unswerving idealism, and her remarkable gift for achieving ideals in practise amid surroundings that were often difficult and even hostile. "Ella Flagg Young stood next to my wife in influence during that period."

Asked about his writing, if there were times or situations under which he wrote most fruitfully, Doctor Dewey replied that his writing habit is very irregular, except that he almost never writes at night. He observed early in life that people who did not work at night seemed to retain their health better and to live longer, and since he had some difficulty with his eyes he found it wise to confine his writing to the day. Among his books he considers *Democracy and Education* the best of his educational writings, and *Experience and Nature* the best of his philosophical writings.

Doctor Dewey—now relieved from regular teaching duties—continues to give himself to his writings and civic interests. He lives in a modest home on 62d street. He has a place in the country where he enjoys raising vegetables, fruits, and chickens. In his agricultural setting Dewey is free to move among his neighbors who may be quite unconscious of the heavy mantle of philosophy which rests upon his shoulders.

The writings of Dewey are voluminous. They cover a long period of years and have been issued by many publishers and in many countries. His magazine writings are particularly voluminous. His love of people and his interest in human problems has apparently made it hard for him to refuse requests to write. This is the greatness of Dewey. His human excellence realized through a long life of participation in family, school, and community affairs, is preserved for the ages and for the race. No other man in our time has been more patient and persistent in the struggle for light. It is of such men that the English philosopher, L. P. Jacks, writes:

The struggle for light, with its wide fellowships and high enthusiasm, will displace the struggle for power, with its mean passions, its monstrous illusions, and its contemptible ideals. Instead of education being a department of government as now, government will become a department of education. The struggle for power will end, not as some predict, in universal revolutions, which would merely set it going again in another form, but by being submerged, lost sight of, snowed under by the greater interests that center around the struggle for light. I say these things will happen. But they will not happen unless men are sufficiently resolved that they shall. Already thousands are so resolved. Let us add our resolution to theirs.

Democracy in Education

JOHN DEWEY

MODERN LIFE means democracy, democracy means freeing intelligence for independent effectiveness—the emancipation of mind as an individual organ to do its own work. We naturally associate democracy, to be sure, with freedom of action, but freedom of action without freed capacity of thought behind it is only chaos. If external authority in action is given up, it must be because internal authority of truth, discovered and known to reason, is substituted.

How does the school stand with reference to this matter? Does the school as an accredited representative exhibit this trait of democracy as a spiritual force? Does it lead and direct the movement? Does it lag behind or work at cross purposes? I find the fundamental need of the school today dependent upon its limited recognition of the principle of freedom of intelligence. This limitation appears to me to affect both of the elements of school life: teacher and pupil. As to both, the school has lagged behind the general contemporary social movement; and much that is unsatisfactory, much of conflict and of defect, comes from the discrepancy between the relatively undemocratic organization of the school, as it affects the mind of both teacher and pupil, and the growth and extension of the democratic principles in life beyond school doors.

The effort of the last two-thirds of a century has been successful in building up the machinery of a democracy of mind. It has provided the ways and means for housing and equipping intelligence. . . . But when we turn to the aim and method which this magnificent institution serves, we find that our democracy is not yet conscious of the ethical principle upon which it rests—the responsibility and freedom of mind in discovery and proof—and consequently we find confusion where there should be order, darkness where there should be light. *The teacher has not the power of initiation and constructive endeavor which is necessary to the fulfillment of the function of teaching. The learner finds conditions antagonistic (or at least lacking) to the development of individual mental power and to adequate responsibility for its use.*

1. *As to the teacher.*—If there is a

single public school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and

DURING the quarter of a century since this statement was written the educational advance has been rapid. Many schools have endeavored to become democratic along the line suggested here; much remains to be accomplished. This essay appeared in *Elementary School Teacher* 4:193-204, December, 1903. Like "My Pedagogic Creed" it belongs to the professional bible of every teacher and is worthy reading at least once each year. It is here quoted as given in Kilpatrick's *Source Book in the Philosophy of Education*. Perhaps no other single statement ever did as much to lift teachers to a place of responsible participation as *Democracy in Education*. A fuller development of this line of thought is found in Dewey's book *Democracy and Education*, which both Dewey and competent contemporaries consider his best volume in the educational field.

teaching, and the questions of the curriculum, textbooks, and the like, to the discussion and decision of those actually engaged in the work of teaching, that fact has escaped my notice. Indeed, the opposite situation is so common that it seems, as a rule, to be absolutely taken for granted as the normal and final condition of affairs. The number of persons to whom any other course has occurred as desirable, or even possible—to say nothing of necessary—is apparently very limited. But until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform.

The more enlightened portions of the

public have, indeed, become aware of one aspect of this discrepancy. Many reformers are contending against the conditions which place the direction of school affairs, including the selection of textbooks, and the like, in the hands of a body of men who are outside the school system itself, who have not necessarily any expert knowledge of education and are moved by noneducational motives. Unfortunately, those who have noted this undemocratic condition of affairs, and who have striven to change it, have, as a rule, conceived of but one remedy, namely the transfer of authority to the school superintendent. In their zeal to place the center of gravity inside the school system, in their zeal to decrease the prerogatives of a nonexpert school board, and to lessen the opportunities for corruption and private pull which go with that, they have tried to remedy one of the evils of democracy by adopting the principle of autocracy. For no matter how wise, expert, or benevolent the head of the school system, the one-man principle is autocracy.

The logic of the argument goes farther, very much farther, than the reformer of this type sees. The logic which commits him to the idea that the management of the school system must be in the hands of an expert commits him also to the idea that every member of the school system, from the first grade teacher to the principal of the high school, must have some share in the exercise of educational power. The remedy is not to have one expert dictating educational methods and subjectmatter to a body of passive, recipient teachers but the adoption of intellectual initiative, discussion, and decision throughout the entire school corps. The remedy of the partial evils of democracy, the implication of the school system in municipal politics, is an appeal to a more thoroughgoing democracy.

The dictation, in theory at least, of the subjectmatter to be taught, to the teacher who is to engage in the actual work of instruction, and frequently under the name of close supervision; the attempt to determine the methods which are to be used in teaching, mean nothing more or less than the deliberate restriction of intelligence, the imprisoning of the spirit. Every wellgraded system of

schools in this country rejoices in a course of study. It is no uncommon thing to find methods of teaching such subjects as reading, writing, spelling, and arithmetic officially laid down; outline topics in history and geography are provided readymade for the teacher; gems of literature are fitted to the successive ages of boys and girls. Even the domain of art, songs, and methods of singing, subject-matter and technic of drawing and painting, come within the region on which an outside authority lays its sacrilegious hands.

I have stated the theory, which is also true of the practise to a certain extent and in certain places. We may thank our heavens, however, that the practise is rarely as bad as the theory would require. Superintendents and principals often encourage individuality and thoughtfulness in the invention and adoption of methods of teaching; and they wink at departures from the manual of study. It remains true, however, that this great advance is personal and informal. It depends upon the wisdom and tact of the individual supervisory official; he may withdraw his concession at any moment; or it may be ruthlessly thrown aside by his successor who has formed a high ideal of "system."

I know it will be said that this state of things, while an evil, is a necessary one; that without it confusion and chaos would reign; that such regulations are the inevitable accompaniments of any graded system. It is said that the average teacher is incompetent to take any part in laying out the course of study or in initiating methods of instruction or disci-

pline. Is not this type of argument which has been used from time immemorial, and in every department of life, against the advance of democracy? What does democracy mean save that the individual is to have a share in determining the conditions and the aims of his own work; and that, upon the whole, through the free and mutual harmonizing of different individuals, the work of the world is better done than when planned, arranged, and directed by a few, no matter how wise or of how good intent that few? How can we justify our belief in the democratic principle elsewhere, and then go back entirely upon it when we come to education?

Moreover, the argument proves too much. The more it is asserted that the existing corps of teachers is unfit to have voice in the settlement of important educational matters, and their unfitness to exercise intellectual initiative and to assume the responsibility for constructive work is emphasized, the more their unfitness to attempt the much more difficult and delicate task of guiding souls appears. If this body is so unfit, how can it be trusted to carry out the recommendations or the dictations of the wisest body of experts? If teachers are incapable of the intellectual responsibility which goes with the determination of the methods they are to use in teaching, how can they employ methods when dictated by others, in other than a mechanical, capricious, and clumsy manner? The argument, I say, proves too much.

Moreover, if the teaching force is as inept and unintelligent and irresponsible as the argument assumes, surely the primary problem is that of their improve-

ment. Only by sharing in some responsible task does there come a fitness to share in it. The argument that we must wait until men and women are fully ready to assume intellectual and social responsibilities would have defeated every step in the democratic direction that has ever been taken. The prevalence of methods of authority and of external dictation and direction tends automatically to perpetuate the very conditions of inefficiency, lack of interest, inability to assume positions of selfdetermination, which constitute the reasons that are depended upon to justify the régime of authority.

The system which makes no great demands upon originality, upon invention, upon the continuous expression of individuality, works automatically to put and to keep the more incompetent teachers in the school. It puts them there because by a natural law of spiritual gravitation, the best minds are drawn to the places where they can work most effectively. The best minds are not especially likely to be drawn where there is danger that they may have to submit to conditions which no selfrespecting intelligence likes to put up with; and where their time and energy are likely to be so occupied with details of external conformity that they have no opportunity for free and full play of their own vigor.

I have dwelt at length upon the problem of the recognition of the intellectual and spiritual individuality of the teacher. I have but one excuse. *All other reforms are conditioned upon reform in the quality and character of those who engage in the teaching profession.* The doctrine of



THE making of a Dutch bed, the churning of butter, planning of Dutch costumes and other activities, made a very interesting study in this grade at West School in Atlanta, Georgia, whose citizens are proud of its progressive schools which embody Dewey ideas.

the man behind the gun has become familiar enough, in recent discussion, in every sphere of life. Just because education is the most personal, the most intimate, of all human affairs, there, more than anywhere else, the sole ultimate reliance and final source of power are in the training, character, and intelligence of the individual. If any scheme could be devised which would draw to the calling of teaching, persons of force of character, of sympathy with children, and consequent interest in the problems of teaching and of scholarship, no one need be troubled for a moment about other educational reforms, or the solution of other educational problems. But as long as a school organization which is undemocratic in principle tends to repel from all but the higher portions of the school system those of independent force, of intellectual initiative, and of inventive ability, or tends to hamper them in their work after they find their way into the schoolroom, so long all other reforms are compromised at their source and postponed indefinitely for fruition.

2. *As to the learner.* The undemocratic suppression of the individuality of the teacher goes naturally with the improper restriction of the intelligence of the mind of the child. The mind, to be sure, is that of a child, and yet, after all, it is mind. To subject mind to an outside and readymade material is a denial of the ideal of democracy, which roots itself ultimately in the principle of moral, selfdirecting individuality. Misunderstanding regarding the nature of the freedom that is demanded for the child is so common that it may be necessary to

emphasize the fact that it is primarily intellectual freedom, free play of mental attitude, and operation which are sought. If individuality were simply a matter of feelings, impulses, and outward acts independent of intelligence, it would be more than a dubious matter to urge a greater degree of freedom for the child in the school. In that case much, and almost exclusive, force would attach to the objections that the principle of individuality is realized in the more exaggerated parts of Rousseau's doctrines: sentimental idealization of the child's immaturity, irrational denial of superior worth in the knowledge and mature experience of the adult, deliberate denial of the worth of the ends and instruments embodied in social organization. Deification of childish whim, unripened fancy, and arbitrary emotion is certainly a piece of pure romanticism. The would-be reformers who emphasize out of due proportion and perspective these aspects of the principle of individualism betray their own cause. But the heart of the matter lies not there. *Reform of education in the direction of greater play for the individuality of the child means the securing of conditions which will give outlet, and hence direction, to a growing intelligence.* It is true that this freed power of mind with reference to its own further growth cannot be obtained without a certain leeway, a certain flexibility in the expression of even immature feelings and fancies. But it is equally true that it is not a riotous loosening of these traits which is needed but just that kind and degree of freedom from repression which are found to be necessary to secure

the full operation of growing intelligence.

Now, no one need doubt as to what mental activity or the freed expression of intelligence means. No one need doubt as to the conditions which are conducive to it. We do not have to fall back upon what some regard as the uncertain, distracting, and even distressing voice of psychology. Scientific methods, the methods pursued by the scientific inquirer, give us an exact and concrete exhibition of the path which intelligence takes when working most efficiently, under most favorable conditions.

What is primarily required for that direct inquiry which constitutes the essence of science is firsthand experience; an active and vital participation through the medium of all the bodily organs with the means and material of building up firsthand experience. Contrast this first and most fundamental of all the demands for an effective use of mind with what we find in so many of our elementary and high schools. There firsthand experience is at a discount; in its stead are summaries and formulas of the results of other people. Only very recently has any positive provision been made within the schoolroom for any of the modes of activity and for any of the equipment and arrangement which permit and require the extension of original experiences on the part of the child. The school has literally been dressed out with hand-me-down garments—with intellectual suits which other people have worn.

Secondly, in that freed activity of mind which we term "science" there is always a certain problem which focusses effort, which controls the collecting of



PREPARATIONS for presentation of an original play—making scenery, costumes, and programs. Children of second grade, Demonstration School, National Kindergarten and Elementary College, Evanston, Illinois. Welltrained teachers are supremely important.

facts that bear upon the question, the use of observation to get further data, the employing of memory to supply relevant facts, the calling into play of imagination to yield fertile suggestion and construct possible solutions of the difficulty.

Turning to the school, we find too largely no counterpart to this mental activity. Just because a secondhanded material has been supplied wholesale and retail but anyway readymade, the tendency is to reduce the activity of mind to a docile or passive taking in of the material presented—in short, to memorizing, with simply incidental use of judgment and of active research. As is frequently stated, *acquiring takes the place of inquiring*. It is hardly an exaggeration to say that the sort of mind-activity which is encouraged in the school is a survival from the days in which science had not made much headway; when education was mainly concerned with learning, that is to say, the preservation and handing down of the acquisitions of the past. It is true that more and more appeal is made every day in schools to judgment, reasoning, personal efficiency, and the calling up of personal, as distinct from merely book, experiences. But we have not yet got to the point of reversing the total method. The burden and the stress still fall upon learning in the sense of becoming possessed of the secondhand and readymade material referred to . . . The prevailing ideal is a perfect recitation, an exhibition without mistake, of a lesson learned. Until the emphasis changes to the conditions which make it necessary for the child to take an active share in the personal building up of his own problems and to participate in methods of solving them (even at the expense of experimentation and error), mind is not really freed.

In our schools we have freed individuality in many modes of outer expression without freeing intelligence, which is the vital spring and guarantee of all these expressions. Consequently we give opportunity to the unconverted to point the finger of scorn, and to clamor for a return to the good old days when the teacher, the representative of social and moral authority, was securely seated in the high places of the school. *But the remedy here, as in other phases of our social democracy, is not to turn back but to go farther—to carry the evolution of the school to a point where it becomes a place for getting and testing experience, as real and adequate to the child upon his existing level as all the resources of laboratory and library afford to the sci-*

entific man upon his level. What is needed is not any radical revolution but rather an organization of agencies already found in the schools. It is hardly too much to say that not a single subject or instrumentality is required which is not already found in many schools of the country. All that is required is to gather these materials and forces together and *unify their operation*. Too often they are used for a multitude of diverse and often conflicting aims. If a single purpose is provided, that of freeing the processes of mental growth, these agencies will at once fall into their proper classes and reinforce each other.

A catalog of the agencies already available would include at least all of the following: taking the child out of doors, widening and organizing his experience with reference to the world in which he lives; nature study when pursued as a vital observation of forces working under their natural conditions, plants and animals growing in their own homes, instead of mere discussion of dead specimens. We have also school gardens, the introduction of elementary agriculture, and more especially of horticulture—a movement that is already making great headway in many of the western states. We have also means for the sake of studying physiographic conditions, such as may be found by rivers, ponds, beaches, quarries, gulleys, and hills.

As similar agencies within the school walls we find a very great variety of instruments for constructive work . . . Under this head come cooking, which can be begun in its simpler form in the kindergarten; sewing, and what is of even greater educational value, weaving, including designing and the construction of simple apparatus for carrying on various processes of spinning, etc. Then there are also the various forms of tool-work directed upon cardboard, wood, and iron; in addition there are clay-modeling and a variety of ways of manipulating plastic material to gain power.

Such matters pass readily over into the simpler forms of scientific experimentation. Every schoolroom from the lowest primary grade up should be supplied with gas, water, certain chemical substances and reagents. To experiment in the sense of trying things or to see what will happen is the most natural business of the child; it is, indeed, his chief concern. It is one which the school has largely either ignored or actually suppressed, so that it has been forced to find outlet in mischief or even in actually destructive ways. This tendency could find

outlet in the construction of simple apparatus and the making of simple tests, leading constantly into more and more controlled experimentation, with greater insistence upon definiteness of intellectual result and consequent control of logical process.

Add to these three typical modes of active experimenting, various forms of art expression, beginning with music, clay-modeling, and story telling as foundation elements, and passing on to drawing, painting, designing in various mediums, we have a range of forces and materials which connect at every point with the child's natural needs and powers, and which supply the requisites for building up his experience upon all sides. As fast as these various agencies find their way into the schools, the center of gravity shifts, the régime changes from one of subjection of mind to an external, readymade material into the activity of mind directed upon the control of subject-matter and thereby its own upbuilding.

Politically we have found that this country could not endure half free and half slave. We shall find equally great difficulty in encouraging freedom, independence, and initiative in every sphere of social life, while perpetuating in the school dependence upon external authority. The forces of social life are already encroaching upon the school institutions which we have inherited from the past, so that many of its mainstays are crumbling. Unless the outcome is to be chaotic, we must take hold of the organic, positive principle involved in democracy, and put that in entire possession of the spirit and work of the school.

In education meet the three most powerful motives of human activity. Here are found sympathy and affection, the going out of the emotions to the most appealing and the most rewarding object of love—a little child. Here is found also the flowering of the social and institutional motive, interest in the welfare of society and in its progress and reform by the surest and shortest means. Here, too, is found the intellectual and scientific motive, the interest in knowledge, in scholarship, in truth for its own sake, unhampered and unmixed with any alien ideal. Copartnership of these three motives—of *affection*, of *social growth*, and of *scientific inquiry*—must prove as nearly irresistible as anything human when they are once united. And, above all else, recognition of the spiritual basis of democracy, the efficacy and responsibility of freed intelligence, is necessary to secure this union.

My Pedagogic Creed

JOHN DEWEY

THE PROFESSIONAL BIBLE of every teacher may well include this compact statement which seems almost inspired in its simplicity. It merits frequent reading and is a forceful challenge to bring school practise into harmony with the laws of child growth. My Pedagogic Creed was first published in 1897. The form used here follows that in the beautiful booklet issued by the Progressive Education Association, Washington, D. C., in connection with the 70th birthday celebration.

ARTICLE ONE—What Education Is—
I Believe that—all education proceeds by the participation of the individual in the social consciousness of the race. This process begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions. Through this unconscious education the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes an inheritor of the funded capital of civilization. The most formal and technical education in the world cannot safely depart from this general process. It can only organize it or differentiate it in some particular direction.

—the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these

mean in social terms. The value which they have is reflected back into them. For instance, through the response which is made to the child's instinctive bab-

JOHN DEWEY, THE FRIEND OF CHILDHOOD—No one can estimate the cumulative force of a great thought. It is more abiding than empires or races. The whole life of the world throughout the centuries to come may be colored by it. And so we have John Dewey profoundly to thank for drafting the emancipation proclamation of childhood in a philosophy which demands that children shall live and learn happily and well according to their needs and interests today as the best preparation for worthy lives tomorrow.—J. E. M.

blings the child comes to know what those babblings mean; they are transformed into articulate language, and thus the child is introduced into the consolidated wealth of ideas and emotions which are now summed up in language.

—this educational process has two sides, one psychological and one sociological, and that neither can be subordinated to the other, or neglected, without evil results following. Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting-point for all education. Save as the efforts of the educator connect with some activity which the child is carrying on of his own initiative independent of the educator, education becomes reduced to a pressure from without. It may, indeed, give certain external results, but cannot truly be called

educative. Without insight into the psychological structure and activities of the individual, the educative process will, therefore, be haphazard and arbitrary. If it chances to coincide with the child's activity it will get a leverage; if it does not, it will result in friction, or disintegration, or arrest of the child nature.

—knowledge of social conditions, of the present state of civilization, is necessary in order properly to interpret the child's powers. The child has his own instincts and tendencies, but we do not know what these mean until we can translate them into their social equivalents. We must be able to carry them back into a social past and see them as the inheritance of previous race activities. We must also be able to project them into the future to see what their outcome and end will be. In the illustration just used, it is the ability to see in the child's babblings the promise and potency of a future social intercourse and conversation which enables one to deal in the proper way with that instinct.

—the psychological and social sides are organically related, and that education cannot be regarded as a compromise between the two, or a superimposition of one upon the other. We are told that the psychological definition of education is barren and formal—that it gives us only the idea of a development of all the mental powers without giving us any idea of the use to which these powers are put. On the other hand, it is urged that the social definition of education, as getting adjusted to civilization, makes of it a forced and external process, and results in subordinating the freedom of the individual to a preconceived social and political status.

—each of these objections is true when urged against one side isolated from the

PREFACE—The isolation of the teacher is a thing of the past. The processes of education have come to be recognized as fundamental and vital in any attempt to improve human conditions and elevate society. The missionary and social reformer have long been looking to education for counsel and aid in their most difficult undertakings. They have viewed with interest and pleasure the broadening of pedagogy so as to make it include not only experimental physiology and child-study, but the problems of motor training, physical culture, hygiene, and the treatment of defectives and delinquents of every class. The schoolmaster, always conservative, has not found it easy to enter this large field; for he has often failed to realize how rich and fruitful the result of such researches are; but remarkable progress has been made, and a changed attitude on the part of educators is the result. Another phase of the educational movement is the conviction that the school is a social institution, that its aims are social, and that its management, discipline, and method of instruction should be dominated by this idea.—Samuel T. Dutton, then superintendent of schools, Brookline, Massachusetts, in the preface of a pamphlet containing "My Pedagogic Creed" and an article by Professor A. W. Small, 1897.

other. In order to know what a power really is we must know what its end, use, or function is, and this we cannot know save as we conceive of the individual as active in social relationships. But, on the other hand, the only possible adjustment which we can give to the child under existing conditions is that which arises through putting him in complete possession of all his powers. With the advent of democracy and modern industrial conditions, it is impossible to foretell definitely just what civilization will be twenty years from now. Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently. It is impossible to reach this sort of adjustment save as constant regard is had to the individual's own powers, tastes, and interests—that is, as education is continually converted into psychological terms.

In sum, I believe that the individual who is to be educated is a social individual, and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits. It must be controlled at every point by reference to these same considerations. These powers, interests, and habits must be continually interpreted—we must know what they mean. They must be translated into terms of their social equivalents—into terms of what they are capable of in the way of social service.

ARTICLE TWO—What the School Is—
I Believe that—the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those

agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the

IT has been demonstrated that it is possible for children to lead the same natural lives in school that they lead in homes of the right sort, outside of school; to progress bodily, mentally, and morally in school without fictitious pressure, rewards, examinations, grades, or promotions; while they acquire sufficient control of the conventional tools of learning and of the study of books—reading, writing, and figuring—to be able to use them independently.—John Dewey in *Progressive Education* 4:100.

race, and to use his own powers for social ends.

—education, therefore, is a process of living and not a preparation for future living.

—the school must represent present life—life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.

—that education which does not occur through forms of life, forms that are worth living for their own sake, is always a poor substitute for the genuine reality, and tends to cramp and to deaden.

—the school, as an institution, should simplify existing social life; should reduce it, as it were, to an embryonic form. Existing life is so complex that the child cannot be brought into contact with it without either confusion or distraction; he is either overwhelmed by the multiplicity of activities which are going on, so that he loses his own power of orderly reaction, or he is so stimulated by these various activities that his powers are prematurely called into play and he becomes either unduly specialized or else disintegrated.

—as such simplified social life, the school life should grow gradually out of the home life; that it should take up and con-

tinue the activities with which the child is already familiar in the home.

—it should exhibit these activities to the child, and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of playing his own part in relation to them.

—this is a psychological necessity, because it is the only way of securing continuity in the child's growth, the only way of giving a background of past experience to the new ideas given in school.

—it is also a social necessity because the home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of the values bound up in his home life.

—much of present education fails because it neglects this fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations. As a result they do not become a part of the life experience of the child and so are not truly educative.

—the moral education centers upon this conception of the school as a mode of social life, that the best and deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought. The present educational systems, so far as they destroy or neglect this unity, render it difficult or impossible to get any genuine, regular moral training.

—the child should be stimulated and controlled in his work through the life of the community.

—under existing conditions far too much of the stimulus and control proceeds from the teacher, because of neglect of the idea of the school as a form of social life.

—the teacher's place and work in the school is to be interpreted from this same basis. The teacher is not in the school to impose certain ideas or to form certain

ABANDON the notion of subjectmatter as something fixed and readymade in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process.—John Dewey in *The Child and the Curriculum*, page sixteen.

habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.

—the discipline of the school should proceed from the life of the school as a whole and not directly from the teacher.

—the teacher's business is simply to determine, on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child.

—all questions of the grading of the child and his promotion should be determined by reference to the same standard. Examinations are of use only so far as they test the child's fitness for social life and reveal the place in which he can be of the most service and where he can receive the most help.

ARTICLE THREE—The Subjectmatter of Education—I believe that—

the social life of the child is the basis of concentration, or correlation, in all his training or growth. The social life gives the unconscious unity and the background of all his efforts and of all his attainments.

—the subjectmatter of the school curriculum should mark a gradual differentiation out of the primitive unconscious unity of social life.

—we violate the child's nature and render difficult the best ethical results by introducing the child too abruptly to a number of special studies, of reading, writing, geography, etc., out of relation to this social life.

—the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities.

—education cannot be unified in the study of science, or so-called nature study, because apart from human activity, nature itself is not a unity; nature in itself is a number of diverse objects in space and time, and to attempt to make it the center of work by itself is to introduce a principle of radiation rather than one of concentration.

—literature is the reflex expression and interpretation of social experience; that hence it must follow upon and not precede such experience. It, therefore,

cannot be made the basis, although it may be made the summary of unification.

—once more that history is of educative value in so far as it presents phases of

THE Child-Centered School
—Now the change which is coming into our education is the shifting of the center of gravity. It is a change, a revolution, not unlike that introduced by Copernicus when the astronomical center shifted from the earth to the sun. In this case the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.—John Dewey in *The School and Society*, p35.

social life and growth. It must be controlled by reference to social life. When taken simply as history it is thrown into the distant past and becomes dead and inert. Taken as the record of man's social life and progress it becomes full of meaning. I believe, however, that it cannot be so taken excepting as the child is also introduced directly into social life.

—the primary basis of education is in the child's powers at work along the same general constructive lines as those which have brought civilization into being.

—the only way to make the child conscious of his social heritage is to enable him to perform those fundamental types of activity which make civilization what it is.

—in the so-called expressive or constructive activities as the center of correlation.

—this gives the standard for the place of cooking, sewing, manual training, etc., in the school.

—they are not special studies which are to be introduced over and above a lot of others in the way of relaxation or relief, or as additional accomplishments. I believe rather that they represent, as types, fundamental forms of social activity; and that it is possible and desirable that the child's introduction into the more formal subjects of the curriculum be through the

medium of these constructive activities.
—the study of science is educational in so far as it brings out the materials and processes which make social life what it is.

—one of the greatest difficulties in the present teaching of science is that the material is presented in purely objective form, or is treated as a new peculiar kind of experience which the child can add to that which he has already had. In reality, science is of value because it gives the ability to interpret and control the experience already had. It should be introduced, not as so much new subject-matter, but as showing the factors already involved in previous experience and as furnishing tools by which that experience can be more easily and effectively regulated.

—at present we lose much of the value of literature and language studies because of our elimination of the social element. Language is almost always treated in the books of pedagogy simply as the expression of thought. It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument. Language is the device for communication; it is the tool through which one individual comes to share the ideas and feelings of others. When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end.

—there is, therefore, no succession of studies in the ideal school curriculum. If education is life, all life has, from the outset, a scientific aspect, an aspect of art and culture, and an aspect of communication. It cannot, therefore, be true that the proper studies for one grade are mere reading and writing, and that at a later grade, reading, or literature, or science, may be introduced. The progress is not in the succession of studies, but in the development of new attitudes towards, and new interests in, experience.
—education must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing.

—to set up any end outside of education, as furnishing its goal and standard, is to deprive the educational process of much

PERSONALITY must be educated, and personality cannot be educated by confining its operations to technical and specialized things, or to the less important relationships of life. Full education comes only when there is a responsible share on the part of each person, in proportion to capacity, in shaping the aims and policies of the social groups to which he belongs.—John Dewey in *Progressive Education* 4:100.

of its meaning, and tends to make us rely upon false and external stimuli in dealing with the child.

ARTICLE FOUR—The Nature of Method—I believe that—the question of method is ultimately reducible to the question of the order of development of the child's powers and interests. The law for presenting and treating material is the law implicit within the child's own nature. Because this is so I believe the following statements are of supreme importance as determining the spirit in which education is carried on.

—the active side precedes the passive in the development of the child-nature; that expression comes before conscious impression; that the muscular development precedes the sensory; that movements come before conscious sensations; I believe that consciousness is essentially motor or impulsive; that conscious states tend to project themselves in action.

—the neglect of this principle is the cause of a large part of the waste of time and strength in school work. The child is thrown into a passive, receptive, or absorbing attitude. The conditions are such that he is not permitted to follow the law of his nature; the result is friction and waste.

—ideas (intellectual and rational processes) also result from action and devolve for the sake of the better control of action. What we term reason is primarily the law of order or effective action. To attempt to develop the reasoning powers, the powers of judgment, without reference to the selection and arrangement of means in action, is the fundamental fallacy in our present methods of dealing with this matter. As a result we present the child with arbitrary symbols. Symbols are a necessity in mental development, but they have their place as tools for economizing effort; presented by themselves they are a mass of meaningless and arbitrary ideas imposed from without.

—the image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the

images which he himself forms with regard to it.

—if nine-tenths of the energy at present directed towards making the child learn

FOUR GREAT REFORMERS—Frank T. Boynton, Superintendent of schools, Ithaca, New York, and a past president of the Department of Superintendence, suggests:

Visitors to Geneva this summer saw a group statue of four great reformers, men who loved their fellow men and worked for their betterment—Erasmus, Luther, Knox, Calvin. Some day there should be another statue of four great reformers who strove successfully to free childhood from formalism in education, and this statue should include Dewey, Comenius, Rousseau, Pestalozzi. Liberalism in educational procedure as we know it today, is John Dewey's greatest achievement.

certain things were spent in seeing to it that the child was forming proper images, the work of instruction would be indefinitely facilitated.

—much of the time and attention now given to the preparation and presentation of lessons might be more wisely and profitably expended in training the child's power of imagery and in seeing to it that he was continually forming definite vivid, and growing images of the various subjects with which he comes in contact in his experience.

—interests are the signs and symptoms of growing power. I believe that they represent dawning capacities. Accordingly the constant and careful observation of interests is of the utmost importance for the educator.

—these interests are to be observed as showing the state of development which the child has reached.

—they prophesy the stage upon which he is about to enter.

—only through the continual and sympathetic observation of childhood's interests can the adult enter into the child's

life and see what it is ready for, and upon what material it could work most readily and fruitfully.

—these interests are neither to be humored nor repressed. To repress interest is to substitute the adult for the child, and so to weaken intellectual curiosity and alertness, to suppress initiative, and to deaden interest. To humor the interests is to substitute the transient for the permanent. The interest is always the sign of some power below; the important thing is to discover this power. To humor the interest is to fail to penetrate below the surface, and its sure result is to substitute caprice and whim for genuine interest.

—the emotions are the reflex of actions. —to endeavor to stimulate or arouse the emotions apart from their corresponding activities is to introduce an unhealthy and morbid state of mind.

—if we can only secure right habits of action and thought, with reference to the good, the true, and the beautiful, the emotions will for the most part take care of themselves.

—next to deadness and dullness, formalism and routine, our education is threatened with no greater evil than sentimentalism.

—this sentimentalism is the necessary result of the attempt to divorce feeling from action.

ARTICLE FIVE—The School and Social Progress—education is the fundamental method of social progress and reform.

—all reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.

—education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction.

—this conception has due regard for both the individualistic and socialistic

INFLUENCE at work—Superintendent M. G. Clark of Sioux City, Iowa, writes: Somewhere back in 1898 I read 'The Pedagogical Creed' of John Dewey then of the University of Chicago. I think I have read that Creed two or three times a year every year since. It is to me the genesis of public school education. The paragraph that first attracted my study runs as follows: I believe that the only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms.

ideals. It is duly individual because it recognizes the formation of a certain character as the only genuine basis of right living. It is socialistic because it recognizes that this right character is not to be formed by merely individual precept, example, or exhortation, but rather by the influence of a certain form of institutional or community life upon the individual, and that the social organism through the school, as its organ, may determine ethical results.

—in the ideal school we have the reconciliation of the individualistic and the institutional ideals.

—the community's duty to education is, therefore, its paramount moral duty. By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.

—when society once recognizes the possibilities in this direction, and the obligations which these possibilities impose, it is impossible to conceive of the resources of time, attention, and money which will be put at the disposal of the educator.

—it is the business of everyone interested in education to insist upon the school as the primary and most effective interest of social progress and reform in order that society may be awakened to realize what the school stands for, and arouse to the necessity of endowing the educator with sufficient equipment properly to perform his task.

—education thus conceived marks the most perfect and intimate union of science and art conceivable in human experience.

—the art of thus giving shape to human powers and adapting them to social service is the supreme art; one calling into its service the best of artists; that no insight, sympathy, tact, executive power, is too great for such service.

—with the growth of psychological service, giving added insight into individual structure and laws of growth; and with

growth of social science, adding to our knowledge of the right organization of individuals, all scientific resources can be utilized for the purposes of education.

SPECIAL COMMITTEE APPOINTED
—President E. Ruth Pyrtle
of the National Education Association, carrying out the decision reached by the Representative Assembly at the Atlanta convention, appointed the following committee to serve in connection with the birthday celebration:

Harold O. Rugg, professor of education, Teachers College, Columbia University, New York City.

Uel W. Lamkin, president, Missouri State Teachers College, Maryville.

George D. Strayer, professor of education, Teachers College, Columbia University.

Lida Lee Tall, principal, State Normal School, Towson, Maryland.

J. M. Gwinn, superintendent of schools, San Francisco, California.

Joy Elmer Morgan, editor of The Journal of the National Education Association, consulting member.

—when science and art thus join hands the most commanding motive for human action will be reached, the most genuine springs of human conduct aroused, and the best service that human nature is capable of guaranteed.

—the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life.

—every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.

—in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God.

IN the development of the Dewey feature in this JOURNAL the aim has been to have as much as possible by Dewey rather than to fill the space with material about Dewey. *Democracy in Education*

and *My Pedagogical Creed* are classics of exceptional value for school people. Two other of Dewey's essays make a special appeal to teachers—*The Child and The Curriculum*, a forty page pamphlet by the Chicago University Press, and his essay on *Science and the Education of Man* which is preserved in Volume II of *Characters and Events* published by Henry Holt and Company. To quote from the latter:

One of the only two articles that remain in my creed of life is that the future of our civilization depends upon the widening spread and deepening hold on the scientific habit of mind; and that the problem of problems in our education is therefore to discover how to mature and make effective this scientific habit. Mankind so far has been ruled by things and by words, not by thought, for till the last few moments of history, humanity has not been in possession of the conditions of secure and effective thinking. Without ignoring in the least the consolation that has come to men from their literary education, I would even go so far as to say that only the gradual replacing of a literary by a scientific education can assure to man the progressive amelioration of his lot. Unless we master things, we shall continue to be mastered by them; the magic that words cast upon things may indeed disguise our subjection or render us less dissatisfied with it, but after all science, not words, casts the only compelling spell upon things.

Scientific method is not just a method which it has been found profitable to pursue in this or that abstruse subject for purely technical reasons. It represents the only method of thinking that has proved fruitful in any subject—that is what we mean when we call it scientific. It is not a peculiar development of thinking for highly specialized ends; it is thinking so far as thought has become conscious of its proper ends and of the equipment indispensable for success in their pursuit.

The modern warship seems symbolic of the present position of science in life and education. The warship could not exist were it not for science: mathematics, mechanics, chemistry, electricity supply the technic of its construction and management. But the aims, the ideals in whose service this marvelous technic is displayed are survivals of a pre-scientific age, that is, of barbarism. Science has as yet had next to nothing to do with forming the social and moral ideals for the sake of which she is used. Even where science has received its most attentive recognition, it has remained a servant of ends imposed from alien traditions.

THE heart of a great school—At the very heart of Teachers College, Columbia University, is a service which lifts the life of the college as memory lifts the life of man. It is the Library—helpful, inviting, efficient, clean, courteous. This rich collection of educational writings is in charge of people who know their business, from the gifted librarian, Charles E. Rush, to the newest clerk. The help of this library in providing professional aid and office space for the editor, in connection with the Dewey celebration has helped to make this feature of the JOURNAL possible. May there be more and better libraries.

The Books of John Dewey

BEGINNING with an article in 1882, on *The Metaphysical Assumptions of Materialism*, which appeared in *The Journal of Speculative Philosophy*, John Dewey has been a prolific writer. A chronological annotated bibliography of his writings in both books and periodicals was prepared in connection with his seventieth birthday by Milton Halsey Thomas and Herbert Wallace Schneider of Columbia University. This bibliography, which makes a fair-sized volume, is published by the Columbia University Press. Through the courtesy of the authors and publishers the book entries from this bibliography are reprinted herewith.

Psychology. N. Y., Harper & Brothers. 1887. 427p.

Leibnitz's new essays concerning the human understanding: A critical exposition. Chicago, S. C. Griggs & Co. 1888. 272p.

The ethics of democracy. Ann Arbor, Mich., Andrews & Co. 1888. 28p.

Applied psychology: An introduction to the principles and practise of education. By J. A. McLellan and John Dewey. Boston, Educational Publishing Co. 1889. 317p.

Outlines of a critical theory of ethics. Ann Arbor, Mich., Register Pub. Co. 1891. 253p.

Psychology, Third revised edition. (See above) N. Y., Harper & Bros. 1891. 427p.

The study of ethics: a syllabus. Ann Arbor, Mich., Register Pub. Co. 1894. 151p.

The psychology of number and its applications to methods of teaching arithmetic. By J. A. McLellan and John Dewey. N. Y., D. Appleton & Co. 1895. 309p.

My pedagogic creed. N. Y., E. L. Kellogg & Co. 1897. 36p.

(Syllabus) The University of Chicago. Pedagogy 1B 19. Philosophy of education. 1898-99 Winter Quarter. Chicago. 1918. 11p.

Interest as related to (the training of the) will. Chicago: The Society, reprinted. 1899. 40p.

Psychology and philosophic method. Berkeley, The Univ. Press, 1899.

The method of the recitation: A partial report of a course of lectures given at the University of Chicago. Privately printed for the use of classes in theory at the Oshkosh, Wis., Normal School. 1899. 62p.

The school and society: being three lectures by John Dewey, supplemented by a statement of the University Elementary School. Chicago, The Univ. of Chicago Press. 1899. 125p.

The elementary school record: A series of nine monographs, Nos. 1-9. Chicago, The Univ. of Chicago Press. 1900.

The school and society: being three lectures by John Dewey, supplemented by a statement of the University Elementary School. Chicago, The Univ. of Chicago Press. 1900. 129p.

The child and the curriculum. Chicago, The Univ. of Chicago Press. 1902. 40p. (Univ. of Chicago Contributions to Education, No. V.)

The educational situation. Chicago, The University of Chicago Press. 1902. 104p. (Univ. of Chicago Contributions to Education, No. III.)

How to Read Dewey

THE NEAREST thing to a short cut to Dewey's philosophy is *How we think*, and with this the reader may well begin. *Essays in experimental logic* requires for its complete comprehension some knowledge of current controversies in philosophy. But the review of James's *Pragmatism*, contained in the chapter, "What pragmatism means," will be of interest to any reader seeking an answer to that question. His epochmaking work, *The school and society*, has by no means lost its value although much that was prophecy then is now fulfilled. Most readers will be more interested in the fulfillments as described in *Schools of tomorrow*. This contains, besides the description of the new schools by his daughter, Evelyn Dewey, several chapters by Professor Dewey on the theory and aims of the educational movement they represent. A more complete and systematic exposition of the principles of education under modern conditions is to be found in *Democracy and education*.—From *Six Major Prophets* by Edwin E. Slosson.

Psychology and social practise. Chicago, Univ. of Chicago Press. 1901. 42p. (Contributions to education, No. XI.)

Studies in logical theory, by John Dewey, with the cooperation of members and fellows of the Department of Philosophy. Chicago, The Univ. of Chicago Press. 1903. 388p. (Univ. of Chicago Decennial Publications, Second Series, Vol. XI.)

Logical conditions of a scientific treatment of morality. Chicago, The Univ. of Chicago Press. 1903. 27p.

The school and the child: being selections from the educational essays of John Dewey. Edited by J. J. Findlay. London, Blackie & Son, Ltd. 1906. 128p. (The Little Library of Pedagogics.)

Ethics. N. Y., Col. Univ. Press. 1908. 26p.

Ethics, by John Dewey and James H. Tufts. N. Y., Henry Holt & Co. 1908. 618p. (American Science Series.) Published also in London by G. Bell and Sons. 1909.

Moral principles in education. Boston, Houghton Mifflin. 1909. 60p. (Riverside Educational Monographs, edited by Henry Suzzallo.)

How we think. Boston, D. C. Heath & Co. 1910. 224p.

The influence of Darwin on philosophy and other essays in contemporary thought. N. Y., Henry Holt & Co. 1910. 309p.

Educational essays by John Dewey. Edited by J. J. Findlay. London, Blackie & Son, Ltd. 1910. 168p.

Interest and effort in education. Boston:

Houghton Mifflin Co. 1913. 101p. (Riverside Educational Monographs, edited by Henry Suzzallo.)

German philosophy and politics. N. Y., Henry Holt & Co. 1915. 134p.

The school and society. Revised edition. Chicago, The Univ. of Chicago Press. 1915. 164p.

Schools of tomorrow, by John Dewey and Evelyn Dewey. N. Y., E. Dutton & Co. 1915. 316p.

Democracy and education: An introduction to the philosophy of education. N. Y., The Macmillan Co. 1916. 434p. (Textbook Series in Education, edited by Paul Monroe.)

Essays in experimental logic. Chicago, The Univ. of Chicago Press. 1916. 444p.

The need for a recovery of philosophy. In *Creative intelligence; essays in the pragmatic attitude*, by John Dewey and others. N. Y., Henry Holt & Co. 1917. pp. 3-69.

Vocational education in the light of the World War. Chicago. 1918. 10p. (Vocational Education Association of the Middle West, Bulletin No. 4, Jan., 1918.)

The psychology of drawing—imagination and expression—culture and industry in education. N. Y., Teachers College, Columbia Univ. 1919. 18p. (Teachers College Bulletin, Series 10, No. 10, Mar., 1919.)

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A Supervisory Program

MARY STANSBURY BRAUN

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MANY progressive cities are specializing in their effort to improve the teaching of reading, the basic tool. Among such cities Baltimore ranks high. This is the second of a series of articles prepared by the Baltimore teachers. The first, *Aims in Reading*, appeared in the JOURNAL for November. This series will be used by many school faculties as a basis for group discussion.

SINCE A rather highly perfected skill in reading is the necessary vehicle for exploring the many unknown trails of nearly every other subject found in an elementary school curriculum, the improvement of reading is ever a live and vital problem to those working in the field of education. To think and act intelligently in response to this problem it is necessary to have clearly in mind the general objectives for reading instruction, which in *The Twenty-fourth Yearbook* of the National Society for the Study of Education are:

1. Rich and varied experiences through reading.
2. Strong motives for reading and permanent interest in it.
3. Desirable attitudes and effective habits and skills.

Having the three general objectives and the more specific ones for grades four, five, and six in mind, the writer introduced the following program in the elementary schools under her supervision with gratifying results.

Diagnostic testing—All children in the three grades mentioned above were given a standardized diagnostic reading test in September. The particular test used (Sangren-Woody) was composed of seven parts which revealed scores for rate and six phases of comprehension.

Test results for each class were entered upon an analysis chart which gave a clear picture of each pupil's achievement in terms of scores and grade levels and their relation to his intelligence quotient.

Interpreting test results—A meeting of teachers, principal, and supervisor for the purpose of interpreting and discussing test results was the initial step for launching the remedial program in each school. Plans for grouping and methods

for meeting individual and group needs were selected after discussion. Later the supervisor held a conference with each teacher for investigation of cases needing special attention.

Weekly plan followed—It was considered wise to have several *work type silent reading lessons* each week. Selections from readers provided for the grades were used for one lesson. Teaching devices and assignments for developing skill in the particular phase of reading needed by each group were emphasized. The supervisor provided lists and samples of practical assignments. A second lesson of the same type, which should directly contribute to some other subject taught in the grade, was planned. Each subject received its share of attention to facilitate the interpretation of varied types of subjectmatter through familiarity with many styles of writing and the somewhat specialized vocabularies as presented in history, science, geography, health, and arithmetic textbooks.

Individual preparation for oral reading was given one period each week. About one-half the pupils in a class prepared under direct supervision of the teacher a short newspaper or magazine account, a poem, a short story, or short selections of informational type material. The children were encouraged to bring into the classroom material of their own choosing. The periods were often devoted to preparation of material which contributed valuable information to the development of a large unit of work in progress at the time. While one-half the class was definitely preparing for oral reading, the other half was engaged in some silent reading activity.

An *oral reading lesson* to be of the highest value must be enjoyable. These periods were so planned that the material was new and interesting. The pupils who had not prepared to participate in the oral reading constituted an audience that was encouraged and guided by the teacher to give worthwhile criticism. By following this procedure every pupil read to the class once in two weeks.

For thirty minutes each week every child was given the privilege to do library reading—to read a book of his own selec-

tion from the school, class, or public library. Various methods of checking the library reading were employed. Some teachers kept card catalogs of books read by each pupil, some asked a few questions when a child had completed a book, some kept charts upon the walls indicating books read by members of the class, and others required written or oral book reports. The most progressive teachers used several methods.

An *informal test* devised by the supervisor was given at the end of each week's work. The tests were short and required only ten minutes for administering and scoring. The original standardized test provided a model for the informal tests. Each of these exercises tested rate and one phase of comprehension.

Demonstration lessons—In every school, where the program for improving reading was introduced, at least one demonstration lesson of each type outlined in the weekly plan was presented for the faculty. The demonstration lessons taught by teachers and supervisors were followed by a short conference. Salient points of the lesson and problems met by the teachers in following the weekly plan were discussed.

Retesting—At the end of sixteen weeks' intensive work on the program of remedial measures, the standardized test was given a second time. New analysis charts were made. Graphs comparing achievement on the initial test and achievement on the final test were helpful to the teacher in judging class progress and her own teaching ability. Every class could boast a very substantial gain. One school, sixty percent of whose pupil enrolment come from homes of foreign-born parents, showed a gain of thirty-two percent.

The results of this remedial work:

1. A closer bond between supervisor and teachers was formed as shown by many requests from teachers for classroom visitation.
2. All teachers received the benefits derived from seeing carefully planned demonstration lessons.
3. The successful teacher received recognition by being asked to give demonstration lessons.
4. The three general objectives were realized to a satisfactory degree.

Vitalized Commencements and the Home

COMMENCEMENT! What a thrill of pride and joy is experienced by graduates, parents, and friends at this glad season. An occasion that has such strong appeal to the public can be extremely profitable to the school, the community, and the home.

The December, 1928, JOURNAL outlined a plan for vitalization of commencements. It was suggested that one of the cardinal principles of education and life be emphasized each year: in 1930, worthy home membership; in 1931, education for lifelong learning; in 1932, faithful citizenship; in 1933, vocational and economic effectiveness; in 1934, wise use of leisure; in 1935, ethical character.

In accordance with this plan the January, 1929, JOURNAL carried an article giving concrete suggestions on "Health and Vitalized Commencements." Herewith are suggestions for the commencement season of 1930.

Laying the plans—Plan a publicity campaign through school and city papers to acquaint the community with the fact that the commencement program and the events leading up to it are to be built around the theme of worthy home membership. Have local ministers give at least one Sunday to a discussion of worthy home membership in relation to the church and school. Secure the cooperation of local civic clubs, having older students present the matter to them. Let the activities of the commencement season interpret to the patrons the specific contributions of the school to the homes of the community, such as the teaching of better habits, wiser use of leisure, increased vocational effectiveness. If your school has a printing department enrol in the JOURNAL Nationwide Printing Project in which posters will be made from a fine sentiment on worthy home membership. These may be used in the classrooms, homes, and about the city. Cooperate with the local parent-teacher association. A committee of students working with a committee from the faculty will be able to formulate the details of the plan and as far as possible pupils should feel that they are in charge of it. Literature on worthy home membership may be broadcast through newspapers, school publications, and leaflets. A series of helpful articles on worthy home membership is being run in the JOURNAL this

year. Teachers will use care in presenting material on home membership to the pupils in order that wrong attitudes may not be the result. The following suggestions may be used throughout the year as well as during commencement week.

Elementary school promotion—Display posters throughout the rooms on worthy home membership. Have the language and civics work revolve around the topic of worthy home membership. Use playlets and pageants dealing with the home. Lead pupils to see how the home can assist the school by getting children to school on time, encouraging regular attendance, furnishing proper clothing and nourishment, creating the right mental attitude, cooperating with the teacher. Dramatize ways in which the school assists the home on special holidays when mothers are especially invited to attend. Use the best stories and posters made on worthy home membership as a promotion week exhibit. Study the lives of men and women who have glorified the home. Make a list of the statements of great men concerning what their homes have meant to them. Use motion pictures pertaining to the general theme. Let the pupils list things they can do to improve their homes. Keep diaries on the home. Study ways in which government, city and state, contribute to the home, and in which the home contributes to the state and to society. List the essentials of a good home.

Junior high school advancement—Show how vocational courses—home economics, manual training, agriculture, and commercial courses—prepare the students to become more valuable home members. Indicate ways in which the school encourages thrift, safety, and fire prevention. Have the class determine the chief home needs of the community—fire protection, water system, sewer system, cleaner streets, better police protection, more efficient traffic control, parks and playfields. Conduct a cartoon contest. Use books on worthy home membership as commencement gifts. Conduct debates on the relative responsibilities of the home and the school. Show by pageant or play how the knowledge of literature and music gained in the school enables the individual to become a better home member. Conduct an essay contest on the essentials of worthy home membership, the happy home, cooperation of home and school, other titles which pupils or teachers may suggest. Make a survey of pupil records and determine what factors in the home are responsible for the poor records: Does the pupil get started to school on time? Does he leave home in a happy frame of mind? Are his home conditions conducive to study? What correlation is there between failures and the homes where "No" is the answer to the previous questions? Use posters on worthy home membership, either hand made in the art class or printed in the school print shop, and distribute these throughout the rooms. If the school is equipped with a printing outfit, have the students write and print a leaflet for the pa-

trons explaining the plan and enlisting the cooperation of the community in making the season one of greater appreciation for the home, and of the part the school plays in making the home better. Let the pupils rate themselves privately as to their worthiness as home members. Cooperate with the local parent-teacher association. Encourage school clubs to discuss the subject as part of their program whenever feasible. Use the school paper freely for the benefit of the parents as well as the pupils.

Senior high school graduation—Show the value of vocational courses to the home. If a commencement speaker is to be secured, acquaint him early with the plan, so that the speech may be built around the theme of worthy home membership. Write essays and orations on such questions as: What is the responsibility of the home to the school? What is the responsibility of the school to the home? What my school has done to make me a more worthy home member. Exhibit model homes made by students with the advice and assistance of the school instructor or local architects. Use slides on landscaping and gardening. What may the schools do to help build up public sentiment for better city planning and consequently better homes? Use posters and cartoons with the best samples exhibited during commencement week. Print winning essays along with the commencement program. Correlate with English classes by study of stories like *Silas Marner* and biographies which portray worthy homes and their values. Survey attendance records showing how home conditions affect the pupil and his progress through poor health, wrong attitudes, wrong emotional setup in the morning, unwise use of leisure. Deliver orations about persons who have glorified the home.

College graduation—Portray the contribution of the college to the home in increased culture and happiness, wiser use of leisure, higher economic effectiveness. Assist small nearby high schools in their programs. Cooperate with the local high school in community publicity. Inaugurate courses on parenthood. Build the commencement program around worthy home membership including: the commencement speech; the class play; oratorical and essay contests built on such topics as pivotal position of the home, homemaking in competition with other callings, homemaking of the future, qualifications of homemakers, budgeting. Arrange a number of chapel or convocation periods around the theme of worthy home membership. The college Y. M. C. A. and Y. W. C. A. may wish to build a portion of the year's program around worthy home membership. Other discussion groups may also use the topic as a theme.

The graduate school—Each school can portray to the public the contribution it makes to the sum total of the home life of the nation. Thus dentistry, medicine, and pharmacy, to the general health; law, to the upbuilding of better judicial procedure tending toward the security and stability of the home; teaching to the enrichment of life through education.

Teaching Children to Appreciate Home

MRS. HERBERT BROWNELL

FABLES, at least fables with morals, are quite out of date. Nevertheless, a fable is my text. It has stayed by me since I was a girl in my teens translating Aesop's fables from Latin into English. This is the way I remember it: "A crab once said to his son, 'My son, do not walk with such crooked steps but go in a straight course.' To this the son replied, 'My father, gladly will I follow your precepts if I shall first see you doing the same thing.'" This fable teaches that youth is influenced by no other thing so much as by example.

From this moral I make bold to say that there is likelihood that children are more likely to appreciate their homes if they first see their parents doing "the same thing." Does it not follow that to successfully teach appreciation one must of necessity have mastered that art? For appreciation is most truly an art. When it is an applied art, then it can be taught. Suppose we think of a home where the young father and mother can look back to the homes of their parents as ideas to copy, not because they were beautiful homes, not because there they were waited upon and ministered to, but because they have the memory of homes made beautiful by the joint effort of parents and children striving together for the happiness and wellbeing of the family.

With such memories it is easy to start a home that has this ideal,

The world has nothing to bestow,
From our own selves our joys must flow,
And that dear spot our home.

It is usually a tragedy that compels one parent to make a home. It is an effort for two parents to make a home complete, though it can be done. Two parents with children form the basis for an ideal home where, with cooperation as the keynote, appreciation can best be taught.

The psychology of childhood is nowadays so uppermost in the minds of young parents that it sometimes seems to threaten the exercise of common sense based on proved experience. All hail the psychology of the child. We cannot know too much of it. But let us remember that, in a home with adult members as well as child members, the psychology of each must be blended into the psychology

of the whole. This blending is nothing more nor less than old-fashioned unselfishness where children as well as grown-ups are early taught the practise if not the maxim—and maxims as well as

MRS. BROWNELL, author of this article, has long practised the principles so beautifully set forth here. The Brownell home has been remarked by all who know it for the high quality of its life. A goodly family of children has now grown into worthy citizenship and grandchildren are gladdening the hearts of Mr. and Mrs. Brownell. Mr. Herbert Brownell is a loved teacher in the University of Nebraska.

fables are out of style—"Let each esteem other better than himself."

But to get at the teaching part of appreciation of home: when we are sure we truly appreciate our homes we can probably say with certainty that our reason for this appreciation is that we have put thought, time, and labor into the making of that home. Children love to do those very same things. Just try telling your two-year-old child each evening that he can pick up the paper that is on the porch, perhaps, and hand it to father when he comes home. What an achievement and how he responds to the admiration his effort has brought. Let him do that regularly. He may get over the first thrills but keep it up—that or some other service for a loved one. Don't be afraid of starting these acts of service too young. Train your children when they desire to be trained.

In our own home it was a great joy to see that all the disorder of play and the muss of work should be cleared away so that "when father comes home" everything would be orderly and ready for dinner. A child likes an incentive. "Father" can be made the incentive for quickly putting toys away. Children take an orderly room for granted when mother does it all. Children appreciate an orderly home when they have helped make it so. Father's part comes in when

he shows how rested he is to come home to such a pleasant place and when he suggests after dinner that mother is entitled to a rest which the other members of the family can provide for her.

You perceive I am suggesting methods of teaching appreciation of home in ways that are natural and easy provided the family looks after itself and is not looked after by paid helpers. That would complicate my method. Ingenuity and desire would easily suggest ways of helping even under such circumstances and I cannot imagine a finer opportunity for teaching the ideals of democracy than to teach children to make things as easy as possible for hired helpers. A definite thing for each member of the family to do in the daily routine of homekeeping is a real step in teaching appreciation of home.

It would be a real handicap in my method of teaching appreciation of home if everyone had plenty of money and could stock a home with every convenience and luxury. It is such a joy to possess something one has longed for. Perhaps the family as a whole longs for a radio. If each member of the family can save a little, each one earn a little, and all plan on the kind of radio they want, does any one doubt that the radio will be appreciated when it is put into the home? This is merely an illustration of cooperation—a working together for the home comforts and pleasures.

If economy in the home must be practised, let the children know about it—talk it over with them. It will be a matter of pride to care for furnishings and clothing so they may last and the money thus saved be used for other necessities. *Family pride* is a good kind of pride and makes for appreciation of family virtues and accomplishments.

Public opinion can be cultivated in the family. Talk over family interests with the children as they are growing up and family sentiment will crystallize on the right side. This simplifies matters of discipline. When there are several children in the family and one becomes a bit restive and is not easy to live with the parents' problem is simplified if the sympathy of the other children can be relied upon. One child doesn't enjoy being left to his own devices. He wants to belong to the family.

It sometimes seems that society in these modern times is not organized in such ways as to foster the home. Certainly the home has competition in the many attractions of modern amusements. Love for home and appreciation of home must have a strong and sure foundation built through the years of early childhood before anything but the pleasures and security of home come into the child's consciousness.

When at the age of five our children leave us and home to go into the public school, then it is that *we are thankful for the teacher who strengthens home ideals and home practises as only a teacher can.* How your child glows with appreciation when he tells you that "Miss — told us that we must come straight home from school and not stop anywhere—just the same as you said."

I shall never forget how one of my children really felt that care of the teeth was unnecessary and in fact foolish until he began to go to school. He came home and told me with apparent surprise that "Miss — asked us if we cleaned our teeth." Two authorities had agreed and from then on I never had to mention the matter. I have in mind two primary teachers whose influence in teaching appreciation of home can never be measured. How many parents call them "blessed"! It isn't out of place to say good things about them while they are alive and can enjoy it.

Through the grades, in high school, and college if only all teachers realized the help they could give to besieged homes, I am sure they would come to the rescue. Sometimes young people strike an attitude of indifference which teachers take too seriously. Not wishing to be unpopular, as they believe they would be, they pander somewhat to this pose when

what is really needed and perhaps desired is an out-and-out declaration of principles.

May I venture to suggest that a home warmed by "pure religion and undefiled" is a home that is appreciated as the years come and go. I do not mean to designate *what religion* further than to say that "to fear God and keep His commandments" is the duty of man.

Have you ever heard modern parents declare that they dare not take the responsibility of choosing a religion for their children? They seem to forget that they didn't hesitate to choose each other as parents of their children. They dared choose where their children should live, what they should eat and wear, who their friends should be. They will choose schools for them, what books they shall read but the poor little things are denied acquaintance with God. To me home without religion is like an automobile without a steering wheel. It may go but where?

I like to recall Drummond's words. It is at least something to tell earnest seekers after the truth that "the spiritual world is not a mere castle in the air of an architecture to heaven and earth unknown but a fair ordered realm furnished with well remembered things and governed by well remembered laws." The "well remembered things" are the daily happenings in our homes, and as parents it is our business to show how these happenings are governed by the laws of God.

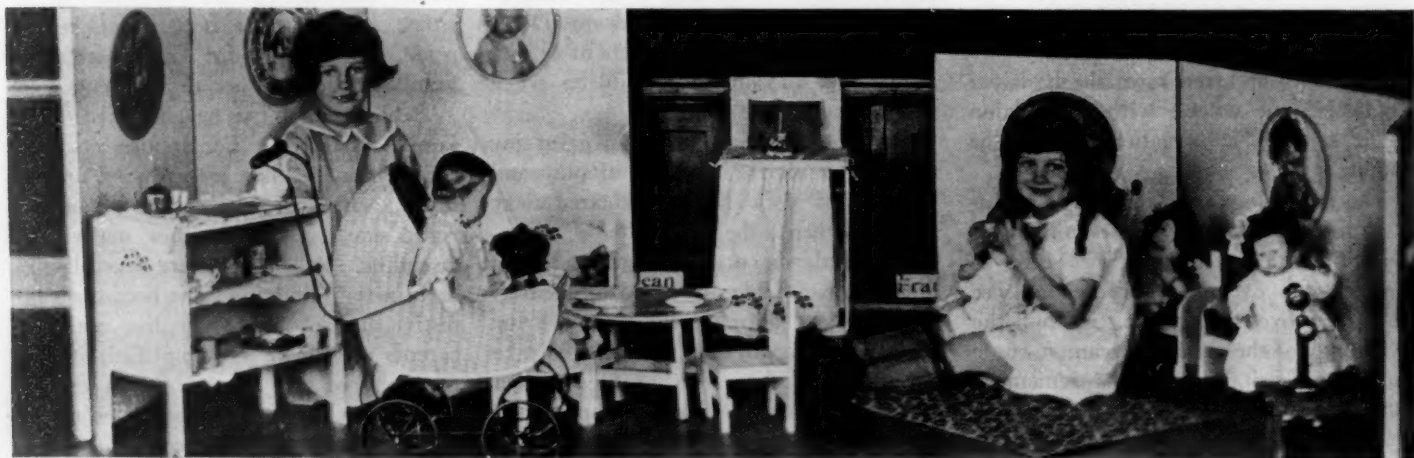
It is of interest to a child to realize that the injury he receives when he touches something hot is because he has broken a law; that you do not try to restrain him as much on your own account as for his sake. Examples might be multiplied. Who makes these laws? The unseen Father whom to obey is to

happily live. Whether parents like it or not, they are their children's teachers and to make a home worthy of appreciation they must be qualified even as are teachers in the schools though not in the same way. Can you imagine a "Utopia" which would be better than a country where all parents were qualified to bring up their children? Do you doubt that the homes in such a Utopia would be appreciated? Would they not equip youth with abiding values?

After all is said, appreciation is one of the byproducts of a successful home but it is a product that "blesses him who gives and him who takes." Without the spoken appreciation one may have the inner knowledge of a job well done but it is a pity to lack the recognition which comes when a grownup child returns home and says "I don't see how you and father did it."

Appreciation is worth waiting for even as grandchildren are worth waiting for and the most heartfelt appreciation comes about the time your children are having home experiences of their own. Little folks take their homes pretty much for granted. Perhaps they see the externals of other homes which seem to please them better than their own. But if "the things that are seen" are more showy, it is our business as parents to see to it that the "unseen" is so built into our children's lives that time will make them realize that "home" is a state of mind as well as a house with its furnishings.

It is a great gift—that of home-making. Some people have a genius for it. My mother had it. The best wish I can make for America is that parents be given the wisdom to make real homes and that children may have the grace to appreciate them.



The child's life is so closely bound to home that most of his early play is built around the home idea.

Service and the Junior Red Cross

H. B. WILSON AND RUTH E. HENDERSON

National Director; Educational Assistant; American Junior Red Cross.

CHARACTER IS improved or retarded by everything one does. The activities engaged in by Junior Red Cross members are of large value in promoting the development of right character if they are done well and with high purpose. The program of the Junior Red Cross rests on belief in these basic principles: that good character is positive, not negative; that selfrealization in giving is a sounder rule of life than success through greed in getting; that no completely civilized individual could be happy so long as there is one other unhappy individual in the world. This last means the acceptance into one fellowship of the peoples of the whole world. Perhaps only children would dare accept these ideals as comprehensible and thoroughly practicable. The fact that they are practising them daily and seriously is attested in reports from many sections. A high-school teacher says:

In all probability the purpose of Junior Red Cross is one of the chief factors in its success. It is fortunate that this organization appeals to the adolescent and the pre-adolescent, for girls and boys of this age are always willing to be doing for others and are deeply appreciative of the opportunity found in the Junior Red Cross. Every child takes pleasure in active identification with a group that makes the other side of the world his next door neighbor.

The Junior Red Cross headlines its program on its *Calendar of service through activities* with three titles: *Being friends*, which means doing things to show oneself friendly at home, at school, in the community, and in the nation; *Around the world*, which extends the scope of friendliness; and *Fitness for service*, which includes responsibility for personal fitness and for promoting physical and mental fitness among others. This three-fold objective is contained in the simple pledge accepted by every member who signs the membership roll:

We believe in service for others, in health of mind and body to fit us for better service, and in worldwide friendship. For this reason we are joining the American Junior Red Cross. We will help to make its work successful in our school and community, and will work together with Juniors everywhere in our own and other lands.

Practical expression of these ideals is given through the regular work of a school—letters written in the English class, civic activities studied and carried out in citizenship classes, art favors and greeting cards made in drawing classes, toys, garments, sick-bed comforts made in manual training and domestic science classes, study of and communication with distant lands in geography classes. The outlet for such work is provided by the organized activity of the senior Red Cross; for instance, adoption of a veterans' hospital by Junior members of the Red Cross is possible because of Red Cross recreation centers in government hospitals, a work that in turn is the descendant of wartime service for wounded soldiers. Similarly the international contacts are made possible by the worldwide organization of the Red Cross societies, which provide centers of distribution and exchange and also take care of the indispensable work of translating messages from one language into another.

All activities are gathered together under the inclusive motto on the Junior Red Cross pin: *I Serve*. There are multi-form local and personal expressions. If ideals are to grow into a character they must be willed from within, not commanded from without. To a large extent the initiative, the application, and the direction must come from the young members themselves. The National Junior Red Cross, having marked a large circumference, leaves much freedom within for creative service, working through guidance and suggestions rather than mandate. An exchange of local ideas through the Junior Red Cross magazines, the Teacher's Guide to the *Junior Red Cross News* and the yearly *Calendar*, provides continual enrichment. This exchange takes in not only ideas from our own country but throughout the world, through the medium of the thirty-five Junior Red Cross magazines of the world.

The local freedom allowed and the simplicity of enrolment make it possible for schools of all types to benefit by the program. The membership fee of fifty cents for each elementary schoolroom, or \$1 for every group of one hundred high-school pupils, brings to the element-

ary school the *Junior Red Cross News* and to the secondary school, *High School Service*, every month. It also brings the *Calendar of service through activities* which outlines the program; the membership roll carrying the pledge; the pins earned by individual members through service; and the pamphlets that help guide the program. The teacher becomes leader and, if there is no other local leadership, can still accomplish many things. Thus there are active member-schools of three, five, or thirty pupils, remote from city centers but actively allied with 12,000,000 children of fifty nations. Often there is local leadership to help the teacher—a county superintendent, who coordinates the service program of all his schools through Junior Red Cross, or sometimes a county nurse, or Red Cross executive secretary. There have been county albums for international correspondence made by dividing definite letter topics and assignments for illustration among schools and assembling the material in the superintendent's office to send to some foreign country. The reply album has been routed to all the schools. But the teacher remote from such help has the materials necessary for benefiting her pupils.

For the past few years national guidance has been directed towards working out a technic for developing and coordinating the initiative of its Junior members. Many schoolrooms now have their Junior Red Cross councils, made up of representatives from the individual rooms and many cities and counties have larger councils with pupil delegates from the school Junior Red Cross councils. Adult Red Cross members are taking a serious and sincere interest in the ideas of the junior members and many chapters are drawing them into the senior councils, either through an annual get-together of juniors and seniors or through junior representation on the senior chapter committees. Junior delegates have had their round tables and have contributed to the program of the Red Cross regional meetings in several states. For two years high-school delegates have conducted their own round table conferences at the Annual Red Cross convention.

In these annual Junior Red Cross round tables, the members have brought their own questions and have shown themselves capable of giving thoughtful and workable answers to one another. An example occurred in the convention held in April, 1929 when a boy from a large city high school presented his problem of interesting the student body of an all-boys' school in altruistic service. Other young men from various sections of the country promptly offered solutions. These had found their schoolmates deeply interested in making manual training articles for veterans' hospitals, in taking part in international correspondence, in using their glee clubs and school orchestras to bring pleasure to hospitals and other institutions, in taking part in the life saving and first aid training and disaster relief offered by the Red Cross.

One of the youngest delegates, Suzanne Potter, a twelve year old president of a Junior Red Cross council in a junior high school in Ann Arbor, Michigan was given prolonged applause for the following charming report:

As a delegate from Ann Arbor, Michigan, I want to tell you how Eberbach school helped to cheer up the children who are patients in the hospital in our town.

One day last fall we decided to go to the University hospital to give an entertainment. The teacher chose a few of the children who selected poems, stories, and anecdotes, all in a humorous vein and appropriate to Halloween season as it was only a few days beforehand. All the children in the room, however, participated in filling a large basket with fruit. They brought apples, oranges, grapes, and everything they could. The basket was lined with green tissue paper which extended well over the edges and then was frilled. The children shined up the fruit and when it was heaped high in the basket, it made a very appetizing appearance.

After school was dismissed we were taken down to the hospital. We presented the basket

and then gave our program. A few of the boys at the last minute brought Jack-o-lanterns. We lighted these and spread them around the room. After the program was over, the children who could, applauded and waved goodbye to us. I noticed many of the boys and girls were silent as we went home and I guessed they were thinking as I was that we ought to spend more time cheering up people who are less fortunate than ourselves.

Later in the session one of the most mature of the delegates, the representative from Wadleigh High School of New York City, concluded her report by saying in a tone of rare dignity and courtesy: "I think that we should all remember what our friend Suzanne Potter of Ann Arbor said, about spending more time bringing happiness to other people." This fine spirit of helpfulness and respectful acceptance of the ideas offered by others marked the whole conference, and it may be reasonably assumed was an example of what is going on among a large number of the millions of junior members now active.

Such principles applied consistently in a single life work out a "good" character, down to the minutiae of honesty, of social and hygienic habits, and the sometimes mis-called "minor" courtesies.

A teacher of the Milton Academy, Milton, Massachusetts, wrote of a little boy's aroused sense of social responsibility:

To give some idea of how much help the Junior Red Cross is to us in the matter of discipline, I want to tell of one incident. A large group of children had been exceedingly thoughtless about rushing by one little boy who had fallen down without offering to help him. I took the matter up with them and they seemed to see that they were not living up to their school and Red Cross standard. One boy, 11 years old, who had just been chosen an individual member of the Junior Red Cross by the unanimous vote of his classmates, came to me at the close of school and,

putting his Junior button on my desk, said: "I do not think I deserve this when I did not stop to help Ned." As he is a boy who has a good deal to overcome in the matter of selfishness, I think the Junior Red Cross should have its full share of credit.

A superintendent visiting a remote rural school where he feared it would be necessary to censure the children because of lack of discipline, made opportunity first for the Junior Red Cross worker to present her message and gave up his plan for reprimand, remarking to the worker afterwards: "It was most pitiful to see them absorb the talk wide-eyed. I didn't have the heart to scold them after you had lifted them up above the sordid dreariness of their lives through the message of the Junior Red Cross."

Citizenship through character development, published in Boston, carried the following article in one issue:

The cooperative spirit seemed entirely lacking in my classroom this year. The desire to succeed merely for the sake of doing better work than another child was all too prevalent.

A useful suggestion for improving this condition came in the form of a letter from the Junior Red Cross requesting some scrapbooks for the hospitals. The children were most anxious to do the work and soon I was surprised to hear "James does the best pasting. Let him do that one," or "Ralph does good printing. Why can't he print names under the pictures?"

Finally we completed five large scrapbooks to which every member of the class had contributed in ideas and work. One result of the experiment was evident. Actually seeing some concrete thing which they had made seemed to develop a sort of class pride and class spirit.

Amusing or poignant, these little case records carry the history and the hope of accomplishment. Perception of the inner beauties of life seems instinctive in children. The Junior Red Cross is an important medium in achieving this end.



Shoumen refugee school, Bulgaria, helped by Junior Red Cross, reciprocates by producing eggs for undernourished children.

The Home and Health

IRA S. WILE, M. D.

MATING is a biologic institution. The establishment of a home constitutes a social institution. Home-making, however, contains biologic values and purposes as well as definite social uses. The biologic origin of the home and its center is the child. Society throws a large mantle of protection, traditional and real, over this unit of organization designed for the creation, protection, nurture, and development of offspring according to conditions sanctioned by and favorable to the larger social groups.

One of the essential and inherent qualities of every home is health. There is a distinction between the home rich in hygienic value and one that is poor in these advantages. The healthy home and healthful home are both of significance and moment to the teacher. The child is not merely the object of education but is the subject of education and brings to every school contact the mirrored patterns of the home. A child from a home of carelessness, disorder, and uncleanly habits, with or without manifest disease, takes to school elements which are prejudicial to his own health and that of the group. The home goes to school through the child even more freely perhaps than the school returns into the home by way of the child.

The health of the home is a definitely conditioning factor in the life of children. The character of home hygiene and the wellbeing of the household have profound influences upon the physical and emotional welfare of the children. A single victim of unrecognized tuberculosis in a home is a great threat to health despite all teaching concerning how to avoid coughing and sneezing. The depressing atmosphere caused by the presence of a mentally diseased person may actually asphyxiate the hopes and aspirations of adolescents and shatter the foundations of healthful living.

The home occupies a particularly important place in the scheme of health education because the child for many years is incapable of self-direction and is limited in carrying out directions from teachers by virtue of his lack of control over his elders. The establishment of fixed characteristics in his home may militate for or against normal healthful habits. Home education is an important factor but the home environment as a form of indirect

education through patterns of action and bases of imitation has incalculable effects.

No one gainsays that health trends are moulded by habits. The basic physical constitution of a child cannot realize its potentials of good health or be modified

What Worthy Home Membership Contributes to Health

HEALTH is the first objective. The healthy baby has a good start. Good health means positive joyous life. It includes emotional and mental as well as physical factors. It is as bad to distort the child's mental or emotional nature as it is to feed him wrong food. Health springs from wise habits followed with reasonable regularity. Especially important are the basic habits: eating, sleeping, elimination, exercise, and correct posture.

The home is in a position to maintain a routine which will establish in the child's life these simple and essential habits. The home provides not only for material needs but also for quiet, privacy, play, and the mutual affection needed for the normal development of the emotions. The home gives to the school and to life a child "free" to learn and to live.

away from its inherent possibilities of bad health unless appropriate habits are acquired. During early life, particularly during the vital preschool years, the main health habits have their foundations built out of home materials. Direct teaching, imitation, and even unwilling compulsions by reason of economic or social limitations lead to habits that form part of the organic life and health of every child when he enters school.

It is not the health of the preschool child only that is affected by home situations but that of the school child during his years of dependence. The physical nature, the intellectual levels, the economic limitations, the social tendencies and personalities of the home with traditions of race, color, and religion work upon the child, enter into and affect his daily living. If the hygienic habits of the family happen to be of a high grade the child is fortunate; if they are of a low type the child is unfortunate. The mind of the home affects the body of the child.

The food of the home is not deter-

mined by direct public school teaching but by habits, customs, palate, and pocket-book, just as the degree to which liquor is employed in the home depends upon other things than thirst. The national tastes and foods are markedly varied and much that is eaten today on the basis of national habits is out of harmony with some of the current theoretic dietetic principles. It is difficult to change food habits. The soup that is made in an Italian home would not be eaten in a home of Irish people. The food combinations of England do not appeal to the descendants of Russia. The temperature of foods, their spicing, the mode of preparation, the use of coffee, tea, and the like have values in the home that are not easily cast aside because a young child takes home the message that some other food should be given him regularly.

During the early years of life the home determines to a large extent the amount of time that is to be spent in sleep, in rest, and in play. During the school period the number of rooms, the size of the family, and the hours of work of the wage earner continue to affect the hygienic conditions for the children.

The home plays its part in determining how much sunshine the child may enjoy, the amount of fresh air in his bedroom, the frequency with which he bathes, the degree of attention that he receives for bodily ailments, and the amount of instruction that he will have in school.

The hygiene of study is frequently upset by the very nature of the home. The hours and place of study, the opportunity for privacy, the home assistance and encouragement are not to be cast aside as immaterial because the health of the child is bound up in habits other than those of a strictly physical nature. To know how to stand and to study and to have posture emphasized in school is insufficient to establish actual habits if the home does not have the desire to foster healthful positions. To advise children to study quietly and under definite conditions of illumination may be entirely nullified by the lack of adequate lighting at home and by the constant use of the radio and victrola by other members of the household during the time study is under way. School theory and home practise must

be brought into close working harmony.

The home is not a static affair. It has dynamic qualities which are excellently represented in the effects of the home upon the mental health of those comprising it. The health of children may be more undermined by parental attitudes, examples, and lack of ideals than by sitting up too late or eating too much. The prevalence of explosive anger, subacute rage, fears, punishments, favoritisms, inordinate coddling are as definitely unhygienic factors as monotony in diet, the use of tea and beer, the failure to sit properly, or to sleep with open windows.

The health values of the home are bound up in ideas of education, levels of educational achievement, and experience. It is not essential that parents have collegiate education but rather that they have an attitude of respect for themselves, their children, and educational institutions. Their interest in and affection for their offspring, their desire to give the young more than they have enjoyed, their search for comfort and relief from anxiety, their ultimate satisfaction in a new standard of health are stimulants to more intelligent cooperation with the school. The home and the school require better coordination through the medium of home and school visitors, visiting nurses, visiting teachers, parent-teacher associations, and class-mothers organizations. The active participation of parents in the school life of their children conduces to a more intelligent interest and an effort to raise the home standards to the higher levels that modern science indicates for protecting and conserving child health.

It is easy for teachers to criticize homes. Many have forgotten, perhaps their own homes, their own limitations as children in those homes and, indeed, the limitations of those homes along lines of promoting hygiene. To blame the home is the prerogative of every age. Perhaps homes reflect their times.

Health today is a larger matter of concern than it was a generation ago. The body politic has been more or less educated to certain principles involving the medical inspection of school children and school nursing. Citizens appreciate the importance and value of preventive

medicine applied to educational institutions; they are awake to the important lessons of health education, from personal hygiene to the recreating advantages of Scout organizations, the need for teaching children how to prevent accidents, and the value of instruction in swimming.

The school systems move slowly, despite the fact that they have behind them the force of intellectual leadership. There is much to condemn in the weaknesses and failures of school health administration. Departments of health have not realized the potentials of their opportunities for protecting school children and for detecting and overcoming their existent handicaps and for preventing the development of new deficiencies. Under such circumstances the home merits more consideration. To castigate homes does not insure a higher degree of cooperation. When one considers the trying adaptations to economic and social pressures, the limitations of participation in civic movements, the standards of education of a generation ago, and the marked advance in principles and practises relating to health, one can readily understand why homes have not advanced as rapidly as organized educational institutions. Taking the country as a whole, however, there is a strong desire to conserve children and the lower birth rate makes possible a larger degree of personal attention than children have had during previous generations.

The standard of living has been raised and a period of unusual prosperity has enabled millions to improve their dietetic practises. The instrumentalities for personal cleanliness, once deemed luxuries, now have become part of the necessities of homes even with exceedingly cheap rentals. Toilets are supplanting out-houses; the bath-tub is no longer a rarity. Adequate sleeping space is no longer an occasional fact. The simplification of home life, the improvement of cookery, the higher standards of education of women and men, the more intelligent reform of clothing of girls and women, the use of the auto and outdoor life constitute some of the agencies responsible for heightening the healthful factors in modern homes. The child has better health be-

cause his home, his world, and his age have more knowledge of how to live and the means to use this knowledge in daily living.

The child is part of a home as he is part of a school. The school is the servant of the home; the school and the home are servants of society for the rearing of children. Under such circumstances it is patent that the home and the school must work together in behalf of health and health-yielding conditions. The nature of the home is a conditioning factor just as is the nature of the school. There are unhygienic schools today as there are unhygienic homes; there are unhygienic teachers as there are unhygienic parents; there are unhealthy school conditions as there are unhealthy home conditions. The child is subject to the action of both. His health is influenced by the place in which he lives, plays, and works. The home conditions the health and welfare of children and, as such, should be an object of consideration of the school, just as the school should be an object of consideration by the parents. The two main factors in preventive medicine are the home and the school. The methods of health preservation should become part of the essential practises of the home as it operates prior to the influence of the school. It becomes important, therefore, to help health agencies to penetrate into the home during the preschool years. The child should come to school prepared to learn and this means in as vigorous and sound condition as is possible, with life unwarped by handicaps, with mind unfettered by physical deficiencies.

The home has the first responsibility in preparing the child for school and the school should have an interest in aiding the home to raise its own standard of healthfulness. Every school system should be a center of health education reaching back into the home so as to enable parents to be more effective in nurturing their children, in safeguarding their health, and in promoting the general standards of physical wellbeing in the family. Improved health in the home is one guarantee of better health among children in and out of school.

THE HOME and the school must ever keep in mind the wellrounded life. Everyone has a right to achieve excellence and happiness. Let the emphasis be on unity and harmony of life; on living rather than mere existence; on service and not on self.

It is difficult to achieve success without health. Without learning, the intellect does not grow. Without vocational and economic effectiveness the standard of living cannot be maintained. Without worthy home membership the new generation is limited in its growth. Without faithful citizenship, honesty, honor, regard for the rights of others lose the esteem in which they are held. Unwise use of leisure time is a waste of life. In all of the fields of the seven point life, ethical character appears as the crowning achievement.

The Development of Wholesome Attitudes

J. MACE ANDRESS

KNOWLEDGE, habits, and attitudes are the three most important general objectives in education today. The oldest of these is knowledge. More emphasis has been placed on the realization of this aim than on any other. Even today most of the tests for school achievement are knowledge tests. With the development of modern experimental psychology educators began to realize that one might have an intellectual grasp of a subject like ethics and still lead an immoral life or he might know what was necessary to keep in good health and yet in his daily life fail to carry out that knowledge into the everyday world of practical living. A more thorough study of the nervous system showed that the human mechanism was intended fundamentally for action. The nervous system is really an intricate bit of machinery connecting sense organs with muscles. The importance of action was emphasized in William James' philosophy of pragmatism in which he affirmed that a thing was true if it worked out successfully in experience. Under the leadership of Thorndike and other psychologists we began to realize that some subjects like penmanship and drawing were primarily valuable only as they led to the forming of habits. There has been a marked revolution in the teaching of hygiene since the school began to understand that health habits rather than knowledge about health was the chief goal of instruction.

Although few if any of our leading educational psychologists have followed Freud in his interpretation and explanation of the human emotions they have been led to recast the entire subject of psychology and to call attention to the significance of the emotions in happy and successful living. The mental hygienist and the educator have found the field of emotions rich and stimulating for research and experiment. This has led to the formulation of the third great educational objective—wholesome attitudes.

An attitude is a mental set which might be illustrated through practical school experience. For example, many high-school students are required to study Burke's great oration, *Speech on conciliation with America*. This is one of the greatest orations of modern times, and

one in which American students should find especial interest. Nevertheless they become so bored by the making of outlines, keeping a notebook, and passing examinations that the vast majority of stu-

THERE ARE three great general aims in education—knowledge, habits, and attitudes.

An attitude is a set of mind which determines one's response to particular situations.

Knowledge and habits fail ultimately to affect behavior unless accompanied by proper attitudes.

Attitudes influence the learning process, determine lasting interests, and one's adjustment to life.

Education is a failure if it does not stimulate wholesome desires and attitudes.

To establish wholesome attitudes, associate satisfaction with what is wholesome.

dents hate it as cordially as they hate snakes. What is true of this is also true of many things taught in school. Too often schools are conducted on that principle made immortal by Mr. Dooley: "It doesn't matter what you teach a boy, Hennessy, so long as he doesn't like it." It was only a few months ago that I heard a young high-school teacher say: "To teach high-school boys, you need to ram it down their throats. It doesn't matter whether they like it or not." John Burroughs noted with keen satisfaction that in missing a college education he had also missed a ghastly post mortem examination of Milton, Shakespeare, and other great writers. Too many students pass their work in English with marks indicating that their knowledge of facts and their skill in writing is satisfactory and yet have unfortunate attitudes toward the subject. When such attitudes are aroused they not only deprive the student of pleasure in pursuing the subject at school but in later years good literature may be avoided. Contrast this attitude with that of students who find their study of the great writers inspirational.

Attitudes are mental sets which make individuals more sensitive to certain sit-

uations than to others. For example, if I believe in the desirability of immunization against diphtheria and there is an outbreak in the schools, I may be bitterly hostile to the school authorities for what I may term their criminal negligence in not making the children immune by this scientific procedure. If you question immunization you will not be aroused to offer criticism in such a situation. Our attitudes are well illustrated by the reaction which different people make immediately to such topics as immigration, socialism, prohibition, and anarchy. Attitudes rather than logic in most cases will determine our response to the names of Herbert Hoover, Alfred E. Smith, or Norman Thomas.

Attitudes always tend to express themselves in action. They are really potential actions. Each one might be compared to a loaded gun all cocked ready to go off. Only a slight stimulus causes it to explode. Thus Mr. White hates socialists. He has always liked Mr. Black and was about to present his name for membership in an important club. When he heard that Mr. Black was a socialist the situation changed. He not only refused to present his name for club membership but dropped his name from his list of friends. Sometimes attitudes may be unconscious. The more positive the attitude is the more strongly it is colored by emotion. What we call our personal self is made up largely of those tendencies toward action which we call attitudes.

Educators and teachers are beginning to realize that attitudes while often vague and difficult to measure and define are *real*, so real in fact, that if schools fail to establish wholesome attitudes in the child's training they will fail ignominiously. Facts are important but the mere knowledge of facts is unimportant unless one has the proper attitude toward such knowledge. A child may master the facts about the life of Washington and yet hate Washington. The important thing is not the facts but the attitudes. To love Washington, to desire to emulate his honesty and courage, to be a splendid citizen like him—these are the things most worthwhile.

Attitudes may also influence habits making them inoperative. Thus a college

student who has found attendance at chapel irksome over a period of three years may drop the habit as soon as the compulsory pressure is released. The practise of habits without the support of friendly attitudes will not result in permanent habits.

Many problem children are so because of unfortunate attitudes. For example, Charles is almost a complete failure in learning to read. His aversion to it is so strong that the process is almost painful. Charles began the study of reading with a parent who exploded with wrath every time the boy made a mistake. It was impossible to help Charles until this attitude was changed. First the parent had to be approached tactfully so that Charles might get the proper encouragement at home. Next the teacher through understanding and grasp of sound educational method needed to guide the boy until he

experienced the feeling of success. As his attitude changed he made steady and rapid progress in reading. The literature of mental hygiene is filled with cases of children who failed because of antisocial tendencies or feelings of inferiority.

The psychology of the development of wholesome attitudes rests primarily on the foundation of associating satisfaction with what is wholesome. One wholesome attitude is that of a spirit of friendliness toward the teacher. This leads to effective learning and a respect and admiration for what the instructor teaches. Every teacher should be liked by her pupils and they should appreciate what they learn. This has always been true of the great teachers. A few weeks ago I found a prominent Boston lawyer reading a recent work on geology. I ventured to remark: "I suppose you once studied with Professor Shaler." This was correct.

Invariably the men who took Shaler's course in geology retained a virile interest in the subject. How many men found a lasting interest in psychology through James, in natural science through Agassiz, and in philosophy through George Herbert Palmer.

If children are given a chance to practise honesty, courage, selfreliance, politeness, reverence, confidence, and other desirable traits and the teacher sees that such practise is encouraged and made satisfying and if knowledge conducive to these goals is acquired we may expect wholesome attitudes to develop.

When we compare the schools of today with their variety of fascinating methods and their enriched curriculums with the schools of a century ago we realize that we have made and are still making remarkable progress in developing wholesome attitudes.

The Real Need of University Education

David Starr Jordan

THOUGH the trend of university education, on the whole, is toward sane and moral life, and though it can have no higher final end, it cannot pursue its result through any systematized machinery. "The rod behind the mirror," once the reliance of German households, has no place in the university. No system of rewards and punishments ever made men good or wise, and none is more futile than that of honors balanced against demerit marks. Enforced attendance at prayers or chapel or, for that matter, at anything else, fails to arouse the spiritual nature, and didactic teaching or paternal scolding are alike ineffective.

As love casts out fear, so enthusiasm casts out vulgarity—vice's initial step. The university man should rise above the cheap temptations which beset youth on every side, now tenfold more numerous than before war raised the lid under which society formerly tried to confine vulgarity and folly. "War-time is the opportunity for fools," as Lord Courteney used to say. War's aftermath is their season for selfexploitation.

But the university man should resist all this. The foes he must engage are more subtle than those which center in jazz and bootlegging—as varied also as his own relations to society. The uni-

versity should help him to meet them valiantly. This it can do through the contagion of personality, the inspiration of intellect, the arousing of enthusiasm for intensive work, a spirit of devotion and helpfulness toward others. As for the first, to turn our youth toward righteousness we must show them how righteousness looks when it is lived. As to the second, a great teacher always leaves a great mark on every student with whom he comes into real contact. As to the third, great investigators breed investigators; that such intellectual heredity exists among scholars is recognized by every serious worker.

In my address of 1910 on "The Making of a Darwin," I asserted that three things were necessary to that end: the right kind of germ-plasm to begin with, the hereditary stuff which determines high possibilities; next, contact with nature at first hand; and, lastly, the presence of a sympathetic guide. In Darwin's case the material was of the best the centuries offer; in due time, also, the young naturalist wandered among the hills and fens of Cambridgeshire, collecting beetles and observing everything else; and, finally, as we have recalled, he "walked with Henslow," the spirit of the great botanist kindling his own.

The scholar's life should have a moral

purpose. His training is not merely a possession but a privilege carrying with it a duty to humanity. Give him a message to speak to other men and when he leaves your side you need fear for him not the world nor the flesh nor the devil.

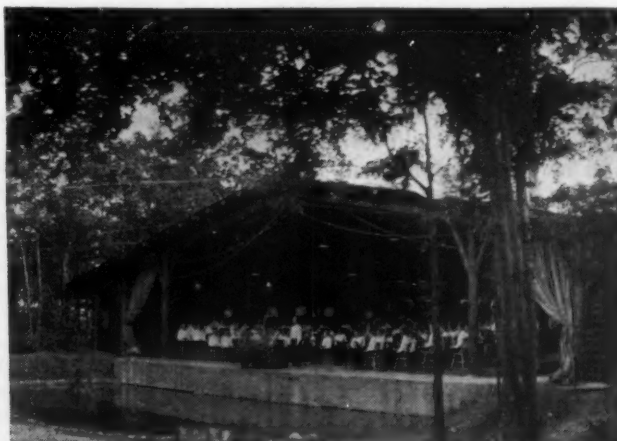
Any university can exert a tremendous impulse for moral life, though only through the unflinching devotion of its members. This influence must be exerted spontaneously, even unconsciously, by men alien to all forms of vulgarity and vice and thoroughly imbued with the best in mind and morals.

Let me quote, in closing, from an address by William James at Stanford in 1906 on "The University's Spiritual Superstructure":

"The first unit of this superstructure must be a faculty of great men, at whatever cost, from every part of the world. If you have the geniuses, you can dispense with the organization. Spiritual life passes from man to man by contacts. Offer the opportunities, leave the student to his natural reaction. Geniuses are ferments. When they come together the effects are incalculable but pervasive and momentous."—From "The American University System, Past and Present," part 3 of *The Trend of the American University*, Stanford University Press, 1929.

The National High-School Orchestra

A Feature of the Atlantic City Convention



AT THE INVITATION of President Frank Cody the National High-School Orchestra of 300 players will assemble in Atlantic City in February to play for the Department of Superintendence meeting. Nearly 200 of these players were trained at the National High-School Orchestra and Band Camp at Interlochen, Michigan, last summer when the Atlantic City programs were rehearsed and prepared. The above photographs of the orchestra in camp at Interlochen show the magnitude of the group that gathers there, the beautiful surroundings of their stage in its natural setting, and a glimpse of some of the orchestra at play. 100 additional players will be added to the group for the concert which closes the convention Thursday afternoon, February 27. These players are being recruited from the 48 states by means of applications sent in by outstanding music students recommended by their school superintendents and high school principals.

In addition to the above concert the National Camp Orchestra will present a program at the Wednesday morning general session. This program will include Ernest Bloch's Epic Rhapsody, "America," the most heralded composition of the century, in which the composer depicts the history of America in music.

The Thursday afternoon concert by the entire orchestra of 300 players will include the following numbers: Les Preludes, Liszt; Pathetique Symphony, Tschaiakowsky; Song of the Volga Boatmen, Stoessel; Cripple Creek, Stringfield; American Fantasy, Victor Herbert. Part of the program will be conducted by Walter Damrosch and the balance by Joseph E. Maddy. *This concert will broadcast over the National Broadcasting Company chain.*

Following the Atlantic City meeting the Camp Orchestra of 200 players will journey to Philadelphia where they will give a concert the evening of February 27, at the Metropolitan Opera House under the auspices of the Philadelphia Civic Music Association. The orchestra will then go to New York where it will play at Carnegie Hall, February 28. This concert is sponsored by the Juilliard Foundation. From New York the National Orchestra goes to Washington for a concert in the new Constitution Hall, sponsored by Mrs. (Senator) A. H. Vandenberg. Following this concert the orchestra disbands until June 28 when it reassembles at Interlochen, Michigan, for the third session of the National High-School Orchestra and Band Camp.

Other features of the Atlantic City musical program will be a concert by the New Jersey All-State High School Orchestra, Sunday evening, February 23; a concert Monday evening by the Flint, Michigan, H. S. A. Capella Choir; a concert Thursday morning by the entire string section of the National Orchestra, played without a conductor; and programs Sunday afternoon, Monday morning, and Tuesday morning by Atlantic City organizations. The members of the Department who were fortunate enough to hear the National High-School Orchestra at its appearance at the Dallas meeting in 1927 will look forward with eagerness to hearing an even better performance at Atlantic City.

Child Accounting

FRANCIS W. KIRKHAM

IT IS FUNDAMENTAL in a democracy that all children receive as nearly as possible a fair chance in life. For this purpose, the public school exists. Therefore, every child of school age should be accounted for and receive his share of the offerings of the school. By mandate of law in Utah:

Every house shall be visited by school census enumerators between the fifteenth and the thirty-first of October of each year to ascertain and to enter upon lists the name of every person who shall have reached the age of six and shall not have reached the age of eighteen on October 31st of each year.

In keeping with this law the names of children are listed by families on separate census cards together with their sex, date of birth, grade in school, school in which they are enrolled, or if not attending school, whether legally excused or not. The names, addresses, and other personal information regarding the parents or guardians are also given on the cards.

The Utah state department of education in 1924 made a statewide study of school census conditions. This study disclosed that many children of school age were not reported by the census enumerators; others who were not in school were reported as being in school; many were attending school only a short time; others not in school had no legal excuse for nonattendance. With the annual school census card as a beginning the Granite school district has developed the following additional methods to account for all its children of school age:

Yearly accounting of children—The name of each pupil is copied from the annual census card to an individual card furnished by the state department of education. This card provides for all the information given on the annual census card and in addition has spaces for the child's address, the school he attends, his employment record, his legal excuses if not attending school, and other details for eight consecutive years. These cards are kept in the superintendent's office and filed according to schools. When a child enters a school, moves to another school, or leaves the district, his name is reported to the superintendent's office on a special form by each principal of the school which the child leaves or enters.

Each child that moves within the district is thus reported twice which serves as a check for accuracy.

Just before the school census is taken, lists of all pupils who are enrolled in the various schools are furnished the superintendent's office. These lists are then compared and checked with the names in the child-accounting files. After this checking the lists of pupils thus obtained are given to the census enumerators. In addition they are given a list of all boys and girls excused for work and a list of the children who have moved into the district who are not in school. This latter list is obtained from principals by inquiry from children at school.

The census enumerators are required to visit each house in the district. They take with them, in addition to the lists, the buff colored cards furnished by the state department of the previous census which gives the address of each family having children of school age. They also have with them a blue card, furnished by Granite district, which has on it the addresses of homes which the previous year contained no children of school age. *If there are any children in the home under school age these names are given on the blue card. Each year, enumerators fill in a blue card for each house built in the district which does not contain children of school age.* The census enumerators are required to visit every house and to find or otherwise account for every child on the lists furnished them. With good supervision and administration these methods will secure the name of every child of school age in the district. The Granite school district acknowledges the help of Salt Lake City schools in developing the above methods.

There is available for the work-and-school coordinators the names of pupils who are reported by the census enumerators as being out of school; those whose scholastic records show that they attended school less than twenty weeks the previous year or failed in more than two subjects; and those recommended by the principals as needing special help. The coordinators are held responsible by the superintendent for the accounting, placing, and supervising of these pupils in a twelve months' program of work-school-and-leisure-time activities.

Daily accounting of pupils—Each principal has a loose leaf folder which contains a list of pupils by classes in grade schools and by advisory teachers in junior high schools. By sending this book to the teacher's room each morning the teacher by a check placed against the name of the pupil indicates his absence or tardiness.

The double lines and spaced columns of the loose leaves of this book give the daily record of absence of each pupil for the entire year on a single sheet. By this simple device

the principal is able to present to pupils who ask for absence excuses their attendance record for the entire year. It serves also as a constant reminder to him of the attendance record of pupils. Pupils seldom fail if they attend school regularly and if the program is fitted to their needs and circumstances. The school may fail. Boys and girls have the right to succeed in something.

Accounting for children each six weeks—The advisory teachers in junior and senior high schools are requested to report to the principal each six weeks on a special form the names of pupils who have failed in any subject, their records in other subjects, and the effort teachers have made to prevent such failures. Principals or assistants selected by them from the regular school faculty have personal conferences with these pupils. By this constant six weeks' followup report pupils who are not succeeding are accounted for and placed where they will succeed.

The principal of each school furnishes to the superintendent's office on a special six weeks' report the number of pupils belonging to each class at the close of each six weeks, the average number belonging during the six weeks, the total enrolment to date, the average daily attendance, the number of days pupils are absent with the causes, and the number of pupils tardy. This report also accounts for the number who originally entered school; those who have re-entered school from other schools; and those who have withdrawn from school, giving reasons for withdrawals. It is made up from a duplicate report kept daily by the teachers. Thus the superintendent knows the actual teaching load of each teacher and all the essential facts regarding enrolment and attendance in each school. The yearly report required by the state department of education is made up from this report. It is cumulative each six weeks and is devised to take a minimum of the teacher's time as it requires only figures and check marks. It prevents the padding of attendance records.

Results—The 1924 census reported 256 boys and girls out of school.

After the first year of more careful accounting the number increased to 423. In 1928 the number had been reduced to 256. Except for 39, all these had been accounted for and placed in a program of school-work-and-leisure-time activities before the census was taken. Between 1924 and 1928 the school census showed an increase of 82 percent of boys and girls becoming eighteen years of age. In this same period the school population increased 12 percent.

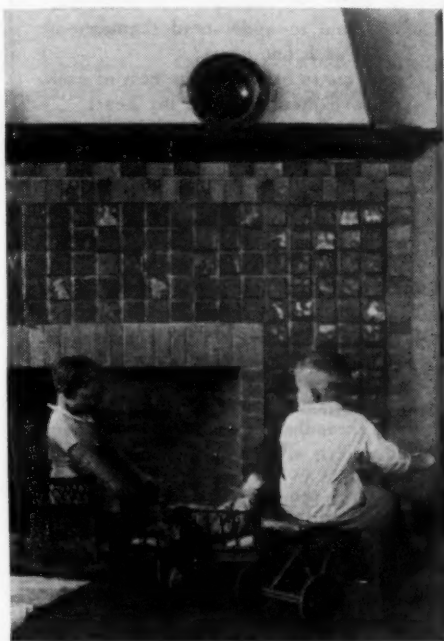
Love One Another

A Christmas Thought for the Teachers of Children

ONE SENTENCE in the article of Dr. Frank Crane in a former issue of this magazine particularly held my interest. It seemed almost to shine out from the page, as if the letters themselves were raised and illuminated; a sentence which in my estimation was worth all the rest of the sentences and articles; namely, *They love boys and girls*. To love boys and girls seems to me to be the primary requisite for a real teacher; one which is often overlooked. Were I a superintendent, there would be one question I would always ask applicants, "Do you truly love boys and girls?" The truthful answering of this question might greatly minimize the number of teachers who, despite worthy academic records, fail to become even average teachers and usually drop out of the profession after a few years, wasting both the time and money of the schools that employ them and the years in which they might be building up a place for themselves in some other profession more suited to their natures.

To love one's pupils seems to me the first step towards becoming a truly successful helper of boys and girls, an essential which new teachers, fresh from college and dealing in books, impregnated with high and rosy ideals, and brimming with impractical and elaborate methods of procedure often forget. In their zeal to teach the daily lesson, to bring to a finished conclusion a classroom project, and to carry out a cherished method of procedure new teachers often sacrifice the child to the subjectmatter. They forget that it is the child who is to be taught, not the subject. The other day I saw historical pageants which well illustrate this point. In one class, the project seemed to be excellent, the program going smoothly and well prepared; in the other, the undertaking seemed dull and uninspirational, the children timid and

uncertain. I was much impressed by the first class until I gave the matter a little more serious thought. In the actual teaching of children was that project



Demonstration School, Evanston, Illinois.

THE MODERN schoolroom like the modern home is made beautiful and inviting. Fireplaces, fountains, gardens help to enrich the lives of the children.

more successful? In the first class, the teacher had practically prepared the whole outline for the program and had delegated the various parts to the pupils which she thought best fitted to carry it out. In the second class, the teacher had given the children the barest outline, had stimulated their interest, had appointed a chairman, and had made each child, the dull as well as the brilliant, responsible for bringing to the class some project which he himself had conceived and worked out by his own unaided efforts. The result on the surface was not so successful as that of the first class,

but in the true teaching of children it was of much more value. It oftentimes requires a bit of courage to teach boys and girls rather than subjects, subjectmatter being much more docile and flexible to the teacher's will than humans and apt to make a better showing but a teacher who truly loves boys and girls and who realizes that teaching means the inspiring and changing of the lives of these boys and girls hesitates not to make the sacrifice of self.

Another matter that usually troubles new teachers is the problem of discipline. Usually there is a question in their minds as to their ability to handle the situations that may arise. The measure of their fear is the measure of the difficulty that they will encounter, the two being exactly complimentary to each other. My first year of teaching in that respect was rather difficult. Often I almost lost control of my classes. After a rather distressing experience I stopped to take an accounting of myself. In what way had I failed? I had tried to be stern, to be just, and to suppress the actions of my pupils. Then I realized that in the word suppress lay the entire difficulty. To me discipline meant the suppression of the pupil, not the inspiring of him to his greatest effort. Probing further, I realized that I felt uncertain and antagonistic toward my pupils; that I was on the alert to suppress any sign of mischief; and as I expected mischief, held out my cup to receive it, so it was filled to overflowing. My emphasis was upon myself. I was trying so hard to be a successful teacher that I almost forgot about the pupils. Children are like little animals; they readily sense the attitude of the teacher and match theirs to it. If we are impatient and irritated, even a bit bored (though we try to conceal it), they act their worst, but when we feel kindly toward them, ready and eager to bring out

And now abideth faith, hope, and love, these three
but the greatest of these is love.

their latent possibilities what a glorious response we get! Love begets love and only by loving our pupils can we really teach them. A smile, a nod of recognition, an appreciative word will bring more results than the most elaborate and carefully worked plan of procedure. We may spend hours upon plans in the evening but unless we bring love and enthusiasm to our pupils in the morning, we come to them empty handed and depart from them with a feeling that all our work is in vain and that there is no value in carefully prepared assignments. Carefully prepared assignments plus a kindly and enthusiastic attitude may indeed work wonders. Would that we had more teachers like Edwin Markham! Under a giant oak tree in California with but eight pupils under his care he taught with zeal and exaltation, ever striving to find one whose soul he might set on fire. We have so many opportunities to discover talent and to inspire individuals to greater attainments, yet how often we fail to do the small act or say the kind word that might set some child's feet on the way toward a splendid goal. How often we say those words which make the spirit of the sensitive child shrink within himself and which may nip the little bud of genius before it has had a chance to become even a half bloom. We teachers might well remember a few lines of the "Fool's Prayer":

The ill timed truth we might have kept,
Who knows how sharp it pierced and stung;
The little word we had not sense to say,
Who knows how grandly it had rung.

The result of discipline ill enforced is what teachers commonly call nerve strain. How many times teachers unthinkingly say, "Teaching is the most nerve-wrecking profession in the world." I sometimes wonder if those who speak so glibly have ever tried another profession or job. Have they ever stood long days in a large city department store attempting to satisfactorily answer the countless questions put to them by impatient shoppers? Have they ever written copy after hours in a smoky newspaper office, while behind them the presses screamed awaiting the finished article, while around them reporters dashed and shouted till the pound, pound, pound of the typewriter keys seemed like the very bullet shots themselves that must be proclaimed

in a "scoop" to the eager world! Or have they ever done piece work in a machine factory, tightening delicate minute threads to tiny bolts; 2 threads in a

PRAYER OF A TEACHER

DEAR GOD, teach me to help them,
These funny little growing things;
Teach me to bring them laughter,
And give their spirits wings.

Teach me to understand them,
To see each one apart;
Teach me to bring out the best of each,
And love them with all my heart.

Skeeter, they call one of them,
A dear little German Jew;
Twinkling eyes, a mischievous elf,
With mind and heart cleanly true.

Leon who entered the class one day
Had a chip on his shoulder so large,
The very tiniest sliver of it
Would have made a very fine barge.

John is the one who wrings my heart,
An eager vivid lad;
With threadbare clothes, a body thin,
But a spirit always glad.

Lucy was the awkward one,
A farm child, surly and shy;
But a nod, a smile, a bit of praise,
To move heaven and earth would she try.

A tiny white haired Jean there is,
A giggling tempestuous child,
Who in confusion would leave the class,
If anyone at her work smiled.

Lawrence there is, a tall gaunt lad,
Arms dangling out of his sleeves;
The kindest smile, the tenderest heart,
Splendid dreams in his head to weave.

There are so many, dear God, each day,
Who under my care do come;
Teach me not to fail them, dear God,
Teach me to help them some.

—Anita L. Walker

second, 120 in a minute, 7200 in an hour, 55,600 threads in eight hours, 288,000 threads in a working week, 5,928,000 threads in a working month, 71,136,000 threads in a working year—till the mind cannot contemplate with sanity the dreary monotony of the number of threads in a working lifetime! Is it not the statement itself that teaching is the most nerve-wrecking profession that makes it so? For as the mind thinks,

so does the body react to good or evil.

Disregarding those who are physically unfit to teach, it seems to me that nerve strain is felt by teachers of two types; those who are too interested in their profession and give too much of themselves, who do not find a happy balance; and those who give too little, the latter being, I think, the most common. We who have felt nerve strain know that in the majority of cases it is unnecessary; that in its baldest terms nerve strain is nothing more than selfishness. A nervous teacher is often one who is not sure of himself, who thinks too often and seriously of himself, who takes as personal affronts or blows to his pride the mischief of his pupils; one, in short, who cannot lose himself in the lives of his pupils.

Christ, the greatest teacher that the world has ever known, said, "Love one another." Those to me are the finest words, the command most likely to produce worthwhile and lasting results, of any in the Bible. They are in interesting contrast with the ten commandments received by Moses from Jehovah, the God of the people of Israel. Only two of the ten commandments are positive in character, one of the two being slightly negative. As the New Testament with its positive command, "Love one another," and its story of the sacrifice and forgetfulness-of-self of Christ is an infinite improvement in educative value and worthwhile influence on the lives of mankind over the negative commands of the Old Testament and its doctrine of "An eye for an eye, a tooth for a tooth," so is the teacher of more value in changing and bettering the lives of his pupils, who feels kindly and enthusiastic, than one who feels impatient and antagonistic toward the children under his care. A teacher who truly loves his pupils and who recognizes his own physical and mental limits glows with life and vigor, brings out the best within the child, does not become unduly nervous and overwrought; for in loving his pupils and helping them to find themselves he loses himself, which is the beginning of all peace and joy; the only way in which an individual can truly "come to himself."—Anita L. Walker, teacher of history, Wausau Senior High, Wausau, Wisconsin. The statement in the panel below is by Mrs. Susan M. Dorsey.

The teacher is the inspiration of every school and rarely does a teacher fail

The Assignment of Lessons

E. CLARKE FONTAINE

THE WORD "LESSONS" in the title of this article is used with regret and misgivings. It is difficult to discard a well-established terminology and substitute another, better and more accurate, which will bear at the same time a meaning equally clear to a large body of readers. The term "lesson" like the term "recitation" illustrates the survival of the unfittest; it connotes the memorizing of paragraphs from a textbook and their recitation by the pupils while the teacher keeps the textbook open to see that the pupils "recite correctly." It presents the teacher in the role of a "hearer of lessons" rather than a director of learning, as an autocrat rather than a guide and an inspirer. It calls to mind such pseudo "assignments" of school tasks as "Take the next eight pages for tomorrow," "Read the third act of Macbeth for tomorrow," "Study the next three theorems for Thursday," "Translate the next twenty lines of Caesar."

The first point to be emphasized in considering the assignment is that such directions as are indicated above are totally inadequate as a basis for purposeful and intelligent study and fulfill none of the essential functions of effective assignments. Such directions for study may have been adequate in the high school of a generation ago when secondary school pupils constituted a rather highly selected group and were able to "make their own way" without much help or guidance from the teacher. They might serve the purpose today with a small minority of the pupils, the future Abraham Lincolns and Woodrow Wilsons of America, who would learn anyway without any teacher to guide, direct, and inspire. With the great mass of present-day high-school pupils, however, such imperfect and incomplete "guides" as these, totally lacking both in definiteness and incentive, are productive only of bewilderment and mental confusion and an attitude of mind toward school tasks characterized not only by indifference but by positive distaste and resulting finally in many instances in failure and withdrawal from school. Nearly thirty years ago, White in his *The art of teaching* expressed the opinion that "Take the next chapter; class dismissed," constitutes sufficient

ground for dismissing a teacher from further consideration. Considering the nature of the high-school population today this opinion is even sounder than it was a generation ago.

Practically every published text on teaching technic contains a chapter on the assignment of lessons. Perhaps as complete and comprehensive a statement of the assignment's true function as can be found is given by Colegrove in *The teacher and the school*, when he says:

To assign a textbook lesson properly is to set a definite problem before a class to be solved and to give sufficient motives and helps to solve it. It is pointing out a goal to be reached, an ideal to be realized. It should be a spur to interest, a challenge to effort, and a guide to thought.

Davis in *The work of the teacher* makes an excellent statement of the function of the assignment when he says that it should: show clearly what is to be done; inspire pupils to perform the tasks set; direct attention to difficulties and aid in overcoming them by suggested aids and references; show how the subject-matter is organized, mentioning relationships not likely to be seen by pupils; place study material upon such a qualitative and quantitative plane that it will meet the needs and abilities of the class.

Charles W. Odell, of the University of Illinois, in his admirable pamphlet on this subject, puts the problem in concise form when he says that the assignment "should set a definite task, motivate the accomplishment of this task, and give the pupils the necessary directions for study."

Aiming to avoid the repetition of details already familiar and to present to teachers certain fundamental principles involved in the assignment in its broader and more comprehensive aspects, I shall attempt in this article a discussion of this vitally important phase of the teaching act along lines somewhat different from that usually presented.

In the first place, the teacher should always consider the assignment from the viewpoint of *large units of study* organized around centralizing growing ideas rather than from the standpoint of day-by-day lesson planning.

Many years before the Morrison unit scheme of teaching was presented to the teachers of the country, the able and

well known Charles A. McMurry said:

Single lessons are in themselves seldom proper units of thought. To force them into this artificial form is misleading and wasteful of effort. . . . The teacher who, without stopping to survey a large topic like the Purchase of Louisiana in 1804, works out the first lesson, the second, the third, and so on for a week or ten days ahead has failed probably to grasp clearly the central idea upon which the whole series of lessons rest. . . . Each day's lesson may be a fragment of some larger whole. But the fragments fail to come together to form the large unit. By breaking up knowledge into these unsatisfactory fragments, we lose sight of the organizing idea, and our school instruction becomes a collection of shreds and patches.

It is obvious that the large-unit scheme of organizing instruction has many distinct advantages. In the first place it conduces to a more effective unity in both teaching and learning than does the mechanical method of dividing a course into approximately 180 lessons of equal length. It is obvious also that a teacher cannot successfully plan, assign, or teach the first lesson on any large topic or problem until the entire unit of instruction has been comprehended as a whole and its possible educational values intelligently appraised. Many of our teachers, lacking unfortunately that large comprehensive grasp of their subject and its possible educational values, follow slavishly the textbook scheme of organization and in their devotion to the petty minutiae of lesson planning and the mechanics of teaching technic, lead their pupils into the formal and mechanical memorizing of relatively unimportant and meaningless details while the vital and dynamic thought-movements, issues, and relationships are entirely omitted and disregarded.

A second important consideration to be noted in connection with the assignment is that teachers err grievously when they make the assignment before the pupils have been adequately prepared to attack it with intelligence. Pupils cannot be expected to master the vital and significant aspects of a large topic or problem if they are plunged into it pell-mell. An adequate background must be built up; an orientating preview which will establish the apperceptive sequence and indicate in broad general terms the lines the study is to take must be carefully planned and presented by the teacher if

purposeful and intelligent study is to follow. As Morrison puts it, "the learning situation" must be established. How futile it is to expect interest and fruitful study of a significant movement in history like "The Renaissance" or of a piece of fiction like "Ivanhoe" if the teacher does not carefully and patiently set the stage for this hoped-for result. This seems no more than the exercise of elementary commonsense, yet how often is it neglected in actual classroom practise!

In the third place, the assignment should always be based on a clear comprehension of worthy aims and purposes. As a matter of fact, the determination and formulation of goals or objectives for any unit of instruction is the only true starting-point in the process of teaching that unit. These objectives determine not only the assimilative materials but also their basis of organization and the

various problems, projects, and experiments which constitute the assignment. The teacher's first problem is always: What are the educational outcomes appropriate to this unit? What new adaptations to environment are desired, what new acquisition in skills, what development in interests, tastes, attitudes, and ideals? The various assignments are then, as Morrison says, *focused* upon these objectives, and guide the teaching procedure throughout. To consider the minutiae of technic before definitely determining what desirable educational ends are to be sought is to put the cart before the horse. Method signifies nothing but a *way* of getting a thing done; it is only a means, a device, never an end in itself.

It should be unnecessary to state that *the aims of instruction should at all times be related not only to pupil growth and development but also to life and its needs,*

to personal and community welfare. Joseph K. Hart of the University of Wisconsin in his recently published book, *A social interpretation of education*, sharply indicts present teaching practise when he states that what is taught in the average schoolroom is in no way related to what goes on in real life and that "schools are thus impertinences and immoral institutions."

The need of relating the school's curriculum to life, considered in connection with this criticism and the extent to which it is justified, will be presented in fuller detail in the third article of this series. If teaching is to mean anything in the lives of children, it is necessary that teachers *know life*. It is essential that they be wellinformed and take a lively interest in the perplexing and insistent problems of the complex civilization of today.

Creative Writing in Norfolk Schools

THE IMPULSE to rhyme is strong among children. Their appreciation includes beautiful sound as well as beautiful colors and forms. Every impulse toward creative expression is a good foundation upon which to build language skill. Wise teachers encourage pupils in their efforts to make verse, however poor the results may seem, for it is in these poor beginnings that the promise of improvement lies. It is now a common and worthy practise among schools to print collections of children's verse. The selections on this page are from such a collection published by the schools of Norfolk, Virginia, of which C. W. Mason is superintendent. This work was done under the direction of Lucy S. Saunders, supervisor of elementary grades.

Airplane

Kindergarten

Airplane, airplane in the sky
Will you touch the clouds as you go flying by?
R. L. Critcher, Miriam Burgess, Robert Cole

Yellow Butterfly

Kindergarten

Yellow butterfly, yellow butterfly,
What do you do?
I fly around
In a yellow gown
Getting honey out of the flowers.
Cornell Hunsate, Phil Hutchings, Joe Measell

Faries

Grade One

Oh, faries have such pretty wings!
And my! they do love pretty things!
They even talk to queens and kings.
And listen when the blue bird sings.
Jean Norris

The Bluebird

Grade One

I saw a little bird high up in a tree,
He swayed on a branch and sang to me;
And the song that he sang that I liked best
Was about the birdies in his nest.
Martha Brinson

Snow

Grade Two

Where do you come from,
Oh, feathery snow,
Making the world so bright?
I come from the North,
Far, far away from here,
Through the night.
Blowing here and there,
Covering the houses and trees,
I fly through the windy air,
Bringing the cold, cold breeze.
Solomon Wahrman and others

The Acrobat

Grade Three

There was a lady who fell asleep
By the kitchen fire,
She dreamed she was an acrobat
And walked upon the wire.

She dreamed she was so clever
She made the audience stare,
But oh! She did not feel quite safe
Walking way up there.

Margaret Peed

Fire Faces

Grade Four

Last night my father made a fire,
The very thing that I admire,
In the flames of red and blue
That quickly up the chimney flew,
Was the face of a dog, a cat and a bear,
And a sweet little girl with golden hair.

I saw an "a," a "b," a "c,"
I saw an "f," a "g," a "z,"
My sister saw her little doll
The dolly's name was Baby Moll.

Elise Robertson

My Train

Grade Four

Around my track I run my train
In my land of Counterpane.
It stops at the station to let people on
And puff, puff, puff my train is gone.
Choo, choo, choo it runs around the track
And my train's on its way back.

People at gateways all waving goodbye
Everyone busy before my eye,
Pushing and shoving to get on my train,
Puff, puff and it is off again.
It comes back then to let more on
Choo, choo again, and it is gone.

Helen Eddy

Wanted, A Twin

Grade Five

If you know a little boy
About as old as me
With curly hair and big blue eyes
Who loves plum jam for tea;
Who likes to lie upon the floor
And read out things aloud
Who does not always shut the door
And thinks all girls are proud,
Who wants to be a policeman
Or p'raps a sailing a pirate bold,
And go a sailing around the world.

To search for hidden gold,
Who feels so awful lonely
And wants a puppy dog,
Please pack his toys in a tin
And let him come and be my twin.

Nelson Phinney

Rain on the Window

Grade Six

Foolish people say it's rain,
Splashing on the window pane;
But I know that it's rain elves
Dancing there all by themselves.

They live above us in the clouds,
They're packed away up there in crowds;
When the clouds burst they tumble down,
Falling, falling to the ground.

Esther Bell

Night

Grade Six

'Tis a wonderful thing, this thing called night,
With the moon in the sky shining clear and bright,
And the stars in their places as I saw them last.
Some scattered about and some in a mass.

Oh wonderful, glorious, moonlit night!
Oh beautiful, gorgeous, starlit night!
Do you know you are a welcomed sight?

Oh night with its restful calm,
Oh night with its strange bewitching charm,
To sore hearts you are a soothing balm,
Although your enchantment to some gives alarm.

To me you're delightful and show me no harm.
Oh wonderful, glorious, moonlit night!
Oh beautiful, gorgeous, starry night!
Do you know you are a thrilling sight?

Margaret Peake

Eyes of God

Grade Seven

When the sun is setting
And its red rays are fading
'Tis the prettiest part of day.
Already the moon's orange rims are gleaming
And the birds flutter from tree to tree,
Seeking shelter for the night.

Through the night the gold boat floats
Over sleeping cities and towns,
While on the opposite side of the world
Men and women toil under the sun's blistering rays,
Yet everyone is watched
By the eyes of God.

Albert Peele

Forty American Books of 1928

FORTY BOOKS are selected every year by the American Library Association at the request of the International Institute of Intellectual Cooperation of the League of Nations. The Institute directs that "the works chosen should deal with an important subject, in an intellectual and interesting manner and be capable of being read by a person of average culture." This is a pioneer service in the interest of world intellectual unity. Teachers have much interest in such lists. Every true teacher wishes to maintain vigor in his own intellectual life. He enjoys calling the attention of friends and neighbors to the really great books that he discovers. These are notable volumes. They have been selected from the more than 10,000 published in the United States during 1928 as America's contribution to a world list of 600 titles.

The notes given here are supplied by the Cleveland Public Library which prepared the notes for THE JOURNAL on the list of last year. This great library system is one of the most alert, progressive, and fruitful educational institutions in America. No one can estimate its contribution to the happiness and wellbeing of the people of Cleveland.

History

BEARD, C. A. ed. *Whither mankind; a panorama of modern civilization.* \$3. Longmans. Essays by competent authorities such as John Dewey, Bertrand Russell, Carl Van Doren, and Hendrick Van Loon, introduced by the editor in a pungent essay on the trend of civilization. "Every one of these articles deserves to be read and pondered."—*Edwin Björkman*.

FAY, S. B. *The origins of the World War.* 2v. \$9. Macmillan. Ten years painstaking research in original sources and the newly opened up archives of Europe produced this highly important work, the most authoritative, comprehensive, and impartial study of the origins of the World War that has appeared in any language. Charles Beard says in *Books*: "It may be said that, with respect to the historical topic before us, whoever else is read, Mr. Fay must be read."

FORBES, W. C. *The Philippine Islands.* 2v. \$10. Houghton. An exhaustive historical and social study of the Philippines, which begins with a brief survey of the early history and then treats fully of the American occupation and the complete situation today in civic, economic, social, and political affairs. "Mr. Cameron Forbes, governor general of the Philippines from 1909-1913, is not only incomparably well informed but conspicuously just and fair in his treatment of every question concerning the Philippine population."—*Van Wyck Brooks*.

PARSONS, GEOFFREY. *The stream of history.* \$5. Scribner. The whole story of the earth and the march of man, told with great simplicity in a swift dramatic narrative covering from the day of the world's birth, through the World War. Keen appreciation of science, a proportionate sense of the relative ages of man, and open-mindedness in the presentation of conflicting theories of science and history, mark this fascinating book. "It sweeps along with the grip of a great dramatic poem."—*Books*.

Social Science

BASSETT, J. S. *The League of Nations; a chapter in world politics.* \$3.50. Longmans. "A sane and judicious story of what during the last decade the League of Nations has been and has done. . . . The story is good history, sound and reliable."—*C. J. H. Hayer in Books*.

HOWLAND, C. P. *American foreign relations.* \$5. Yale. This is the first of a proposed series constituting an annual survey of the foreign relations of the United States, the volumes to be prepared

under the direction of Charles P. Howland, director of research for the Council on Foreign Relations. It marks a distinct step forward in our study of America's part in foreign affairs.

MACKAYE, BENTON. *The new exploration; a philosophy of regional planning.* \$3. Harcourt. Alarmed at the congestion in metropolitan districts and the decrease of wild lands but regard-

Do You Read?

IT PAYS in a thousand ways. The mind is like a muscle. Use it and it grows. Neglect it and it becomes softer and softer till intellectual life reaches the vanishing point. Learn to enjoy difficult reading. Select books that make you reach. Therein lies growth. This list is one of the important annual services of the JOURNAL. Every book is worth a trip to the library to look it over. At least one in each subject group is worth your reading. It will lift you far above the cares of the day. Try it.

ing modern civilization as "something to be tamed rather than banished," the author offers plans for "damming the backflow of urbanization" and preserving the free countryside and the wilderness for future generations. "It is the first large-scale attempt that I have seen to plan an environment where genuine culture and recreation may flourish."—*Stuart Chase in The Nation*.

ODUM, H. W. *Rainbow round my shoulder.* \$3. Bobbs-Merrill. "The Odyssey of a black Ulysses, telling in his own language how he wandered through forty states, fighting, gambling and loving, and expressing all his experience in blues and spirituals."—*Open Shelf*.

Philosophy and Psychology

DEWEY, JOHN. *The philosophy of John Dewey; enlarged and edited by Joseph Ratner.* \$4. Holt. Selections from the works of John Dewey, so arranged as to constitute a unified and comprehensive outline of the range of his philosophy. The author's philosophic principles are presented not merely in themselves but also in their manifold relations to the rest of his work, social, educational, and ethical.

HOLLINGWORTH, L. S. *Psychology of the adolescent.* \$2.50. Appleton. The associate professor of education at Columbia University has carefully developed the folklore of her subject and also presents us with the data concerning educational material. The problem of heterosexual adjustment receives special attention.

JASTROW, JOSEPH. *Keeping mentally fit.* \$3.50. Greenberg. A collection of brief articles, wherein an accredited psychologist brings his wisdom and experience to bear upon the perplexities that arise in everyday life.

Belles Lettres and Art

BENET, S. V. *John Brown's body.* \$2.50. Doubleday. A loose episodic poem "which swings into view the whole course of the Civil War, throwing into relief against a war-torn background, individual figures of both North and South."—*Booklist*. "The poem has lyric beauty, strong imagery, and good drama. It is fiery, convincing, and completely readable."—*Open Shelf*.

EDGEHILL, G. H. *The American architecture of today.* \$6. Scribner. "A comprehensive and authoritative survey of American architecture, written so as to interest the layman, superbly illustrated and describing the achievement of American architects in every important field of construction, from state-houses to stadia, country estates to skyscrapers. It is a book which deserves very wide reading and hearty commendation."—*W. R. Agard in Books*.

FOERSTER, NORMAN. *American criticism.* \$3.50. Houghton. Mr. Foerster considers the literary creeds and critical theories of four Americans—Poe, Emerson, Lowell, and Whitman—with a view to determining the causes for the present chaos in literary criticism, adding a final chapter on the twentieth century. "His book is not pungently written but it gives us the background of American criticism and states with admirable precision the most influential of contemporary critical systems."—*Springfield Republican*.

FROST, ROBERT. *West-running brook.* \$2.50. Holt. "The courage that is bred by a dark sense of fate, tenderness that broods over mankind in all its blindness and absurdity, the vision that comes to rest as fully on kitchen smoke and lapsing snows as on mountains and stars."—*Babette Deutsch*. "Growth? Change? A new note? The answer is found in two lines of one of Frost's first poems. 'They would not find me changed from him they knew Only more sure of all I thought was true.'"—*Louis Untermeyer*.

MILLAY, E. ST. V. *Buck in the snow and other poems.* \$2. Harper. Lyrics and sonnets written since 1924. "There is more passion and less wit in these larger and freer rhythms. There are more thoughts and perhaps not quite so many bright ideas. To me it means that Edna Millay has grown."—*Max Eastman*. "The first poem, 'Mortuus,' is an eloquent, thoughtful piece of work and expresses the melancholy but unresigned spirit of the whole book."—*Booklist*.

WYLIE, ELINOR. *Trivial breath.* \$2.50. Knopf. "In one variety of these poems are embodied frail and delicate passions and quaint tinkling music. In the other type, a stronger feeling which rises some times to majestic heights."—*Booklist*. The beauty of the makeup and the delicate type harmonize with the first variety.

Drama

O'NEILL, EUGENE. *Strange interlude; a play.* \$2.50. Boni. A play in two parts, respectively of four and five acts; acting time five hours. The printed play is the length of a good sized novel. The actors not only speak the language of surface human intercourse but voice the thoughts back of and often contradicting their words. The "strange interlude" is a span of twenty-five years during which Nina Leeds in spite of her obsession for giving herself, absorbs and thwarts the lives of three men. "O'Neill's spoken thought combined with actor's subtle characterization brings us one step nearer an apprehension of the springs of being."—*Theatre Arts Monthly*.

Religion

BARTON, G. A. *Studies in New Testament Christianity.* \$2. Uni. of Pa. An erudite New Testament scholar has written these informing sketches to "help busy people to understand something of the variety of thought and life of the apostolic age and to catch something of its spirit."

GARRISON, W. E. *Catholicism and the American mind.* \$2.50. Willet, Clark & Colby. A professor in the divinity school of the University of Chicago has made this contribution to the task of creating an intelligent understanding between Catholics and Protestants. In spite of too much attention to detail and too little to the general theory of the Catholic Church, it should prove of assistance in promoting religious tolerance.

Biography

BEVERIDGE, A. J. *Abraham Lincoln. 1809-1859.* 2v. \$12.50. Houghton. Two volumes of the projected four, planned by the author before his death to be a companion set to his *John Marshall* and to continue the institutional interpretation of America by weaving it around the life and career of Lincoln. Meticulous research produced this monument of scholarship wherein is presented for the reader's judgment a wealth of authenticated material without the author's comment or interpretation.

JOHNSON, ALLEN, ed. *Dictionary of American biography.* Under the auspices of the American Council of Learned Societies. 20v. \$2.50. Scribner. Intended to be comparable in scope and scholarship to Sir Sidney Lee's *Dictionary of national biography*. "So far as knowledge permits, the dictionary has endeavored to re-create and re-interpret the lives of the makers of American life and culture."—*Introduction*.

HENDRICK, B. J. The training of an American. \$5. Houghton. An account, revealed chiefly in his letters, of the career of Walter H. Page, journalist, editor, publisher, equally as distinguished as that of Walter H. Page, ambassador to the Court of St. James. This volume covering the first fifty-eight years of his life, 1855-1913, supplements the previously published *Life and letters*.

WHITE, W. A. Masks in a pageant. \$5. Macmillan. "Beads of memory which have become masks in my pageant of politics," so the author aptly dubs these spirited and audacious but just and tolerant sketches of presidents and statesmen whom he knew in his work as a journalist. Among them appear Croker, Platt, Mark Hanna, Roosevelt, Harding, and Al Smith.

Travel and Social Life

GRUENING, E. H. Mexico and its heritage. \$6. Century. A vigorous comprehensive survey of Mexico, embracing in its wide scope political, social, economic, and cultural aspects from the day of the Spaniard to the problematic present. Carefully documented throughout, the chronicle of recent events is based on verbatim testimony of persons concerned. "This volume automatically becomes the classic work on Mexico of our time. . . . It is a book for the student and the statesman."—*Carleton Beals*.

MEAD, MARGARET. Coming of age in Samoa; a psychological study of primitive youth for western civilization. \$3. William Morrow & Co. An unusual study of pagan girlhood and sex customs in Samoa. The author, assistant curator of ethnology in the American Museum of Natural History spent nine months on the tiny island of Tan, learning the Samoan language and living in Samoan villages.

MONROE, PAUL. China; a nation in revolution. \$3.50. Macmillan. An authoritative, discriminating, and sympathetic survey of modern China. "The volume is not for the specialist but for the average American puzzled by the complexity of the problem and confused by the contradictory character of the news; yet earnestly desirous of understanding."—*Book Review Digest*.

Natural Science

BEEBE WILLIAM. Beneath tropic seas; a record of diving among the coral reefs of Haiti. \$3.50. Putnam. Chapters in the author's wellknown charming style portraying his experiences as a diver-naturalist in the enchanted water-world beneath the surface of the Bay of Port-au-Prince.

DE KRUIF, P. H. Hunger fighters. \$3. Harcourt. Vividly forceful sketches, in the vein of the author's *Microbe hunters*, of some of the men whose self-denying researches and experiments in the field of agriculture have resulted in enlarging or improving the food resources of a continent.

MASON, FRANCES, ed. Creation by evolution. \$5. Macmillan. This symposium, by twenty-six eminent American and British workers in the biological and kindred sciences, offers the intelligent layman a nontechnical survey of present day evolutionary knowledge.

TILNEY, FREDERICK. The brain from ape to man. 2v. \$25. Paul B. Hoeber. A valuable, copiously illustrated, technical study in comparative anatomy, designed as the first part of a survey of the evolution of the brain. Will appeal for the most part to readers with a considerable knowledge of neurology.

Applied Science

BOAS, FRANZ. Anthropology and modern life. \$3. Norton. In this, his first popular book since *The mind of primitive man*, the professor of anthropology at Columbia University discusses the relations of race to culture, the inter-relations of races, nationalism, eugenics, criminology, the stability of culture, and allied subjects. A fine sound piece of work throwing light on contemporary social processes and demonstrating how little basis there is for most of the passions and prejudices motivating modern society.

BYRD, R. E. Skyward. \$3.50. Putnam. The courageous record of Byrd's flying career which really constitutes a vital and authoritative history of aviation since before the war. "A story of achievement made possible only by courage, fortitude, the intelligent use of scientific knowledge, and vast common sense."—*Outlook*.

DWIGGINS, W. A. Layout advertising. \$7.50. Harper. An important practical contribution to the subject of art as applied to advertising, as well as an interesting example of book-making, by an authority of national reputation. Of special interest to advertising men, users of advertising, commercial artists, and instructors in art schools.

STIEGLITZ, J. O. and others, eds. Chemistry in medicine; a cooperative treatise intended to give examples of progress made in medicine with the aid of chemistry. \$2. Chemical Foundation. An up-to-date summary of our knowledge of chemistry as applied to medicine, by forty-three leading authorities. For the student and layman.

Law

CARDOZO, BENJAMIN. Paradoxes of legal science. \$2.50. Columbia Uni. Press. Lectures on some problems of liberty and the law delivered at Columbia University. Not too technical for a layman and important for anyone interested in the philosophy of law.

CHAFEE, ZECHARIAH. The inquiring mind. \$2.50. Harcourt. A collection of essays on liberty and other constitutional problems, reviewing judicial decisions in test cases involving freedom of speech. All the important cases in the United States Supreme Court have been included and several cases in the state courts. The cases range from those involving religious liberty to the use of injunctions in strikes.

HUGHES, C. E. The Supreme Court of the United States. \$2.50. Columbia Uni. Press. A scholarly account of the foundation, organization and methods of the Supreme Court, by an Ex-Justice of the Court.

WARREN, CHARLES. The making of the Constitution. \$6. Little. Contemporary material relating to the formation of the Constitution is here brought together in a single volume wherein the letters of public men of the day, editorials, and newspaper articles are combined with the debates at the Constitutional convention to form a day-by-day account. The material is not new but is approached from a novel angle.

WIGMORE, J. H. A panorama of the world's legal systems. 3v. \$25. West. The sixteen principal legal systems of the world, past and present, are here set forth with numerous illustrations comprising facsimiles of manuscripts and inscriptions, views of buildings, portraits of jurists, judges, and legislators.

BEMIS, S. F. ed. American secretaries of state and their diplomacy. v.4-5. Knopf. A continuation of the history of American diplomacy, vitalized by its portrayal through biographical studies of the successive secretaries of state. These volumes carry the work through the secretaryship of Richard Olney.

SEYMOUR, CHARLES, ed. The intimate papers of Colonel House. Houghton. Interesting volumes, containing the ably edited papers of Colonel House, which cover the critical years of America's participation in the World War and the Peace Conference. A significant and important contribution to the history of the period.



Where the new money is being made. Bureau of Engraving and Printing, Washington, D. C.

Vitalized Group Study and Faculty Meetings

IN A STUDY made by Macie Southall at the George Peabody College for Teachers in 1929, is the following:

Teacher participation in meetings, primarily designed for their professional growth, is probably analogous in importance to pupil participation in classroom activities. The purpose and content of teachers' meetings will naturally influence the kind and amount of teacher participation desirable. Named in order of frequency of mention by city and rural supervisors, the ways in which teachers participate in their meetings are these: Asking questions for information, answering questions from readings and experiences, illustrating and explaining effective devices, asking questions to clarify group thinking, doing demonstration teaching, helping determine problems for study, making individual reports, leading discussions, analyzing and criticizing demonstrations, making committee reports, and being critically minded.

Six ways in which teachers in the Port Arthur, Texas schools are participating in constructive faculty meetings were described on page 280 of the November JOURNAL. Teacher participation in group study and faculty meetings is one secret of vitalizing professional study. It brings the joy of achievement and suggests that growth in outlook and teaching ability is essential for anyone whose work is with children and the youth of America.

Many progressive schools are making an intensive study of character education, curriculum revision, or some other large problem. Such schools will find in the journals of state and national education associations up-to-date material not found elsewhere.

The number of faculties which use THE JOURNAL as the basis for professional study continues to increase. The Dewey material in this issue lends itself especially to this end. It brings together a choice selection of that great thinker's ideas during a period of nearly one-half century. It will help everyone to appreciate the significance of thinking in the solution of his daily problems. It brings out points which teachers can apply from day to day in the development of their working power. A program for an entire meeting might well be given to the Dewey material; in addition there is Mr. Fontaine's article for high-school teachers, Miss Braun's article on the better teaching of reading, the opportunities for character growth in the Junior Red Cross, health discussed by a physician and by

a mental hygienist. A teacher at Norfolk, Virginia, said recently:

I appreciate the leadership of our principal. She first asked me to join the NEA; she has since asked us to do this group study and it has proved the most helpful thing in my professional life.

Teacher participation means that the number of people who are free to think on the problems of the profession is multiplied manifold. It means that there is being thrown into the stream of professional effort the energies of men and women whose daily contact with children gives them firsthand opportunity to test their thinking by the concrete experiences of the school. It means for the masses of teachers a new sense of the significance and larger bearing of their work. It means for the child a teacher with a quickened spirit and wider outlook. It means for the school principal a lighter load and an increased cooperation and loyalty on the part of the teaching staff. It means for the superintendent the satisfaction of presiding over an organization better equipped to solve the difficult problems of education in the community. It means for the citizen added assurance that the work of the schools will be well done.—Editorial, Jan. 1929, JOURNAL.

An editorial by R. C. Moore in the *Illinois Teacher* endorses THE JOURNAL plan for professional study:

To help teachers see the whole field of their duties and to promote the study of education in its broader relations, the National Education Association has a plan for vitalized study of the problems of the profession using material in the journals of state and national associations. We wish to commend this movement most heartily and to express the hope that many local groups and school faculties will join it. But whether they formally join or not, all teachers in Illinois should occasionally have local group meetings for the study of the facts, principles, problems, and suggested solutions outlined and discussed in the *Illinois Teacher* and THE JOURNAL of the National Education Association. Such group study and discussion and the consequent understanding of the broader problems of education would greatly increase the effectiveness of our organized efforts and accelerate the solution of our statewide educational problems.

Many schools have indicated their intention to use the journals of state and national education associations as a basis

for professional study. Some comments received:

Your suggestion that we plan meetings once a month for the discussion of the material in our association journals is a good one. We shall cooperate to the fullest degree possible.—R. E. Offenauer, Lima, Ohio.

I have been discussing features of the state and national journals with my principals for some time. I shall call their attention to your suggestion of following a similar policy among their teachers. The idea is a good one.—E. C. Glass, Lynchburg, Va.

We have devoted one faculty meeting each month to NEA material. Attendance and interest of teachers was 100 percent throughout the year.—Crista Olson, Payson, Utah.

I think this is a great plan to use the journals of state and national education associations for discussion in faculty meetings. It will do much in securing a broader outlook in the field of education.—W. B. Mooney, executive secretary, Colorado State Teachers Association.

THE JOURNAL is a professional magazine with a splendid outlook and a bent toward the really large things in education. One needs a wide perspective and THE JOURNAL supplies it.—Emma M. Firth, Oakland, Calif.

The Journal checkup—The fine cooperation of many readers in ranking the five JOURNAL articles each month which they like best has brought the following results for October: Tied for first, The changing family by Ernest R. Groves and Education for a new world by Secretary Crabtree; second, The mentally healthy child by J. Mace Andress; third, Character education in Scouting by James E. West.

Suggestive questions for discussion of articles in this issue:

THE SEVENTIETH BIRTHDAY OF JOHN DEWEY. What are some of the basic ideas Dr. Dewey has emphasized in his philosophy?

THE INFLUENCE OF DEWEY. In what ways has he influenced American education and life?

JOHN DEWEY, THE HUMANIST. Is there anything here that explains Dewey's philosophy?

DEWEY WRITINGS. Which ones of these have you read? How have they influenced your thinking?

DEMOCRACY IN EDUCATION. Compare this statement with education as you know it.

A SUPERVISORY PROGRAM. What points in this program would be helpful in your school?

TEACHING CHILDREN TO APPRECIATE HOME. If so fine a home as the author's needs the help of teachers how much more must a poorer home need them!

SERVICE AND THE JUNIOR RED CROSS. How can the Junior Red Cross vitalize school work? How does it widen the outlook and understanding of children?

THE HOME AND HEALTH. In the February 1928 JOURNAL, Dr. Wile's article, "Growth in understanding children" was ranked No. 1 by reader votes. How does it help your work to know the homes of your pupils?

THE DEVELOPMENT OF WHOLESOME ATTITUDES. Compare the importance of attitudes with knowledge or habits.

THE ASSIGNMENT OF LESSONS. What 3 points are emphasized in making assignments?

Departments of the National Education Association Membership for 1929

Prepared by the Research Division of the National Education Association

States and other units	Department of superintendence				Department of secondary school principals				Department of elementary school principals			
	Number eligible for membership	Number of members	Percent col. 3 is of col. 2	Rank of col. 4	Number eligible for membership	Number of members	Percent col. 7 is of col. 6	Rank of col. 8	Number eligible for membership	Number of members	Percent col. 11 is of col. 10	Rank of col. 12
1	2	3	4	5	6	7	8	9	10	11	12	13
United Stat.	7,310	3,714	50.8		21,775	2,890 ¹	13.3		44,224	4,559	10.3	
Alabama.....	116	53	45.7	22	327	15	4.6	38	750	47	6.3	33
Arizona.....	37	22	59.5	12	58	11	19.0	16	200	20	10.0	20
Arkansas.....	122	41	33.6	30	407	12	2.9	43	500	19	3.8	46
California.....	208	106	51.0	18	428	494	115.4*	1	2,500	381	15.2	9
Colorado.....	103	41	39.8	25.5	221	45	20.4	12	525	90	17.1	7
Connecticut.....	112	81	72.3	7.5	99	30	30.3	8	650	90	13.8	11
Delaware.....	117	10	8.5	14	28	5	17.9	17	88	9	10.2	18
Dist. of Columbia.....	34	29	85.3	5	15	17	113.3	2	106	74	69.8	1
Florida.....	99	24	24.2	43	241	10	4.1	40	675	63	9.3	24
Georgia.....	232	48	20.7	47	532	9	1.7	50.5	1,050	52	5.0	41
Idaho.....	70	10	14.3	51.5	164	9	5.5	37	350	19	5.4	37
Illinois.....	318	245	77.0	6	1,018	348	34.2	7	2,050	270	13.2	13
Indiana.....	206	122	59.2	13	860	39	4.5	39	1,175	96	8.2	28
Iowa.....	191	92	48.2	20	953	92	9.7	25.5	950	76	8.0	29.5
Kansas.....	176	70	39.8	25.5	759	147	19.4	15	850	82	9.6	22
Kentucky.....	182	56	30.8	35	623	125	20.1	13	520	33	6.3	32
Louisiana.....	111	30	27.0	40	353	8	2.3	45	725	35	4.8	43
Maine.....	196	32	16.3	49	224	95	42.4	4	340	12	3.5	47
Maryland.....	53	47	88.7	4	186	20	10.8	22.5	450	46	10.2	19
Massachusetts.....	281	192	68.3	10	378	156	41.3	5	1,350	274	20.3	3
Michigan.....	200	222	111.0*	2	682	134	19.6	14	1,550	343	22.1	2
Minnesota.....	161	84	52.2	17	560	84	15.0	20	600	98	16.3	8
Mississippi.....	120	33	27.5	38	513	5	1.0	53	750	12	1.6	51
Missouri.....	201	91	45.3	23	877	49	5.6	36	1,000	197	19.7	5
Montana.....	78	8	10.3	53	217	15	6.9	31	275	15	5.5	36
Nebraska.....	135	44	32.6	34	620	22	3.5	42	575	63	11.0	16
Nevada.....	9	3	33.3	32.5	34	3	8.8	28	45	1	2.2	49
New Hampshire.....	88	30	34.1	29	108	7	6.5	32	150	9	6.0	34
New Jersey.....	176	194	110.2*	3	189	104	55.0	3	1,325	266	20.1	4
New Mexico.....	49	14	28.6	36	124	2	1.6	52	150	10	6.7	31
New York.....	463	303	65.4	11	902	85	9.4	27	3,500	316	9.0	26
North Carolina.....	164	55	33.5	31	733	13	1.8	49	1,250	57	4.6	45
North Dakota.....	72	16	22.2	46	487	10	2.1	47	450	24	5.3	38
Ohio.....	264	300	113.6*	1	1,400	136	9.7	25.5	2,350	336	14.3	10
Oklahoma.....	153	64	41.8	24	707	26	3.7	41	900	44	4.9	42
Oregon.....	66	18	27.3	39	299	19	6.4	33	650	87	13.4	12
Pennsylvania.....	433	313	72.3	7.5	1,136	123	10.8	22.5	2,750	232	8.4	27
Rhode Island.....	50	36	72.0	9	26	10	38.5	6	300	15	5.0	40
South Carolina.....	82	20	24.4	41.5	322	8	2.5	44	725	12	1.7	50
South Dakota.....	89	21	23.6	45	337	36	10.7	24	275	26	9.5	23
Tennessee.....	150	36	24.0	44	430	9	2.1	47	850	47	5.5	35
Texas.....	393	154	39.2	27	1,200	20	1.7	50.5	1,300	160	12.3	15
Utah.....	57	27	47.4	21	94	15	16.0	19	350	38	10.9	17
Vermont.....	118	22	18.6	48	98	7	7.1	30	150	7	4.7	44
Virginia.....	156	44	28.2	37	515	11	2.1	47	950	50	5.3	39
Washington.....	86	21	24.4	41.5	374	22	5.9	34	750	144	19.2	6
West Virginia.....	103	39	37.9	28	289	78	27.0	9	600	18	3.0	48
Wisconsin.....	181	103	56.9	15	473	56	11.8	21	820	103	12.6	14
Wyoming.....	35	19	54.3	16	80	13	16.3	18	150	12	8.0	29.5
Alaska.....	7	1	14.3	51.5	12	1	8.3	29	11	1	9.1	25
Foreign.....		5								1		
Hawaii.....	8	4	50.0	19	13	3	23.1	11	154	15	9.7	21
Philippine Islands.....	51	8	15.7	50	35	2	5.7	35	2,400	12	.5	52
Porto Rico.....	48	16	33.3	32.5	15	4	26.7	10	365	1	.3	53

¹ This number includes 71 Librarians, not distributed by states.

The percents in excess of one hundred percent are accounted for by the fact that college professors, librarians, and laymen hold membership in these departments.

THIS TABLE compares membership of the various states in three departments of the National Education Association. You may obtain figures for your state by reading the table as follows: In Alabama there are 116 school executives eligible for active membership in the Department of Superintendence. This state has 53 members in this department. In Alabama 45.7 percent of those eligible for membership in this department are members. This gives Alabama a rank of 22 among the states and territories as to the percent of those eligible who hold membership in the Department of Superintendence.

In Alabama there are 327 principals of secondary schools. This state has 15 members in the Department of Secondary School Principals. In Alabama 4.6 percent of those eligible for membership in this department are members. This gives Alabama a rank of 38 among the states and territories as to the percent of those eligible who hold membership in the Department of Secondary School Principals.

In Alabama there are 750 principals of elementary schools. This state has 47 members in the Department of Elementary School Principals. In Alabama 6.3 percent of those eligible for membership in this department are members. This gives Alabama a

rank of 33 among the states and territories as to the percent of those eligible who hold membership in the Department of Elementary School Principals.

Column 2 includes chief executive officers of public school systems, state, county, and local, even though the title is not superintendent of schools, in all cases, and heads of normal schools and teacher training institutions. Column 6 includes principals of public junior, senior, four year high schools, and of combined high schools and elementary schools. Column 10 is an estimate based on the best information available and includes principals of elementary schools having approximately six or more teachers.

Children and Their Parents

A Mental Hygiene Study Course

WHAT THE STUDY course is and how to get the most out of it—

This study course on "Children and Their Parents" has been specially prepared by the Committee on Mental Hygiene of the National Congress of Parents and Teachers. The chairman of that committee, Dr. George K. Pratt, has been assisted in the designing of the course by Mrs. Kathleen Ormsby Larkin of the division on education of The National Committee for Mental Hygiene in New York. The course is intended to give mothers, meeting together in groups, an acquaintance with some of the assistance which modern mental hygiene offers in the training of children.

The course is simple and practical. No technical language is used and the problems for discussion have been framed with a view towards their familiarity to mothers everywhere. Because of the non-existence (in our opinion) of any one book dealing with all the important issues touched upon, the reading references on which the course is based have been taken from appropriate pamphlet literature. This permits the omission of any but the most pertinent references and also considerably reduces the cost to each member of the course. There are eleven of these pamphlets and one booklet in each packet (Packet No. 30) which comprises the reading references for the entire course. These packets sell for \$1 each, plus 12 cents postage. If purchased singly, the pamphlets would cost nearly two dollars. If twenty-five or more packets are ordered at one time and sent to the same address, no additional charge will be made for postage. Orders should be sent to The National Committee for Mental Hygiene, 370 Seventh Avenue, New York City and the order should clearly indicate that what is wanted is "Parent-Teacher Packet No. 30."

At the end of this leaflet will be found a list of recommended books in mental

hygiene, which may be used if desired, as additional reading references. While persons embarking on this course are

THE PARENT-TEACHER movement is one of the great forces in American life. Its phenomenal growth is the result of a fundamental need—the need for closer understanding and cooperation between homes and schools. No school can do the most for children without full understanding; entire sympathy; and immediate, daily, working cooperation with their homes. Every really live school has a parent-teacher association and that association, if it is genuinely alive to its larger opportunities, wishes to be a part of the nationwide movement which is helping in so many ways to improve child life. The National Congress of Parents and Teachers is the greatest phase of adult education today. Parents are actually studying their problems. This course on mental hygiene by Dr. George K. Pratt is typical of the study activities of parent-teacher groups.

earnestly urged to read at least one of these books, yet it is not absolutely necessary to do so in order to follow the course satisfactorily. Your local bookseller can secure these books for you, or perhaps they are already available at your public library. Some study groups in this course have contributed enough money to permit the group as a whole to purchase all the recommended books and to utilize them as a lending library.

Suggestions for organizing the course—

Select as a leader for the course someone who, preferably, is already familiar with mental hygiene problems of childhood. If no such person is available then choose someone whose interest in and attitude toward these problems is sound, practical, and not too theoretical. *Avoid* selecting as leader any person, no matter how enthusiastic and energetic, who is known to be emotionally unstable, excessively fluctuating in moods or interests, or who habitually makes decisions and forms likes and dislikes on purely emotional grounds instead of on cool reason and intelligence.

As a rule not more than eight to ten persons should attempt to band together for study purposes. More than this number makes it difficult to keep an intimate tone to the discussions. Meetings preferably should be held each week for consecutive weeks until the course has been completed.

Each member should prepare herself before coming to the class by spending at least two periods of half an hour each in reading the pamphlet references for the lesson of that day. Where the questions call for a recital of personal experiences in illustrating some point, it will help if these experiences are jotted down on a piece of paper before coming to the class. In this connection it is important to remember that discussions are helpful only to the degree that they are frank and free from mental reservations. Mothers should cultivate the ability to discuss in class their mistakes in child training without feeling that such mistakes lay them open to blame or criticism. All parents make wellmeant mistakes in managing their children but when mistakes occur, it is not a matter for "blame" but rather one for understanding in order that the mistake need not be repeated. Consequently no embarrassment should be felt by class members in discussing

THE PRIMARY TASK of the parent-teacher movement is not to make better patrons however important and necessary that may be to the improvement of schools—it is to make better parents. This means that every alert principal and teacher must put his mind to the task and be in some measure a leader or encourager in the study by parents of the pressing problems that center around the rearing of their children. Nothing less than eager, sustained, earnest study will enable the parents of this generation to do full justice to the needs of their children. Happily enough, the school will reap an immediate reward for every effort put into this movement because better homes inescapably mean better schools.—J. E. M.

such things, for it is practically certain that every other member of the class has also made errors of equal or greater importance. Class leaders should constantly be alert for indications of a defensive attitude on the part of certain members and assure those persons that no criticism is intended.

A good plan for final meeting—After the final lesson has been discussed, it is recommended that the class endeavor to secure, with the assistance of the state chairman of mental hygiene, an outside speaker who is capable of throwing technical light on some of the problems which may have caused perplexity during class discussion. Such a speaker may be a psychiatrist from an adjacent hospital for mental disorders or from a nearby mental hygiene clinic, or the speaker may be a psychiatric social worker from a clinic, or perhaps a visiting teacher with psychiatric experience from a school system. If no such speaker can be found, the national chairman of mental hygiene (Dr. George K. Pratt, 370 Seventh Avenue, New York City) will be glad to supply a list of names of speakers in various geographical districts.

LESSON NUMBER ONE—On being a Parent — Why parents? — "Perhaps children are given parents because there is an advantage to the young in having handed on to them the experience of the race. The relatively long period of human infancy, when the child is helpless, as against the short infancy of young animals, is an indication of the great possibilities of children for learning. They are not sent into the world, as are animals, fully equipped for their life experiences. The life experiences of the race are passed on to the child in the form of tradition and lore, in order that he may profit.

"In very many cases, however, the parent is too eager to protect and shelter the child, so that he unfits, rather than equips, him for the manifold experiences he must meet. In many cases, much of what the child learns in his infancy and childhood hinders him more than it helps. Samuel Butler in *The Way of All Flesh*, points out that some children

would be better off if, like some insects, they came into the world with no chance of parental training, equipped—as it were—to eat their way out of a bank roll. We have evidence, in the helplessness and timidity of many adults of the lengths to which parents sometimes go in considering their children as appendages, rather than as individuals. The family must, of course, assume responsibility for the protection of the child. At the same time, a recognition of the possibility of too much, too far reaching protection should be faced and guarded against."—Excerpt from *Child Care and Training* prepared by The Institute of Child Welfare, University of Minnesota, Minneapolis, Minnesota.

Reading references—1. Being a Parent is the Biggest Job on Earth. p2, "Habit Training for Children" by Dr. Douglas A. Thom.

2. "Are we Helping or Hindering our Children?" by Dr. George S. Stevenson.

3. "Points on Child Behavior: Pertinent Points for Parents," by Dr. Lawson G. Lowrey.

Questions—1. Mental hygienists agree that child training begins with parent training. What are the three helpful things for parents to remember for themselves that are mentioned by Dr. Thom? ("Being a Parent is the Biggest Job on Earth.")

2. What suggestions can you add from your own or other parent's experience?

3. Dr. Stevenson's "Are we Helping or Hindering our Children" distinguishes between our good intentions and our actual results in helping children to develop. What are some of the mistaken parental efforts he mentions? (See Dictum, 1, 2, 3, 4, 5, 6.)

4. List an instance from your own experience, where (1) the child has been overprotected from unpleasant experiences, (2) corrective measures have been applied ignoring the real basis of the trouble, (3) parents have overtaxed a child's capacity, (4) parents have acted impulsively and therefore probably unwisely, (5) parents have been unjustly irritated by children's behavior, (6) the parents identify themselves ("see" themselves or a reflection of themselves) with a child, (7) Discuss some of the unhealthy results of this tendency to identify with one's children, which often means that the parent is trying to live over again his or her life in the life of the child.

5. Dr. Lowrey's "Points on Child Behavior" frankly proposes that a parent shall ask himself if he is the cause of his child's nervousness, his disobedience, temper tantrums, dishonesty, timidity, or fear. The

author is not attempting to scold parents or to remove all blame from the child. If he seems to do so, it is merely to bring out the need all parents have of safeguarding the child from the development of unhealthy behavior.

Discuss, in the light of your own experience all suggestions given by Dr. Lowrey for preventing nervousness, for preventing disobedience, for handling temper tantrums, for teaching honesty, for preventing fear and timidity. List additional suggestions of your own.

LESSON NUMBER TWO—The importance of habits—"The foundations of types of personality are laid in childhood. One forms mental habits as one forms physical habits. Some are good and some are bad. We take great care in helping the child form good physical habits but we are inclined to neglect almost entirely the emotional habits the child may develop, although, so far as the happiness of the child and its future success in dealing with others is concerned, these are probably more important.

"Every waking hour the child is reacting emotionally to situations that arise in his environment in the school, in the home, and on the playground. Through these experiences he forms emotional habits—ways of meeting unpleasant situations, ways of looking at things, ways of feeling about things. These habits tend to become fixed and if they are bad habits, they lead in adult life to much unhappiness and inefficiency, such as you and I find in our lives because no one helped us in these matters when we were children, or to the warped and twisted and odd personalities about which we have spoken. Sometimes they lead to nervous and mental breakdowns."—Excerpt from an article by Frankwood E. Williams "Mental Hygiene and Childhood" from the September 1923 issue of the *Mental Hygiene Bulletin*.

Reading references—1. "Mental Hygiene and the Parasite: How Habits are Formed from Earliest Infancy through Preschool Years" by Margaret J. Hamilton (p1-12).

2. "Habit Training for Children," by Dr. Douglas A. Thom.

3. "Child Management," by Dr. Douglas A. Thom, chapter on "Habits."

PARENT-TEACHER organizations—We compliment and commend the parent-teacher associations for their increasing attention to the problems of public education. We shall encourage reasonable participation in their activities by public school workers and shall assure them of our cooperation in their efforts for the good of children.—From the resolutions adopted by the Department of Superintendence of the National Education Association at Cleveland, Ohio, February 26, 1929.

Questions—1. When should habit training begin? (p2, "Mental Hygiene and the Parasite.")

2. What experiences help to form character? (p3, "Mental Hygiene and the Parasite" and Introduction, "Habit Training for Children.")

3. Why is it dangerous to assume that a child will "outgrow" bad habits without wise help in forming good ones? (p7 and 8 "Mental Hygiene and the Parasite.")

4. What are some of the "natural" characteristics of children that make it easy for them to acquire new habits? (p2, "Child Management.")

5. Are habits only physical? What other kinds of habits have we? (p2-3 "Child Management.")

LESSON NUMBER THREE—*The importance of habits (cont.)*—

"Without an attempt to give a strictly scientific definition, it may be said that habit is the tendency to repeat what has been done before. One develops not only habits of acting but habits of thinking and feeling in certain ways. Habits in regard to the care of the body—eating, sleeping, eliminating, bathing—are easily formed and vitally affect health. Our manners are a collection of habits; we do a rude or a courteous thing almost without stopping to think. If we did not learn the muscular movements which become habitual through repetition we could never play the piano, run a typewriter, or gain skill in athletics. Of course, children must learn the simpler motions first—the use of knife and fork, the buttoning of buttons, and the tying of knots. The morals of most of us are, to a large extent, the result of habits of thinking formed in early life—our attitude toward the drinking of alcoholic liquors, or the taking of others' property, or the problem of sex, as well as our attitude toward other people, whether sincere or deceitful, friendly or antagonistic.

"Most of our prejudices are the outcome of habits of thinking formed in childhood. Many persons, as children, develop a feeling about racial and religious differences which may lead in later life to intolerance and hatred toward their fellow men. This same attitude of mind is seen in children toward their playmates who have the misfortune of being orphans,

or whose mother is a scrubwoman, or whose father is a garbage collector, or who is boarded under the care of a child-placing agency. Care should be taken to see that children are early taught kindness and consideration for those less fortunate, for unconsciously they will form their attitudes from the home atmosphere."—Excerpt from *Child Management*, U. S. Department of Labor, Publication No. 143.

Reading references—1. "Habit Training for Children," Nos. 1, 6, 7 by Dr. Douglas A. Thom.

2. "Child Management," chapters on "Feeding and Enuresis" by Dr. Douglas A. Thom.

3. "Some Undesirable Habits and Suggestions for Treatment" by Jessie Taft, Ph.D.

Questions—1. What practical suggestions are offered by Dr. Thom "Habit Training for Children" (a) for the formation of good food habits, (b) for a jealous child, (c) for the child who has a temper.

2. In a discussion of child training for normal children it might seem that certain undesirable habits need no mention but there are some common habits even in normal children that distress parents and which should be faced frankly rather than ignored. Make a list of the *positive* suggestions for treatment of enuresis contained in "Habit Training for Children," and "Some Undesirable Habits and Suggestions as to Treatment," also, "Child Management."

3. What does Miss Taft give as the best means of prevention? (p8) Do you agree?

4. Is the parent a factor in the formation of habits? (See previous lesson.)

LESSON NUMBER FOUR—*The significance of parental attitudes*—

"Let a person be treated ever so politely in words but with a lack of sincerity, the presence of positive though highly-cultured frigidity, before the child and the seeds of hostility and dislike have been sowed in the child's nature toward this person, for his reactions are to the feeling attitudes expressed, rather than to the words that belie the attitude. Let the attitude of parents and adult members of the family toward their daily occupations at home or in office be that of dread or boredom, of dislike or contempt. Let real joy and spontaneity of manner and lightness of heart appear only when the holiday, the rest hour, the game, or the diversion are being spoken of or experienced and the child begins the

formation in his nature of attitudes toward work that must be utterly eradicated later if he is ever to find himself in his work as an adult, if he is ever to make his work, whatsoever it may happen to be, that in which his nature finds nourishment and contentment and satisfying expression.

"And when mother and father find the growing boy or girl avoiding work, hating to do the errands and take any of the small responsibilities about the home, they are all too prone to lay this to 'natural' laziness in human nature, instead of realizing that they are reaping what they in large measure unwittingly sowed in his nature by their own daily feeling reactions to their duties and occupations, their cares and responsibilities. Healthy-mindedness toward work and toward responsibility must be engendered and fostered in the child's nature in exactly the same way in which reverence and courtesy are engendered and fostered—namely, by the attitudes of the adults who have the child in their charge."—Written by Margaret J. Hamilton and reprinted from the January 1921 issue of *Mental Hygiene*.

Reading references—1. "The Significance of Parental Attitudes for the Destiny of the Individual" by Dr. Bernard Glueck.

2. "Revising our Attitude toward Sex" by Dr. E. Van Norman Emery.

Questions—1. How does Dr. Glueck define "human atmosphere"? (p2-3 "Significance of Parental Attitudes for the Destiny of the Individual.")

2. How are attitudes towards people and things usually formed? Are attitudes in ourselves or in those about us important in shaping our adult development? (p3-4 "Significance of Parental Attitudes for the Destiny of the Individual") Why?

3. List some of the parental attitudes which Dr. Glueck considers as having influence on child development.

4. "Marriage and the family can make its full contribution to society only if our attitude towards sex is wholesome." What are some of the false attitudes and right attitudes brought out by Dr. Emery?

LESSON NUMBER FIVE—*Individual Differences*—

"In laying out plans for a child's education many of us forget to consider not only the main trends of his ability but also the subsidiary and very important strains

NATIONAL CONGRESS of Parents and Teachers—The National Education Association extends greetings to the members of the National Congress of Parents and Teachers. We wish them to know that we appreciate the great assistance they are rendering in the solution of the educational problems of the country. We pledge to them our whole hearted cooperation in their efforts to improve home, school, and community life.—From the resolutions adopted by the National Education Association, July 3, 1929.

which ought to be given scope and which later on provide for the boy such invaluable lines of self-expression and of relief from the dominating interest of his life. We are always in danger of constructing a tidy and consistent character into which we proceed to fit him without regard to the vagaries and individualities which make the real boy so much more complicated than our conception of him . . . We are all, as parents, so prone to imagine that our function towards the children is that of the potter to the clay . . . It is useless to determine beforehand what course the child's development will take, because it has not yet been revealed to us."—From *The New Psychology and the Parent* by H. Crichton Miller.

Reading references—1. "Competitions and the Conflict over Differences" by Dr. Lawson G. Lowrey.

2. "Individual Variations in Mental Equipment" by Augusta F. Bronner.

3. "Success and Failure as Conditions of Mental Health" by William Burnham.

Questions—1. Why is the question of individual differences of great importance? (p3, 4, 5 "Competitions and the Conflict Over Differences.")

2. "Differences, real or imagined, which the individual sees or feels between himself and his own ideals or what he conceives to be the ideal of the group, occurring in any aspect of physical, mental, or social life, may and do produce profound, emotional conflicts and all the various types of disturbing behavior." Can you give examples from your own experiences to illustrate Dr. Lowrey's point?

3. What is the I. Q.? Why is it important to realize that superior intelligence, in the absence of a wellmanaged emotional equipment, is not a guaranty of success or happiness in life? (p3 "Individual Variations in Mental Equipment.")

4. Into what main groups are individuals classified by means of intelligence tests? (p3 "Individual Variations in Mental Equipment.")

5. Why are special abilities and disabilities as important as I. Qs.? (p5 "Individual Variations in Mental Equipment.")

6. What is the significance of the fable described in "Success and Failure as Conditions of Mental Health"? (p5-6). What

points regarding individual differences does this fable bring out?

LESSON NUMBER SIX — *Some emotional problems of childhood*—

"This small being whose physical needs have inspired specialists in many fields to endless research, whose intellectual needs are the concern of a host of educators: What of his *emotional* needs? How important are they? Where and by whom are they being studied? How may we learn to recognize and to meet them? As to the importance of these needs, there would seem to be but one possible answer. Whether we look to the history of man, to the literature which is the product of men's minds, or to the life of today, it is evident that the adult world has always been ruled largely by its emotions; in all that leads to the building up and breaking down of homes, in that vast, intricate network of relationships which result in clashes and alliances between individuals and groups and nations, they are obviously at work. Yet students of psychology tell us that we are only beginning to understand the role of our emotions, the extent to which they masquerade in the guise of reasoned thought and deceive ourselves and others."—Excerpt from *The Problem Child at Home* by Mary B. Sayles.

Reading references—1. "Your Mind and You: Mental Health" by Dr. George K. Pratt, chapter 6, "Mental Upsets Caused by Wrongly Used Emotions."

2. "Child Management" by Dr. Douglas A. Thom, chapters on Fear, Anger, and Jealousy.

3. "Habit Training for Children," by Dr. Douglas A. Thom, No. 4, "Is your Child Jealous?"; No. 5, "Temper Tantrums."

Questions—1. What suggestions does Dr. Pratt make for controlling the emotions (p38-42, "Your Mind and You")? What further suggestions can you make?

2. Distinguish between *objective* and *subjective* fear ("Child Management," p22-24).

3. What is the important thing to determine about anger? How should temper tantrums be handled? ("Child Management," p25-28, "Habit Training for Children," No. 5.)

4. How should jealousy among children in the same family be treated? What can be

done to prevent it? ("Child Management," p18-21, "Habit Training for Children," No. 4.)

5. In the treatment of almost any problem of behavior or personality in a child why is it usually necessary to include other members of the family in the treatment process? ("Your Mind and You," p51-52.)

RECOMMENDED Booklist on Mental Hygiene for Parent-Teacher Associations—

(1) *Everyday problems of the everyday child* by Douglas A. Thom (D. Appleton & Co. New York.) \$2.50. One of the best books yet written on practical mental health training for children. Gives many simple but sound suggestions for dealing with specific problems. Contains no technical terms and is concise, clear, and comparable in its function (but in its own field), to Holt's famous *Care and Feeding of Children*. Every mother should have Dr. Thom's book.

(2) *The problem child at home* by Mary B. Sayles (Commonwealth Fund, Division of Publications, 578 Madison Avenue, New York.) \$1.50. Like *Everyday problems of the everyday child* this book is based on case material which makes it authoritative. Miss Sayles, like Dr. Thom, has succeeded in presenting clearly and simply common problems of childhood, such as the emotional needs of the child, satisfaction of normal parental love, and ideals and mistaken ideas which influence parent-child relationships. Charmingly written.

(3) *Difficulties in child development* by Mary Chadwick (John Day Co. New York.) \$4. A study of childhood from the psychoanalytic standpoint. It contains much wise discussion of child nature and child training. Exceedingly well-expressed. Unusually valuable for parents and teachers already somewhat familiar with the so-called new psychology.

(4) *A present-day conception of mental disorders* by C. Macfie Campbell (Harvard Uni. Press, Cambridge, Mass.) \$1. A brief, concise, and authoritative explanation of "mental disorders," using this expression in its widest social and medical sense. Helpful, not morbid, and truly enlightening.

(5) *Your mind and you: Mental health* by George K. Pratt (Funk & Wagnalls Co. New York.) \$30. (Obtainable also from National Committee for Mental Hygiene, 370 Seventh Avenue, New York.) In a simple, orderly, and readable manner, Dr. Pratt has undertaken to explain what is included in the field of mental hygiene. A book designed to tell "what it is all about."

(6) *Personality and social adjustments* by Ernest R. Groves. (Longmans, Green & Co. New York.) \$1.40. A valuable book for the nontechnical reader who is already somewhat familiar with mental hygiene material but who desires authentic information concerning mental mechanisms, psychologic devices, and motivations for behavior. Material handled extensively rather than intensively. Especially helpful for study groups (except beginners).

THE PERSONALITY of the Congress—I like to think of the National Congress of Parents and Teachers as being a great composite personality made up of the best that all members have to give, whose beauty, strength, power, and spiritual life will be in proportion to the contribution that each member makes to the composite whole. We are not a mere collection of parents and teachers, but an organization of parents and teachers bound together for one great purpose—*service to childhood*. In so far as each member puts into the work the spiritual qualities necessary for the fulfillment of our great purpose, so will our organization give evidence of these qualities. An organization of any kind should be more powerfully spiritual than a spiritual individual, just as it is more powerfully material than a single individual.—Ina Caddell Marrs, president, NCPT in *Child Welfare*.

Builders of Our Profession

EVERY TEACHER in America may rejoice over the long list of "Builders" which appears in this JOURNAL. It is a tribute to the loyal and earnest efforts of teachers and school officers in all the states and territories. It is a part of the great effort to enlist the entire profession in the common cause with every teacher at work on the problems of the profession. It gives a new meaning to teacher participation.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the November JOURNAL.

ALABAMA—Henry G. Richards, G. I. Williams.
ARIZONA—Horace Kincaid, L. E. Matteson.
ARKANSAS—Floyd W. Dick.
CALIFORNIA—Irvin N. Cross, George F. Drake, Jr., W. Hardin Hughes, Edward W. Locher, Elizabeth Steinberger, Violet R. Ward.
COLORADO—Chester S. Hatch, J. A. Leirich.
CONNECTICUT—Anna E. Rickard.
DELAWARE—Samuel E. Wicker.
DISTRICT OF COLUMBIA—C. H. Marvin, Thomas H. Urdahl.
FLORIDA—Mrs. Stella B. Brodnax, Alfred Crago, Ira S. Johnson, Pleas W. Watman.
HAWAII—William B. Caldwell.
IDAHO—Orby D. Cole, J. E. Turner.
ILLINOIS—John L. Clayton, Wilfred J. Goreham, Jennie H. Klever, Florence E. Scully.
INDIANA—D. L. Downing.
IOWA—A. E. Brown, Lillian E. Dimmitt, Earle C. Duncan, Henry E. Foster, Luella Hightshoe, C. E. Knapp, Newell D. McCombs, H. P. Shedd, O. C. Sutherland.
KANSAS—R. W. Browning, Susan Friend, Glenn W. Lindahl, J. J. Yoder.
KENTUCKY—Mrs. Tommie L. Baker, Lula M. Hale, Charles H. Hardesty, L. G. Kennamer, N. O. Kimbler, J. W. Prewitt.
LOUISIANA—Hazel Drysdale, Violet M. Sullivan.
MAINE—Howard R. Houston, Elmer E. Parmenter.
MARYLAND—Charles W. Harris, Harriet Kerchoff.
MASSACHUSETTS—W. Linwood Chase.
MICHIGAN—Norman Arthur, Inez E. Caswell, Besse T. Davis, John S. Thomas.
MINNESOTA—R. B. Heinemann.
MISSISSIPPI—Ellis C. Buckley, James G. Chastain, Jr.
MISSOURI—Mary C. Ralls, Lucy Simmons.
MONTANA—Margaret Dorweiler, Armand Kerlanoezo, Mrs. Lilien Meyers.
NEBRASKA—Harry A. Burke.
NEVADA—S. Margaret Brown.
NEW JERSEY—Ralph C. McConnell, Vada C. Searles, Kennington L. Thompson.
NEW MEXICO—Oscar D. Moore.
NEW YORK—Thomas E. Benner, Frank R. Bliss, Marie E. Cahill, Donald P. Cottrell, John Dewey, Florence C. Harris, Clarence Linton, Carlyle C. Ring, Oswald Schlockow, Rufus G. Thomas.
NORTH DAKOTA—Lydia B. Cox, K. N. Grimsrud, O. E. Tiller.
OHIO—Paul Aten, Evalyn Bayle, Dorothy M. Bell, C. Eward Bender, William C. Bohrer, C. O. Callahan, Clayton H. Carleton, Mrs. Anna M. Christian, Emit Clark, Ward W. Davis, Mrs. Ruth E. Edmunds, M. F. Gibson, L. F. Holden, Flora G. Hoover, Lester U. Hulín, Carol E. Jordan, Melvin Osborne, Mary C. Palmer, Nellie I. Reed, Miriam Thomas.
OKLAHOMA—L. B. Lucky, Frank Pauly, Leonard Power.
OREGON—F. N. Haroun, Laurence E. Marschat, Arthur C. Strange.
PENNSYLVANIA—A. Groff Alderfer, W. F. Bennett, Edwin C. Broome, Catharine A. Caldwell, Tobias O.

Chew, William Grayson, Robert T. Laing, G. A. McCormick, Elmer G. Miller.
PHILIPPINE ISLANDS—John H. Manning Butler.
PORTO RICO—Pedro T. Ellin.
SOUTH DAKOTA—Lillian B. Forde, Aurelia M. Sturtevant.
TENNESSEE—T. J. O'Neill, Eleanor Richardson.
TEXAS—C. V. Compton, Maud H. Hope, M. Moss Richardson, Ella Standish, Ralph E. Wiley.
UTAH—Leaore Ballantyne.

Heroic Lives

THE POWER to give yourself wholly to an end, to lose yourself in the work in hand, not to know whether you are building the house or the house is building you, whether you are carrying the ball or are merely the one in the mud at the bottom of the heap so long as the ball is pushed across the line; to fight on in the cause regardless of cost or consequence: this is the power of all others that conquers pain and makes drudgery accepted so long as it leads toward the goal.—From *Play in Education*, by Joseph Lee.

VIRGINIA—Lillian M. Johnson.
WASHINGTON—Mrs. M. Elizabeth White.
WEST VIRGINIA—H. D. Lowry, Otis H. Milam.
WISCONSIN—F. W. Jungck, Vella E. Stebbins, Margaret C. Telfar, Reinhard C. Winger.
WYOMING—Anna M. Dobbin, R. S. Hicks.

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

A star preceding the name of a school indicates enrolment in "vitalized group study and faculty meetings" as outlined on p240 of the October JOURNAL.

Eleven Years

COLORADO—Greeley, North Ward.
GEORGIA—Americus, *High.
IOWA—Sioux City, Hopkins.
OHIO—Columbus, *Fulton; Elyria, Elyria Public Schools, Allen, Ely, Franklin, Gates, Gates School for Crippled Children, Garford, Hamilton, High, Jefferson, Markley, McKinley, Opportunity, Roosevelt, Vincent, Washington.

Ten Years

ILLINOIS—Fairbury, Edison, Isaac Walton.
IOWA—Sioux City, Smith.
MAINE—Lewiston, Dingley Normal Training.
MASSACHUSETTS—Gloucester, Rogers.
MINNESOTA—Minneapolis, John Hay.
NEW JERSEY—Bridgeton, Vine Street.
OHIO—Marietta, Marion, Norwood.
VERMONT—Burlington, Adams.

Nine Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood; San Francisco, Madison.
COLORADO—La Junta, La Junta Public Schools, Boys Club, Columbian, High, Junior High, Lincoln, North, Park.
ILLINOIS—Maywood, Lincoln, Washington.
INDIANA—Hammond, Columbia, Edison, Kenwood, Morton, Riverside, Wallace, Woodrow Wilson.
IOWA—Sioux City, Bancroft, Floyd.
MAINE—Portland, Butler, Chapman, Emerson, Haseltine, Monument Street, Nathan Clifford, Peaks Island, Saunders Street, Shailer, *Rosa E. True.
MICHIGAN—Detroit, Bellevue.
OHIO—Cincinnati, Twelfth District; East Cleveland, Mayfair; Euclid, Shore High; Massillon, Whittier; Toledo, Lincoln.
OKLAHOMA—Okmulgee, Emerson, Franklin, Lee High, McKinley, Roosevelt, Webster, Wilson.
VIRGINIA—Lynchburg, Floyd, White Rock.

Eight Years

CALIFORNIA—Bakersfield, McKinley; San Francisco, Golden Gate, *Grattan, Kate Kennedy.
CONNECTICUT—East Hartford, Meadow; Meriden, Robert Morris; Stamford, Wall Street.
COLORADO—Boulder, Highland; Longmont, Columbine; Wray, Wray Public Schools.
ILLINOIS—Waukegan, Glen Flora.
INDIANA—South Bend, Coquillard; Terre Haute, McLean Junior High.
IOWA—Burlington, Burlington Public Schools, Corse, Grimes, Lauman, Lincoln, North Hill, Perkins, Prospect, Salter, Saunderson, Sunnyside, Washington; Sioux City, Bryant, *Cooper, Crescent Park, *Emerson, Everett, Franklin, Hunt, Lincoln, Roosevelt, Washington.
KENTUCKY—Louisville, *George Washington.
MAINE—Old Town, Old Town and Orono Public Schools, Birch Street, Grammar, Great Works, Helen Hunt, Herbert Gray, Island, Junior High, Old Town High, Orono High, Stillwater, Webster.
MASSACHUSETTS—Beverly Farms, *Beverly Farms.
MICHIGAN—Detroit, *Hely.
MINNESOTA—Duluth, Nettleton.
OHIO—Bellefontaine, *Bellefontaine Public Schools, *Central, *Mary Fulton, *High, *Hubbard, *Lincoln, *McBeth, *North; Cleveland Heights, Taylor; Mansfield, Hedges.
PENNSYLVANIA—Corry, Corry Public Schools, Concord, Fairview, Harding, Junior High, Senior High, Washington; Doylestown, Doylestown Public Schools.
WISCONSIN—Kenosha, Lincoln Elementary, Lincoln Junior High.

Seven Years

ARIZONA—Bisbee, Lincoln.
CALIFORNIA—Berkeley, University Elementary; Stockton, Monroe.
CONNECTICUT—Darien, Holmes.
COLORADO—Boulder, Whittier.
GEORGIA—Americus, *Furlow Grammar, *Prospect Heights.
ILLINOIS—Blue Island, Seymour Junior High; DeLand, *DeLand Township High; Waukegan, Waukegan Public Schools, Central, Andrew Cooke, Glen Flora, Greenwood, South, West.
INDIANA—Fort Wayne, Jefferson; Huntington, Huntington Public Schools, Central, High, Horace Mann, John Tipton, Lincoln, Riley, State Street.
IOWA—Sioux City, Riverview, Whittier.
MAINE—Caribou, High; Houlton, *Houlton-Littleton-Hammond Public Schools; Portland, Morrill, Oakdale Kindergarten, Vaughan.
MASSACHUSETTS—Beverly, Brown.
MICHIGAN—Hazel Park, Hazel Park Public Schools, Campbell Park, High, Hoover, Martin Road, United Oaks, Wanda; Ironwood, Aurora.
MISSOURI—Kansas City, Milton Moore.
NORTH DAKOTA—Minot, Roosevelt.
OHIO—Bedford, Bedford Public Schools, Central, Ellenwood, Glendale, *High, Interstate; Columbus,

WHEN CREW and Captain understand each other to the core, It takes a gale and more than a gale to put their ship ashore; For the one will do what the other commands, although they are chilled to the bone, And both together can live through weather that neither could face alone.—From *Together* by Rudyard Kipling.

Eight Avenue; Mansfield, Bowman, Carpenter.
 PENNSYLVANIA—Erie, Burns; Upper Darby District, *Cardington-Stonehurst.
 SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Central, Eugene Field, High, Junior High, Lincoln, Litchfield, *Longfellow, Whittier; Sioux Falls, Benjamin Franklin, Irving, Lincoln.
 VIRGINIA—Lynchburg, Garland Rodes; Norfolk, *James Monroe.
 WEST VIRGINIA—Clarksburg, Towers.
 WISCONSIN—Kenosha, Durkee and Annex, *Weiskopf; Madison, Franklin.
 WYOMING—Worland, Grade.

Six Years

ARIZONA—Bisbee, Garfield; Hayden, Primary; Tempe, Grammar.
 ARKANSAS—Fort Smith, Fort Smith Public Schools, Albert Pike, Belle Grove, Belle Point, Dunbar, DuVal, Howard, Junior High, Lincoln, Mill Creek, Parker, Peabody, Rogers, Senior High, South Fort Smith, Spradling, Trusty, Washington.
 CALIFORNIA—Bakersfield, William Penn; Lompoc, Miguelito; Monrovia, Wild Rose; San Francisco, Paul Revere.
 CONNECTICUT—Darien, Baker, Royle.
 COLORADO—Englewood, Hawthorne.
 DELAWARE—Townsend, Grammar.
 IDAHO—Boise, Garfield, Roosevelt; Pocatello, Jefferson.

ILLINOIS—Bismarck, Bismarck Township High; Blue Island, Greenwood Junior High; Havana, Community High; Naperville, Naperville Public Schools, Ellsworth, High, Naper; Pontiac, Township High School; Rockford, Kent.
 INDIANA—Bloomington, Elm Heights; Fort Wayne, Forest Park, Hamilton, Lakeside, Miner, South Wayne; Hammond, Franklin Junior High; La Porte, La Porte Public Schools, High, Junior High, Maple Street, Park, Riley, Washington; South Bend, Elder, Foster, Lincoln, Linden, Oliver, Henry Studebaker, Washington Junior High.
 IOWA—Dubuque, Jackson; Independence, Independence Public Schools, Hawthorne, High, Lincoln, Washington-Emerson; Keokuk, Principals and High School Teachers Club; Sioux City, Grant, Joy; Waterloo, East Side, John Fiske.

KANSAS—Cherryvale, Central, Garfield, Junior High, Lincoln Grade, Senior High; Humboldt, *High; Leavenworth, Lincoln; Pittsburg, Lakeside.
 KENTUCKY—Louisville, J. Stoddard Johnston.
 MAINE—Portland, Americanization Department, Isabella Garvin, Jackson, Libby, Longfellow, Lincoln Junior High, McKellan, Riverton, Roosevelt, Sherman Street Kindergarten, West, Willard.
 MARYLAND—Queen Anne's County, *Queen Anne's County Public Schools, Barclay, *Centerville, *Centerville High, Chester, *Church Hill, *Church Hill High, *Crumpton, *Grasonville, Price, Queen Anne, Queen Anne High, Queenstown, *Stevensville, *Stevensville High, *Sudlersville, *Sudlersville High, Templeville.

MASSACHUSETTS—Belmont, Winthrop L. Chenery, Josiah S. Kendal; Beverly, Prospect; Franklin, Thayer; Millers Falls, Highland; Springfield, William Street; Swampscott, Palmer; Turners Falls, Montague City, New Eighth Street, South End; Waltham, Jonathan B. Bright.
 MICHIGAN—Adrian, *Jefferson, *Lincoln, *McKinley Primary, New McKinley; Detroit, Hosmer, Myra Jones, LaSalle, Logan, Pattengill, Wilkins; Grand Haven, Grand Haven Public Schools, Central, Fourth Ward, High, Junior High; Hamtramck, Hamtramck Public Schools, Carpenter, Dickinson, Holbrook, Junior High, Kosciuszko, *Playfair, *Senior High, Whitney; Muskegon, Nelson.

MISSOURI—Clayton, Clayton Public Schools, Bellevue, De Mun, Forsythe, Glenridge, High.
 NEBRASKA—Fairbury, East Ward; Omaha, Sherman.
 NEVADA—Elko, Elko County High.
 NEW HAMPSHIRE—Claremont, West Terrace.
 NEW JERSEY—Bernardsville, Bernards High; Camden, Charles Sumner; Englewood, Cleveland, Franklin; Newark, School for the Deaf; Raritan Township, Stelton; Rutherford, *Lincoln, Pierrepont, Sylvan; Summit, Brayton, Junior High, Lincoln, Roosevelt; Trenton, Girard, Mott.
 NEW YORK—Oneida, Washington Avenue; Yonkers, Public Number 14.

OHIO—Amherst, Amherst Public Schools; Barberton, Barberton Public Schools, Central, *Hazelwood, *High, Highland, High Street, *Lincoln, Johnsons, Oakdale, Rose, *Washington; Columbus, Fairwood, *Fourth Street, *Hoyl Avenue, Medary Avenue, Reeb Avenue; East Cleveland, *Chambers, Superior; Lakewood, *Grant; Mansfield, Prospect, Western Avenue, West Fifth Street; Marion, Greenwood, Pearl Street; New Lexington, High; Tiffin, Junior High, Monroe Street; Warren, McKinley, South Park Avenue; Youngstown, Jefferson.
 PENNSYLVANIA—Clearfield, Fourth Ward; Erie, Harding; Leighton, Leighton Public Schools, First Ward, Junior-Senior High, Third Ward; Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, High, Junior High, Lincoln, Maple Hill, Park Place, Robinsons, St.

Nicholas, Suffolk, Washington, Wiggins, Yatesville, Mahanoy City, Mahanoy City Public Schools, High, Junior High, Mahanoy Street, Pine Street, Spruce Street, Spruce Street Annex, Twelfth Street; Munhall, Munhall Public Schools, Andrew Street.

WHY I BELONG to the California Teachers Association—Because I am a teacher.

(2) Because I believe in organized effort.

(3) For exchange of ideas.

(4) To meet others in the profession.

(5) For the good it does everybody concerned.

(6) The effect the work has upon public opinion.

(7) The information it gives to the people of California and other states of the constructive work being done for education.

(8) Because it believes in making for better citizenship.

(9) Because I believe in every child having an equal chance.

(10) The information it gives through the Sierra Educational News.

(11) Because it brings to us, at least once a year, institute speakers who give us the latest advancements in education.

(12) Because it takes organization to accomplish and bring out the necessary needs for education.

(13) Because of the Placement Bureau and the opportunity it gives to those boards seeking teachers and to those teachers who are seeking positions.

(14) Because the C.T.A. believes in the teaching profession and always stands ready to help in advancement of salaries, work for tenure, retirement, and sabbatical leave, and everything good from the Kindergarten onward through Life.

(15) Let's make our 1929 goal—100 percent C.T.A.—Eugenia West Jones, Los Angeles.

Franklin, High, Homestead Park, Junior High, Nineteenth Avenue, Ravine Street, Twelfth Avenue; Palmerton, Palmerton Public Schools, Delaware, Franklin, Hazard, Stephen S. Palmer High; Upper Darby District, Garrettford, Keystone.

SOUTH DAKOTA—Chester, Chester Consolidated; Mobridge, Lincoln.

VIRGINIA—Lynchburg, Miller Park, Ruffner; Richmond, Armstrong Elementary Normal.

WISCONSIN—Racine, Pratt, Jefferson, Gilbert Knapp; Sheboygan, Jefferson, Lincoln.

WYOMING—Casper, Grant, Jefferson; Riverton, Riverton Public Schools, *Grade, High, Sheridan, Central, Custer Street, John S. Taylor.

Five Years

ALASKA—Valdez, Valdez Public Schools.

CALIFORNIA—Bakersfield, Indian, Roosevelt; Los Angeles, Brentwood; San Francisco, Cabrillo, Fremont, Hillcrest, Irving M. Scott.

CONNECTICUT—Bridgeport, Garfield.

COLORADO—Boulder, Mapleton; Branson, County High; Segundo, Segundo; Wray, Yuma County High.

IDAHO—Boise, Central.

ILLINOIS—Hampshire, *Hampshire Public Schools; Jerseyville, Jersey Township High; Rockford, *Montague; Sherrard, Community High.

INDIANA—Downingtown, Downingtown Industrial; Forty Wayne, Harmar Intermediate, McCulloch;

Freeland Park, Freeland Park Public Schools; Indianapolis, *Public Number 81; South Bend, Boys Vocational, Central Junior High, Central Senior High, Colfax, Laurel, *James Whitcomb Riley.

IOWA—Council Bluffs, *Avenue B.
 KENTUCKY—Louisville, Emmet Field, McFerran, Parkland, George D. Prentice, Hiram Roberts, Isaac Shelby.

MAINE—Dover-Foxcroft, North Street, Pleasant Street; Portland, Allen, Staples; Sanford, Lincoln; Waterville, South Grammar.

MARYLAND—Chevy Chase, *Public.
 MASSACHUSETTS—Adams, Maple Grove; Beverly, *Beverly Cove; Gloucester, Forbes, Hovey; Lynn, Colburn Street; Newton, Eliot, Stearns; West Springfield, Mittineague.

MICHIGAN—Adrian, Adrian Public Schools, Adrian Teachers Club, *Garfield, *Jefferson, *Junior High, *Lincoln, *McKinley Primary, New McKinley, *Senior High, Washington; Detroit, Carstens, Crossman, Hanneman, Pingree, Ruthraff; Grand Rapids, Auxiliary.

MINNESOTA—Cloquet, Jefferson; Duluth, Fairmount, Webster; Minneapolis, Bancroft, Cleveland.

MISSOURI—St. Louis, Marquette; Webster Groves, Junior High.

NEW JERSEY—Atlantic City, Richmond Avenue; Bernardsville, Grammar; Camden, *Beideman, Parkside, J. S. Read, H. C. Sharp; Dover, Academy Street School; East Orange, Washington; Englewood, Liberty; Fairton, Public; Morris Township, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, Maple Avenue, South Street; Morristown, Speedwell Avenue; New Brunswick, Washington; North Plainfield, Somerset; Paterson, Public Number 22; Trenton, *B. C. Gregory.

NEW YORK—Kenmore, Washington; Mount Vernon, Longfellow; Oneida, North Broad Street.

NORTH DAKOTA—Minot, Central, Lincoln, McKinley, Primary, Senior High, Sunnyside.

OHIO—Cincinnati, Girls Vocational; Cleveland, Landon; Columbus, Avondale, Beck Street, John Burroughs, Dana Avenue, Eastwood Avenue, Lane Avenue, Milo, Mt. Vernon Avenue, Second Avenue, Southwood; Lakewood, *Roosevelt; Lancaster, High; Lima, Central High, Emerson, Fauror, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, Washington, Whittier; Mansfield, Brinkerhoff; Marietta, Washington; Marion, Mark Street; Middletown, High; Warren, First Street, West Junior High; Woodstock, Woodstock Village.

OKLAHOMA—Hominy, *Mound Valley High.

OREGON—North Bend, North Bend Public Schools, Central, High, Roosevelt, Westside.

PENNSYLVANIA—Berks County, Berks County Public Schools, Amity Township High, Bally Junior High, Baumtown, Bechtelsville Junior High, Bernville Village, Bethany Orphans Home, Bethel Grand and High, Birdsboro High, Birdsboro Lincoln, Birdsboro Washington, Blandon, Boyertown High, Boyertown Lincoln, Boyertown Washington, Cedar Top, Far View, Fleetwood, Gibraltar, Goughersville, Hamburg Grade, Hamburg High, Kutztown Grade, Kutztown High, Lincoln Park Grade, Longswamp High and Grade, Lyon Station, Maiden Creek Township Consolidated, McKinley, Merkel, Mohnton Grade, Mohnton High, Morgantown Consolidated, Morysville, Marion Township High and Grade, Monocacy Consolidated, Mount Aetna, Mount Penn Grade and High, New Berlinville, Neversink, North Wyomissing Heights, Oley Township, Ontelaunee Township Vocational, Pennside Junior High, Penn Township, Pennwyn, Perry Township, Pine Forge, Red Lion, Rehersburg, Reiffton, Robesonia Borough, St. Lawrence, Seyfert, Shillington Grade and High, Sinking Spring Borough, Strausstown, Topton Orphans Home, Topton, Upper Bern Consolidated, Walnuttown, Conrad Weiser, Wernersville Borough, West Lawn Junior High, West Leepost, West Reading Borough, West Wyomissing Grade, Woodrow Wilson, Womelsdorf Borough, Wyomissing Grade and High, Yocom's Village; Muhlenberg Township, Muhlenberg Township Public Schools, Hyde Park, Junior-Senior High, Rosedale, Temple; Penseide, Penseide Junior High; Slippery Rock, State Teachers College; Upper Darby District, Upper Darby Public School District, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettford, Highland Park, Keystone, Primos, Senior High, Stonehurst Hills.

SOUTH DAKOTA—Mobridge, Mobridge Public Schools, Beadle, Junior High, Lincoln, Senior High; Nisland, Nisland Public Schools; Selby, Selby Public Schools; Sioux Falls, Lewis Heights; Wilmot, Wilmot Public Schools.

VERMONT—Brattleboro, Green Street.

WASHINGTON—Spokane, Hillyard High; Tacoma, Longfellow.

WEST VIRGINIA—Martinsburg, High.

WISCONSIN—Brayton, quette; Lincoln, Public;

ARIZONA—CALIFORNIA—Central, Clifton, cisco, CONNEC

COLORADO—wood, Kirk, Prime

DISTRICT—lands

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WISCONSIN—Kohler, Kohler Public Schools; Madison, Brayton, Doty, Draper, Harvey, Hawthorne, Marquette; New London, New London Public Schools, Lincoln, McKinley, Lapham, Lowell; Salt Creek; Public; Sheboygan, Horace Mann.

Four Years

ARIZONA—Ash Fork, *Public.

CALIFORNIA—Alturas, *Modoc Union High; Anaheim, Central; Atascadero, Elementary; Los Angeles, Clifford Street; Modesto, Washington; San Francisco, Lafayette, Sanchez.

CONNECTICUT—Bristol, North Side; Stratford, Washington.

COLORADO—Boulder, Northside Intermediate; Englewood, Lowell; Hillrose, Hillrose Consolidated; Kirk, High; Kit Carson, High; Longmont, Bryant, Primo, High; Vernon, High.

DISTRICT OF COLUMBIA—Washington, Randle-Highlands-Orr.

IDAHO—Boise, Whittier.

ILLINOIS—Chicago, Farragut Junior High, James Shields; Decatur, Roach, *Ullrich; Downers Grove, Lincoln; East St. Louis, Signal Hill; Evanston, Noyes; Maywood, Garfield; Rockford, Colonel Ellis; Wheaton, Wheaton Public Schools, Community High, Holmes, Junior High, Longfellow, *Lowell, Whittier.

INDIANA—Elwood, Senior High; Fort Wayne, Hoagland, *Hanna, *Rudisill; Seymour, Junior High.

IOWA—Council Bluffs, Madison; Des Moines, Webster; Sioux City, East Junior High, Hobson.

KANSAS—Augusta, Garfield, Bonner Springs, Bonner Springs Public Schools, Lincoln, McDaniel, Senior-Junior High; Hiawatha, C. H. Janes; Winfield, Winfield Public Schools, Bryant, High, Irving, Lowell, Stevenson, Webster.

KENTUCKY—Louisville, Hazelwood.

MAINE—Augusta, Cony High; Portland, Leland, Thomas B. Reed.

MASSACHUSETTS—Plymouth, Knapp; Springfield, Thomas M. Balliet; Winchester, George Washington.

MICHIGAN—Detroit, Breitmeyer, Grayling, Holcomb, Don Hubert, Keating, Marcy, Philip; Ferndale, Coolidge; Highland Park, Junior College; L'Anse, L'Anse Public Schools; Grade, High; Ludington, Lake View; Niles, *Niles Public Schools, Grade, Junior High, Senior High; Pontiac, Crofoot; Saginaw, Salina.

MINNESOTA—Duluth, Irving; Mankato, Franklin; Minneapolis, Eugene Field, Howe, *Phillips Junior High, Sumner, Washington; Owatonna, *High; Virginia, Virginia Public Schools, Central, Farmstead, Franklin, Higgins, Homestead, Jefferson, Johnson, Lincoln, Horace Mann, James Madison, Senior High, Technical High, Washington.

MONTANA—Great Falls, Lincoln.

NEVADA—Carson City, Carson City Public Schools.

NEW JERSEY—Bridgeton, Irving Avenue; Dunellen, Lincoln, Whittier Grammar; Hightstown, Gram-

mar; Leonardo, Middletown Township High; Paterson, Public Number 17; Trenton, Monument Demonstration, Peabody.

NEW YORK—Rome, Gansevoort; Rye, Rye Public Schools; Schenectady, *Brandywine Avenue, E. Nott.

NORTH DAKOTA—Minot, Minot Public Schools, Central, Junior High, Lincoln, McKinley, Primary, Senior High, Roosevelt, Sunnyside.

OHIO—Akron, Allen, McEbright, Miller, Alexandria, Alexandria Public Schools; Arlington, Arlington

Mansfield, Newman; Marietta, High; Marion, Lincoln; Maumee, Maumee Public Schools, Fort Miami, High, Riverside; Miamisburg, *Miamisburg Public Schools; Powhatan Point, Powhatan Village; West Alexandria, Lanier Township Centralized; Rittman, Rittman Public Schools, First Street, High, Primary; Tiffin, Minerva Street; Toledo, Franklin; Warren, Warren G. Harding Senior High, *Laird Avenue, Frances E. Willard; Youngstown, Bancroft, Harrison.

PENNSYLVANIA—Clearfield, Clearfield Public Schools, Fourth Ward, High, Junior High, Market Street, Third Ward; Erie, Longfellow; Gettysburg, Gettysburg Public Schools, Franklin Street, *High, High Street, Lincoln, Meade; Haverford Township, Haverford Township Public Schools, Brookline, Chestnutwood, Junior High, Llanerch, Manoa, Oakmont, Preston, Senior High; Oil City, Innis Street.

SOUTH DAKOTA—Elk Point, *Elk Point Public Schools, Grade, High.

TEXAS—College Station, *Agricultural & Mechanical College; Houston, Park Place.

UTAH—Salt Lake City, Longfellow, Oquirrh.

VIRGINIA—Lynchburg, Fairview, Fort Hill; Norfolk, Ocean View.

WASHINGTON—Centralia, *Centralia Public Schools; College Place, District Thirty-one; Omak, Union High.

WEST VIRGINIA—Oak Park, Triadelphia District High; Switchback, Elkhorn District Public Schools.

WISCONSIN—Delavan, Delavan Public Schools; Kewasha, Columbus, Washington Elementary, Washington Junior High; Racine, Lincoln; Wauwatosa, Lincoln.

WYOMING—District Number Nineteen, District Number Nineteen Public Schools, Afton Grade, Afton High, Auburn, Bedford, Etna, Fairview, Freedom, Grover, Osmond, Smoot, Thayne, Turnerville; Laramie, Parkview.

Three Years

ALASKA—Fairbanks, Fairbanks Public School; Ketchikan, *Ketchikan Public Schools.

ARIZONA—Bisbee, Franklin; Flagstaff, Brannen; Holbrook, Holbrook Public Schools; Prescott, Prescott Public Schools, High, Jefferson, Lincoln, Washington.

ARKANSAS—Little Rock, Woodruff.

CALIFORNIA—Alhambra, Fremont; Anaheim, Broadway, Lincoln; Bonsall, Bonsall Union; Modesto, Franklin; Monrovia, Santa Fe; Ramona, Ramona Union Grammar; San Francisco, Andrew Jackson, Raphael Weill, Twin Peaks, *West Portal; Santa Paula, Briggs-Oliveland Public Schools, Briggs, Oliveland.

CONNECTICUT—East Norwalk, Roger Ludlow Junior High; Norwalk, Center Elementary, Washington, Winnipauk; Westport, Greens Farms.

COLORADO—Arvada, High; Cannon City, Harrison; Fort Collins, Washington; Gilcrest, *Gilcrest Consolidated; Laird, Laird Combined; Platteville,

Enrollment Blank

LOGAN COUNTY TEACHERS' ASSOCIATION 1929 - - - 1930

For a period of five years Logan County teachers have enrolled 100 per cent. in Local, Sectional, State and National Teachers' Associations. This is a record of which Logan County teachers are proud.

The teaching body decided at their last annual Institute that they wished to maintain this record.

I hereby apply for membership in The National Education Association, Ohio State Teachers' Association, Central Ohio Teachers' Association and the Logan County Teachers' Association

1. Name _____

2. Position _____

3. Home Address _____

4. *Address where mail is to be sent during school year _____

Upon the payment of the \$4.50 fee the Logan County Teachers' Association obligates itself to pay the membership fee for the school year 1929-1930 in the above listed association.

W. A. MILLER, President

MABEL CLINE, Secretary

CHAS. GROTHAUS

DONALD PIERES

C. C. SANDERS

Executive Committee

TIME BANK CHECK

Date _____

Pay to the order of _____

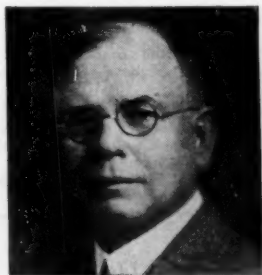
Four Dollars and Fifty Cents \$4.50

Signature _____

This is a check on your own bank and will not be cashed before the time given above. It is given in payment of dues for the school year ending on the date given above. The fee is \$4.50 and the time is 1929-1930.

Public Schools; Ashtabula, Columbus Street Grade, High, Pacific Street; Cincinnati, *School for Crippled Children; Columbus, Crestview Junior High, Felton, Leonard Avenue, Michigan Avenue, Northwood, Spring Street, *West Broad Street; Julesburg, Sedgwick County High; Lakewood, *Garfield, Hayes, McKinley; Lancaster, Lancaster Public Schools, Children's Home, East, High, North, South, Utica, West; Lima, Lima Public Schools, Central High, Emerson, Fawcett, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, South Junior High, South Senior High, Washington, Whittier; Logan, Logan Public Schools, Central, East, Junior High, Senior High, West;

Trustees of the National Education Association



MUCH OF THE ACHIEVEMENT of the National Education Association is the result of the faithful and efficient service of successive Boards of Trustees who have built up its permanent funds and who have had the vision to take a constructive attitude toward its needs and growth. The present Board of Trustees has a peculiar responsibility and opportunity in connection with the building program for Association Headquarters. That this program will be wisely carried out is assured by the able leadership of Dr. Walter R. Siders, who is thoroughly familiar with the growth of the Association and who has served it in many important capacities for more than a quarter of a century. Reading from left to right the persons in the photograph above are: Walter R. Siders, chairman of Board of Trustees and Field Representative of the World Federation of Education Associations; E. Ruth Pyrtle, president of the Association, principal of Bancroft School, Lincoln, Nebraska; Kate Wofford, county superintendent of schools, Laurens, South Carolina; Joseph H. Saunders, superintendent of schools, Newport News, Virginia; Joseph M. Gwinn, superintendent of schools, San Francisco, California.

Platteville Consolidated; *Pimero*, District Number Sixty-one; *Segundo*, Old Segundo; *Valdez*, Valdez. GEORGIA—*Atlanta*, *Frank L. Stanton.

ILLINOIS—*Evanston*, Larimer; *Highland Park*, Elm Place; *Princeton*, Douglas; *Rockford*, Brown, Hallstrom, John Nelson, Wight; *Springfield*, McClelland.

INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Irving, Lincoln, Maywood, Special Teachers Department, Washington; *Indianapolis*, Calvin N. Kendall; *Martinsville*, South; *Seymour*, Emerson, Lincoln, Riley, Washington.

IOWA—*Cedar Rapids*, Arthur, Big Spring, Harrison; *Dubuque*, Bryant; *West Liberty*, West Liberty Public Schools.

KANSAS—*Girard*, Girard Public Schools, Emerson, High, Junior High, Lowell, Whittier; *Hutchinson*, *Lakeview, *Winans; *McLouth*, High.

KENTUCKY—*Louisville*, Beechmont, Maine.

MAINE—*Camden*, Knowlton Street; *Portland*, Cummings.

MASSACHUSETTS—*Athol*, Main Street; *Belmont*, Homer; *Brookline*, Driscoll, Parsons; *Medford*, James; *Melrose*, Winthrop; *Plymouth*, Mount Pleasant; *Springfield*, Jefferson Avenue; *Stoneham*, South; *Waltham*, Phineas Lawrence; *Winchester*, Lincoln; *Worcester*, Thorndyke Road.

MICHIGAN—*Bellevue*, Bellevue Public Schools; *Detroit*, Duffield, Fitzgerald, George Ford, Guest, W. G. Harding, Harris, Harms, Howe, McKinley, Monnier, Ravenwood, Rose, St. Clair; *Fremont*, Fremont Public Schools; *Highland Park*, Liberty; *Lincoln Park*, Lincoln Park Public Schools, Goodell, *Hogler, Lafayette High, Raupp; *Royal Oak*, Longfellow, Northwood, Washington; *Pontiac*, John P. Wilson.

MINNESOTA—*Duluth*, Ensign, Morley Heights, Oneota, Washburn; *Mankato*, Franklin Junior High; *Minneapolis*, Cooper, Whittier.

MONTANA—*Great Falls*, *Hawthorne, Lowell.

NEBRASKA—*Omaha*, Pickard; *Reno*, South Side and Annex.

NEW JERSEY—*Bernardsville*, Olcott; *Boonton Township*, Boonton Township Public Schools; *Brigantine*, Brigantine; *Camden*, H. B. Wilson; *Englewood*, Englewood Intermediate; *New Brunswick*, Weber; *North Plainfield*, Harrison; *Paterson*, Number 14; *Pennington*, Primary; *Vineland*, Vineland and Landis Township Public Schools, Butler Avenue, Central, Chestnut and East Street, Chestnut and West Street, Cooper's Mill, *East Avenue, High, Kingman, Magnolia Road, New Italy, North Vineland, Oak and Main Street, Orchard Road, Park and East Street, Park and Second Street, Pleasantville, H. L. Reber, Seventh Street, South Vineland, Special, Spring Road, Trento Avenue, West Side.

NEW YORK—*Kenmore*, Lincoln.

OHIO—*Ashtabula*, Chestnut Street, Columbus Junior High; *Bremen*, Bremen Public Schools, Grade, Rushcreek Memorial High; *Canton*, Fairmount, Liberty, Woodland, Washington; *Cincinnati*, Raschig; *Columbus*, American Addition, Bellows Avenue, Clinton, *Fieser, Hubbard Avenue; *Lockland*, *Lockland Public Schools; *Mansfield*, John Simpson Junior High; *Marietta*, Harman, Willard; *Marion*, Forest Lawn, Oak Street, Olney Avenue; *Massillon*, Brookfield; *New Philadelphia*, New Philadelphia Public Schools, Central, East, Front Avenue, Junior High, Schoenbrunn, Senior High, South, Tuscarawas, West; *Havenna*, Havenna Public Schools, Chestnut, High, Highland, Junior High; *Smithfield*, Smithfield Public Schools; *Somerset*, *Somerset Village; *Tiffin*, Miami Street; *Toledo*, Jefferson; *Van Buren*, Allen Township Centralized Schools; *Warren*, *East Junior High, Garfield; *Youngstown*, South Avenue.

OKLAHOMA—*McAlester*, Emerson, Third Ward.

OREGON—*Pendleton*, Pendleton Public Schools, Hawthorne, High, Lincoln, Washington; *Roseburg*,

Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.

PENNSYLVANIA—*Biglerville*, *Biglerville Public Schools; *Clairton*, Clairton Public Schools, Fifth Street Junior High, Fifth Street, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Street Junior High, Walnut Street; *Erie*, Emerson; *Hollidaysburg*, Hollidaysburg Public Schools, Central, Gaysport, Hillcrest, Junior-Senior High; *Plymouth*, Plymouth Public Schools, Central, Franklin Street, High, Junior High, Nottingham Street, Temperance Hill, Vine Street, Willow Street; *Shinglehouse*, Shinglehouse Public Schools; *West Pittston*, West Pittston Public Schools, High, Intermediate, Junior High, Primary.

RHODE ISLAND—*Westerly*, Pleasant Street.

SOUTH CAROLINA—*Ellerree*, Midway High.

SOUTH DAKOTA—*Brandt*, Brandt Independent District Number 50; *Doland*, Doland Public Schools.

TENNESSEE—*Knoxville*, *Lincoln Park.

UTAH—*Morgan County*, Morgan County Public Schools, Grade, High, Milton, North Morgan, Peterson, Porterville, South Morgan.

VERMONT—*Montpelier*, Primary.

WASHINGTON—*Everett*, Jefferson, Longfellow.

WEST VIRGINIA—*Buckhannon*, Main Street; *Salem*, High; *Wheeling*, Centre.

WISCONSIN—*Green Bay*, East High; *Kenosha*, McKinley Junior High; *Lake Geneva*, Junior-Senior High; *Madison*, Dudgeon; *Shorewood*, Atwater, Lake Bluff.

WYOMING—*Casper*, Roosevelt; *Laramie*, Fremont; *Rock Springs*, Junior High; *Sheridan*, Hill.

Two Years

ALASKA—*Anchorage*, Anchorage Public Schools; *Skagway*, Skagway High.

ARIZONA—*Liberty*, *Public; *Tolleson*, Union High.

CALIFORNIA—*Alhambra*, Central, Park; *Bakersfield*, *Lowell; *Modesto*, John Muir; *Richmond*, Woodrow Wilson; *San Francisco*, Commodore Sloat, San Miguel; *San Gabriel*, Potrero Heights; *Vallejo*, *McKinley.

COLORADO—*Armel*, High; *Colorado Springs*, Cheyenne Mountain.

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

FLORIDA—*Mount Dora*, High and Grade; *Pensacola*, *P. K. Yonge.

GEORGIA—*Columbus*, City View, Waverly Terrace.

ILLINOIS—*Aurora*, Greenman; *Batavia*, High; *Charleston*, Charleston Public Schools, High, Jefferson, Pulaski; *Downers Grove*, *Downers Grove Public Schools, High, Lincoln, Longfellow, Washington, Whittier; *Lockport*, Fairmount; *Mahomet*, Mahomet Community High; *Mascoutah*, *Community High, *Grade; *Pekin*, Community High; *Putnam*, Senachwine Community High; *Springfield*, Butler; *Steger*, Steger Public Schools.

INDIANA—*Indianapolis*, Public Number 47; Public Number 80; *Seymour*, Seymour Public Schools, Shields High; *South Bend*, Benjamin Harrison, Madison, Oakside Street.

IOWA—*Cedar Rapids*, Garfield; *Council Bluffs*, Oak; *Sioux City*, West Junior High.

KANSAS—*Augusta*, Lincoln; *Bronson*, Public; *Clayton*, Rural High; *Merriam*, Shawnee-Mission High; *Ness City*, Ness City Public Schools, Grade, High; *Wichita*, Franklin, Ingalls, Kellogg, Park.

KENTUCKY—*Louisville*, Stephen Foster, Robert Fulton.

MAINE—*Portland*, Pearl Street Kindergarten; *Presque Isle*, Gouldville, *High; *Skowhegan*, Park; *Waterville*, Walnut Street.

MARYLAND—*Cumberland*, Union Street.

MASSACHUSETTS—*Adams*, Commercial Street; *Bridge-water*, Training School-State Normal School; *Granby*, Elementary; *Waltham*, Pond End; *Winchendon*, Poland.

MICHIGAN—*Detroit*, Amos, Burgess, Burns, Cerveny, Doty, Edgewood, D. M. Ferry, O. W. Holmes, D. Houghton, Thomas Houghton, Leland, Maybee, Maybury, McKerron, Psychological Clinic, Stephens; *Ferdale*, Central, Grant, Harding, Jefferson, Roosevelt; *Flint*, *W. C. Durant, Hometown; *Greenville*, Greenville Public Schools, Grade, Junior High, Senior High; *Highland Park*, Senior Junior High; *Ironwood*, North Side; *Jackson*, Trumbull; *Muskegon Heights*, Muskegon Heights Public Schools, Central, Edgewood, Glendale, High, Oak Grove, Porter, South Park, West Park; *Northville*, Northville Public Schools; *Saginaw*, Burt, Emerson, Hoyt; *Wakefield*, *Verona.

MINNESOTA—*Duluth*, Adams, Kenwood, Lester Park, *Longfellow, *Monroe.

MISSISSIPPI—*Clarksdale*, *Eliza Clark, Elizabeth Dorr High, Oakhurst, Oakhurst Annex.

MISSOURI—*St. Louis*, St. Louis Training Number 14.

MONTANA—*Great Falls*, Longfellow.

NEBRASKA—*Fairbury*, Fairbury Public Schools, Central Ward, East Ward, Junior High, Senior High, West Ward.

NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, Dudley; *Gloucester*, Ridgeway Street; *Lambertville*, *High; *Linden*, *Public Number 3; *Livingston*, Squiertown; *Palmyra*, Palmyra Public Schools, Elementary, Grammar, High; *Pitman*, Pitman Public Schools, Elwood Kinde, High, Summit Avenue, W. C. K. Walls; *Raritan Township*, Bonhamtown; *Trenton*, Centennial, Cooper, Carroll Robbins, Skelton, Joseph Wood.

NEW MEXICO—*Roswell*, Junior High.

NEW YORK—*Huntington*, Lincoln; *Johnson City*, Frank M. Smith; *Kenmore*, *Roosevelt; *Onida*, Elizabeth Street; *White Plains*, Greenburgh High.

OHIO—*Ashley*, Ashley; *Ashtabula*, Station Street; *Cambridge*, Marquand, Oakland; *Cleveland*, Bolton, Empire Junior High, Fowler Junior High, Halle, St. Clair, Woodland; *Columbus*, *Chicago Avenue, First Avenue, Ohio Avenue, Siebert; *Dayton*, Gorman School for Crippled Children; *East Cleveland*, Rozelle; *Lakewood*, *Madison, Taft, Wilson; *Marion*, North Main Street, Oakland Heights, Vernon; *Massillon*, York; *Preble County*, Camden Village Public Schools; *Tiffin*, Junior Order Home; *Toledo*, Stiekney; *Yonngstown*, Roosevelt.

OKLAHOMA—*Okmulgee*, Checotah, Horace Mann.

PENNSYLVANIA—*Chester County*, Chester County Public Schools; *New Oxford*, High; *Northampton*, Senior High; *Renfrew*, Penn Township High.

SOUTH DAKOTA—*Pierre*, *Pierre Public Schools.

TENNESSEE—*Hamilton County*, Lookout Mountain, Tyner High; *Lenoir City*, Lenoir City Public Schools, East Side Elementary, High, Junior High, Nichols Elementary; *Springfield*, *Junior High.

TEXAS—*Big Spring*, Rural; *Texarkana*, Akin, Highland Park.

VERMONT—*Enosburg Falls*, Enosburg Falls High and Graded.

VIRGINIA—*Norfolk*, Campostella Heights.

WASHINGTON—*Everett*, Garfield, Jackson, Monroe, Parkland Lutheran Home; *Spokane*, Havermale Junior High, Libby Junior High.

WEST VIRGINIA—*Wellsburg*, Riverview.

WISCONSIN—*La Crosse*, Hogan; *Racine*, Janes, Stephen Bull, Supervisors Department.

WYOMING—*Casper*, Edgerton, Willard; *Rock Springs*, Senior High; *Sheridan*, Linden Avenue.

Current Year

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ARKANSAS—*Smackover*, High.

CALIFORNIA—*Alhambra*, Granada, Ynez; *Centerville*, Washington Union High; *Chula Vista*, Union; *Los Angeles*, Bellevue Avenue; *Monrovia*, Ivy Avenue; *San Francisco*, Bret Harte, Garfield.

The Journal of the National Education Association

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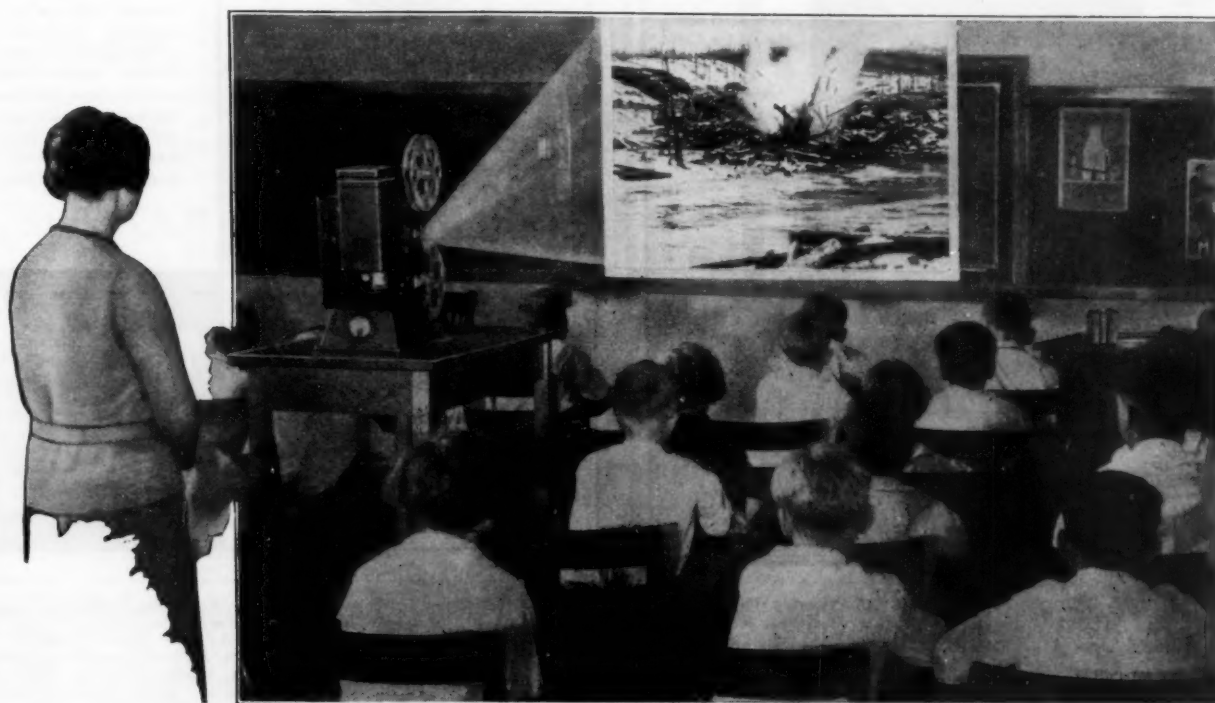
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JOY ELMER MORGAN, Editor Offices: 1201 Sixteenth Street N. W., Washington, D. C. HAROLD A. ALLAN, Business Manager

This teacher has a new ally in her work

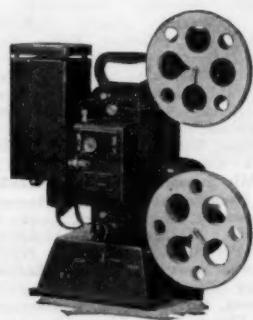


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(Continued from page 324)

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ton, Union High.

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Alton, East Alton Public Schools, Francis G.
Blair, Lincoln, Washington; East St. Louis, La-
sayette; Highland Park, Green Bay; Maywood,
Irving, Roosevelt; Park Ridge, Park Ridge Public
Schools; Plainfield, Community Consolidated;
Princeton, Princeton Township High; River
Forest, Willard; Rockford, Hall, Kishwaukee;
Woodhull, Township High; Woodstock, Dean
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Fort Wayne, Rolling Mill; Indianapolis, Benjamin
Harrison, Oscar C. McCulloch; Pendleton, Pendle-
ton Public Schools; South Bend, Franklin, Girls
Pre-Vocational, Marquette.

IOWA—Cedar Rapids, Lincoln, Polk, Principals and
Supervisors Club, Taylor, Ungraded; Waterloo,
West Side, West Side Waterloo Public Schools,
Central, Irving, Kingsley, Lowell, Riverview,
Roosevelt, Senior High, Sloan Wallace Junior
High, Waterloo Junior High, Whittier.

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Mulberry Street, North Side, Random; Man-
hattan, Roosevelt; Wichita, College Hill, Sunny-
Side, Waco.

KENTUCKY—Louisville, James Russell Lowell.

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Garfield; Winslow, Junior-Senior High.

MARYLAND—Cumberland, John Humbird, Maryland
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High; Luke, Grade; Mardela Springs, Public;
Willards, Public.

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Roosevelt, Sherrill, Thirkell, Turner, Wingert,
Yost; Grand Rapids, Eastern Avenue; Hastings,
Hastings Public School, Grade, High, Junior High;
Highland Park, Robert E. Barber; Jackson, Lan-
sing Avenue, Pleasant, Wilkins, T. A. Wilson;
Ludington, Longfellow; Marenisco, Roosevelt;
Saginaw, East Side, Jones; Wakefield, *Central,
Thomaston.

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Park, Cobb, Endion, Jackson, Lakeside Portable,
Munger; Minneapolis, Sidney Pratt.

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Fords, Sand Hills; Gloucester, Gloucester
Heights; Hillside, Saybrook; Lawrence Township,
Slackwood; Leesburg, Public; Liberty Corner,
Public; Lincoln Park, Public; Middletown, Public;
Newark, South Eighth Street, State Street Binet;
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mit, Senior High; Trenton, Jefferson; Upper Deer-
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NORTH DAKOTA—Fargo, Franklin.

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Schools, Grade, High; Olmsted Falls, *Olmsted
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Fairmount, Market Street, Poland Avenue.

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County Public Schools, Camp Hill, Cooke, Dickin-
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pendent, Lemoyne, Lower Allen, Lower Frankford,
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land, Newton, Newville, North Middleton, Penn-
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Mifflin, West Fairview, West Pennsboro, Wormleys-
burg; Hazleton, Heights, Senior High; Northamp-
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(Continued on page A-246)

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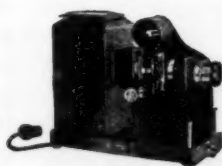
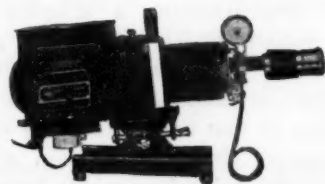
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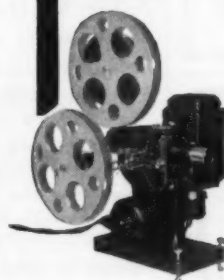
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(Continued from page A-244)

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town, Jamestown Public Schools.

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son Junior High; Brandon, Brandon Public
Schools; Kenosha, School for the Deaf; Racine,
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Deaf, Winslow.

WYOMING—Rock Springs, Rock Springs Public
Schools, Junior High, Senior High.

Notes and Announcements

A Christmas Greeting from Life—

Nelson G. Hanawalt of Columbia Uni-
versity sends a Christmas prayer with a
note of explanation that is worthy print-
ing along with the prayer itself:

The inclosed poem was written last year
during the Christmas season because of the
deep effect the incident described had upon
me. I am submitting this to you in hopes that
it will enable other teachers to keep their
balance in these days of departmental work,
high-pressure teaching, specialization, and
psychological testing. When we look back
over our own school days, the outstanding
points of inspiration seem to have come from
the beautiful personality of some teacher
rather than from any law or fact that they
peddled. In this machine age, let us strive
to keep a personal touch in education; let
us keep in mind that the economic develop-
ment is only one phase of a developing civil-
ization! We are often too eager to see re-
sults, hence we put into the foreground that
which can be measured quantitatively and
put other things on the altar.

A Christmas Prayer—Above the bustle and
the babble of the Christmas buyers

I heard the clear excited voice of a little
girl:

"Mother! I want to buy her something so
nice, O so nice as ever could be!

For she is so sweet, so good, and so kind,
and I love her O so much!

Mother, what ever can I buy my teacher?"

And then the two were lost in the restless
din

And I was lost in thinking, for I too was
a teacher of children.

"Because she is so sweet, and so good, and
so kind," I mused . . .

Not because she teaches us that two and
two make four

Was the child's appreciation of education.

And in my Christmas prayer that night I
prayed:

"Dear Lord, help me to inspire the hearts
of these little ones to goodness and kindness

And we shall waive the matter of two and
two make four.

Mention THE JOURNAL when writing our advertisers.

The education bill—There is no ques-
tion but that the possibility of legislation
for a Department of Education has be-
come a probability. It isn't wise to tell
all we know, but it is safe to say that
public sentiment has changed radically in
the last six months. Everybody who was
on the fence has got down on the right
side. They needed to see what they have
seen in the last four months.—Editorial
by A. E. Winship in *Journal of Educa-
tion*.

A practical and timely suggestion
for every teacher—The Hoover-Mac-
Donald negotiations are a challenge to
every teacher to bring to the students
with whom he is associated as much as
possible of the meaning of these great
days in which we live. Every school
might well keep a scrapbook of news-
paper clippings and magazine articles
bearing on these negotiations.

Affiliation with a teachers profes-
sional organization a display of
good judgment—Is it really good
judgment to be a part of the teaching
body and yet hold aloof from the or-
ganization of that body? Each one of us
as citizens of the community in which
we live takes pride in entering into the
affairs of that community. As a member
of the teaching profession why not show
the dynamic force of good judgment by
becoming actively associated with the
triumphant force of a strongly united
organization.—A statement by the presi-
dent of the Boston Teachers Club in the
Boston Teachers News Letter.

Wyoming life members hold din-
ner—The life members of the National
Education Association held a dinner at
(Continued on page A-249)

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VISORS OF THE LOWER
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(Continued from page A-246)

the Wyoming State Teachers Association in Thermopolis in October. L. L. Bender, superintendent of Cokeville, Wyoming, was elected president of the group for the next year. All Rock Springs schools are 100 percent for 1929. —From a letter by E. M. Thompson, superintendent, Rock Springs, Wyoming.

Largest 100 percent school—To date the largest school to report 100 percent NEA membership is the Collinwood High School, Frank P. Whitney, Principal, Cleveland, Ohio. This high school has 161 teachers on its staff and has been 100 percent for three years.

Speech teachers to convene—The fourteenth annual convention of the National Association of Teachers of Speech will be held December 30, 31, January 1 at the Hotel McAlpin, New York City. All phases of speech training will be discussed by the leading authorities in the field of speech education. A complete program of the convention may be secured by writing F. M. Rarig, president, department of speech, University of Minnesota.

Placement and personnel officers to meet—The National Association of Placement and Personnel Officers will meet in Atlantic City, February 20-22, 1930, with headquarters at the Chalfonte-Haddon hotel. Persons interested may obtain full information from the secretary, Elizabeth M. Steel of Ohio Wesleyan University, Delaware, Ohio.

Theme announced for Department of Superintendence Yearbook—The Executive Committee of the Department of Superintendence at its meeting in Atlantic City last May selected *Character Education* as the theme of the 1932 yearbook. President Frank Cody announces appointments as follows for the commission to prepare this yearbook: Superintendent Jeremiah E. Burke, Boston, Massachusetts, chairman; Superintendent C. B. Glenn, Birmingham, Alabama; Superintendent A. L. Threlkeld, Denver, Colorado; Superintendent Robinson G. Jones, Cleveland, Ohio; Paul T. Rankin, director of research, Detroit, Michigan. The first meeting of this Commission was held at Detroit, Friday and Saturday, Nov. 22 and 23.

Keep tuberculosis away—Although great progress has been made in combating tuberculosis yet in 1928 ninety-three thousand men, women, and children in the United States died of this disease.

(Continued on page A-250)

"I hadn't figured on being Sick"—

HOW discouraging is the period of convalescence, when the unpaid bills keep piling up and there is nothing coming in with which to pay them. A single illness or accident often dissipates the savings of many years—all because the teacher "hadn't figured on" being disabled.

How different everything is when the Postman brings a monthly check from the T. C. U.!

"Your letter, with the enclosed check," writes Anna B. Kennedy, Brookfield, Mass., "came as a delightful Christmas present, just as I was feeling in the depths because of hospital, nurse and surgeon bills, to say nothing of a substitute earning my school money. Words are wholly insufficient to express my appreciation."

No Place in the Budget for Doctors' Bills

Many a teacher, like Anna Irene Jenkins, Los Angeles, Cal., enjoys such good health as to make it seem unnecessary to provide for doctor bills. Fortunately, however, she did make T. C. U. provision. We quote from her letter:

"I deeply appreciate your courtesy in caring for my claim. I am so used to being well I had left no place in my budget for doctors' bills, and your check was certainly a Godsend."



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When You're Sick
Under the T. C. U. Umbrella**

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Our records for many years prove that one teacher in five suffers enforced idleness and loss of salary every year because of Accident, Sickness or Quarantine. Your turn may come—it often does—when you least expect it. How fortunate it was that Miss Amanda E. Sharpe, San Francisco, Cal., had her T. C. U. umbrella when she so suddenly needed it! In the twinkling of an eye it happened. She writes:

"The morning I met with my accident, I never felt better in my life. I even thought about it as I walked to school. The next moment I was injured severely. How little one knows what can happen!"

While you are still in good health, and free from injury—before it is too late—get your name on the "T. C. U. Payroll." Enjoy that comfortable feeling of knowing that the Teachers Casualty Underwriters stands ready to guarantee you an income when your regular income is cut off by reason of Accident, Sickness or Quarantine.

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(Continued from page A-249)

The National Tuberculosis Association is beginning its twenty-second annual Christmas seal sale and is depending on you to support it in this greatest of all fights against a dreaded common enemy.

Third international child friendship project inaugurated—The Committee on World Friendship among Children fostered by the Federal Council of the Churches of Christ in America will promote its third friendship project from November 1, 1929 to August 15, 1930. The country selected is the Philippine Islands and the symbol chosen to bear the goodwill greetings from the children of the United States to the Filipino children is a Friendship Treasure Chest. Films which tell the interesting stories of the first two projects with Japan and Mexico and information concerning the new plan may be had from the Committee, 289 Fourth Avenue, New York City.

One of America's first universities celebrates anniversary—Columbia University, New York City, celebrated, October 25-31, the 175th anniversary of the founding of the University by Royal Charter in the reign of King George II in 1754. The various professional schools and colleges held departmental luncheons and convocations. Among those who appeared on the program of the Teachers College convocation, presided over by Dean William F. Russell, were: Dr. Walter A. Jessup, president of the University of Iowa; Dr. Lotus D. Coffman, president of the University of Minnesota; Dr. E. C. Elliott, president of Purdue University; Dr. Bruce R. Payne, president of Peabody College for Teachers; and Dr. Henry Suzzallo, formerly president of the University of Washington, all alumni of Teachers College.

Conspicuous by its excellence—From far and near JOURNAL friends send comments—helpful, kindly, and constructive. Perhaps the one most expressive of the aim of THE JOURNAL staff was voiced recently by a student at Teachers College, Columbia University, when she recommended it to a fellow student as "a journal so conspicuous by its excellence, no teacher can afford to be without it." Among other expressions of appreciation are:

May I say to you that the November issue of THE JOURNAL of the National Education Association is, to my way of thinking, perfect. What you can do to make it better I do not know. As it stands in this issue it's

(Continued on page A-251)

(Continued from page A-250)

a splendid magazine—perfect.—Arthur Dean, noted parents counselor.

Upon opening the November issue of THE JOURNAL I was especially pleased at seeing and reading the splendid article on *The Challenge of the Rural School*. I cannot tell you how happy I am that the National Education Association has included the splendid articles on the phases of rural education that have found their way into the pages of THE JOURNAL during the last few issues. I am regularly assigning these articles along with other collateral reading in my classes. Surely a more awakened consciousness will result in the entire teaching body from their reading of them.—Wm. McKinley Robinson, Western State Teachers College, Kalamazoo, Michigan.

How do you expect a mere mortal to select the five best articles in the November JOURNAL? They are all so fine and inspiring that it seems most difficult to pick out any five as leaders. You have a wonderful issue.—Harry English, NEA director for the District of Columbia.

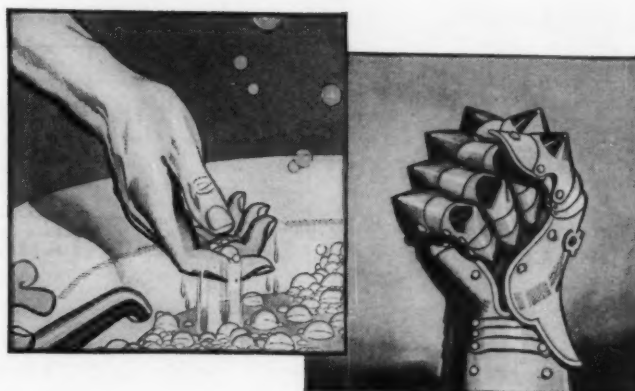
I have just received the November 1929 issue of the NEA JOURNAL and I want to compliment you on both its general improved appearance and its contents. Approximately two hundred and thirty copies of this journal come to Fort Smith teachers every month and we feel that it is one of the most effective agencies we have to stimulate progressive educational effort.—J. W. Ramsey, president, Arkansas Education Association.

Just a word to express my appreciation for the progressive articles in the November number of THE JOURNAL. I was especially pleased to see the article on *The Power Trust in the Public Schools* by Senator Norris. I hope that you will have more articles of that type from time to time.—O. Myking Mehus, a member of the faculty of the Northwest State Teachers College, Maryville, Missouri.

We commend the work of the National Education Association and extend our great appreciation to those responsible for the publication of THE JOURNAL of the National Association as we find this publication a great inspiration and help in our educational work.—From the resolutions adopted by the Northwest Iowa Teachers Association, Sioux City, Iowa, October 17-18, 1929. C. E. Day, chairman of the Committee on Resolutions.

An applause card was received from I. D. Weeks of the North Dakota Agriculture College. The reason for his applause was Senator Norris' article *The Power Trust in the Public Schools* in the November 1929 JOURNAL.

I wish to congratulate all connected with the NEA upon the outstanding excellence of the October issue of your periodical. The outline for American Education Week is particularly helpful.—Mrs. Otto Hahn, chairman, division of public instruction, General Federation of Women's Clubs.



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