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FOR TEXTBOOKS

The Need for Educational Interpretation

ANYONE by looking about him can realize that America is civilized only in patches. Here and there we have reached standards that satisfy our ideal as to what this phase or that phase of life might reasonably be, but in the large there is still a wide gap between the best practise and the poorest practise. This is true in law, it is true in religion, in medicine, in homemaking, in community planning, and in education. It is the task of the educator to make the best practise the universal practise.

America is now approaching a period of intellectual flowering. New ideas are sweeping in. Stimulating changes are everywhere. Thinking is playing a larger part in daily life. The outlook and opportunity of the average man and woman is greater than ever before. The school stands at the center of this awakening. The devotion of our people to the free school and to a fair start in life for all is the great epic of this century. It will literally lift the world to a new level of achievement, excellence, and happiness.

Throughout the centuries civilization has been pushed forward by three men: The administrator who organizes and executes; the investigator who discovers and invents; and the interpreter who makes the purposes of the administrator and the results of the investigator's work the common property of mankind. Sometimes these three gifts have been found in one and the same person and in some measure this must always be true. But in our day the demands for excellence and efficiency in these activities are so great that on the higher levels at least they must become specialized in character. Literally the jack of all trades is master of none and the one who is to administer, to do research, or to interpret must be a specialist if he is to meet the needs of the new world for experts who are masters.

Administration as a specialized activity seems to have come first upon the scene. It is relatively highly developed. There are schools for business and for educational administration. In the school systems of our various states and cities are examples of administration of a high order. Where else in the life of today could be found better examples of administration than in the school systems of such cities as Cincinnati, Cleveland, Denver, Detroit, or Los Angeles? To

the men and women who have perfected educational administration, with its emphasis on the human values, society owes a debt of gratitude and appreciation.

The second group of workers which has contributed to the advance of civilization has come upon the scene more recently. Organized research is relatively new. For centuries discovery moved at snail's pace, pushed forward occasionally by the coming of a Galileo or a Franklin. So vital have been the contributions of the scientific method as applied in research that it has quickly established itself, especially in medicine and the older sciences. Research in education is now well underway and is making a contribution of the utmost significance. To the research workers in our school systems we shall turn more and more for the improvement of curriculums, for the development of scientific procedures in learning and teaching, and for the effective organization of the school system itself.

The third worker who has contributed to the advance of civilization is the interpreter. *The social significance of interpretation is only beginning to be appreciated. It had little place in a civilization based on force. It has a supreme place in a civilization whose ideal is democracy, where we wish people to govern themselves and to be governed from within by an intelligent appreciation of the values of life.* In proportion as the areas of administration become larger and in proportion as research accomplishes its perfect work the need for responsible interpretation increases.

Within the field of education the advance in administration and research has already far outstripped the advance in interpretation, so that a vast gap separates the frontier thinkers from the mass of their fellows. Foreign visitors to America are impressed with the gulf that separates our poorest schools from our best schools. If education is to take its place as a determining factor in our democratic life it will be obliged to put more time and money into educational interpretation, which is not yet recognized to a point where adequate provision is made for it either in our thinking or in the budgets for institutions and school systems. *The term educational interpretation is broader than the term publicity.* It includes our efforts to vis-

ualize and dramatize the purposes of administration and the findings of research in terms that fit into the habit of thought of the average man and woman. *The advance of education literally waits on interpretation. How often our school people have been heard to remark that they are not able to do this or that because the parents of the children would not understand it.* The effort to promote understanding requires as fine an insight, as great a preparation, and as difficult a technic as the effort to administer or the effort to do research.

The qualifications of the specialist in educational interpretation are four. *First and foremost he must understand human nature* in all its various phases. He must know people of every condition and class and kind, their habits of thought and manner of speech, the sources of their ideas, and experiences in their lives to which appeals can be made, the devices which change their ways of thinking and acting. This understanding of human nature requires an ease of address and those elements of sociability which enable the worker to approach people on every social and economic level. He must even understand the critics of education in order to appreciate the reasons for their criticism whether it spring from sound thinking or is motivated by prejudice and selfishness.

Second, the educational interpreter must know the schools. He must appreciate their purposes, problems, and achievements. He must be familiar with the control of the schools and the relationship of the legislative and executive functions. He must be familiar with school organization and the qualifications and duties of all who fill places in it, from the janitor-engineer, to the administrator himself. He must be able to interpret the devices and technics of teaching, the equipment of the schools, the established courses of study, and especially the vitalizing pioneer movements by which schools are seeking to adapt themselves to the new world.

Third, the educational interpreter must understand the channels through which interpretation is carried on and the arts which are used therein. If he is to interpret through the spoken word he must understand how to make speech most effective for the hearer. If he is to deal in charts he must understand the

arts of display and illustration. If he is to deal in motion pictures he must understand factors that enter into the production, distribution, and showing of films. If he is to deal in radio he must know the character of the radio audience and the habits and practises of radio as it is organized at the moment. If he is to deal in print he must understand the resources of the printing art. If he is to use press associations, newspapers, and magazines he must understand the point of view of the workers who edit and distribute the day's news. He must have a sense of news and feature values and be able to present the ideals and activities of the schools in a form that editors will value and appreciate. *If school people wish more space in the newspapers and the magazines they must make more easily available to the press the news resources of our far flung educational system.*

Fourth, and most important of all, *the educational interpreter must know civilization itself.* He must have a vision of the part which education has played and might play in the creation of a better world. Only by wide and constant reading can this vision be achieved. This reading will be of two kinds. First it must be broad even at the expense of being superficial. Second it must be intensive. There will be a few great books which will constitute for the interpreter a veritable bible to which he will turn again and again until the ideas which they contain will be built into the very fabric of his thinking. As a contribution toward such a list of books I wish to suggest the following:

1. H. G. Wells' Outline of History
2. Charles A. Beard's Whither Mankind
3. Dewey's Democracy and Education
4. L. P. Jack's Constructive Citizenship
5. J. B. Bury's A History of the Freedom of Thought
6. Josiah Royce's Philosophy of Loyalty
7. Cubberley's History of Education
8. Herbert Spencer's Education
9. The Life and Works of Horace Mann
10. Ross L. Finney's A Sociological Philosophy of Education
11. William Hawley Smith's All the Children of All the People.
12. Everett Dean Martin's The Meaning of a Liberal Education
13. Charles Horton Cooley's Social Organization: A Study of the Larger Mind
14. Charles Ellwood's Man's Social Destiny

The constructive ideas which may be found within the pages of these great books if applied in the education and lives

of all the people would advance civilization more during a single decade than in all the centuries up to this time. This brief list of books suggests the abiding influence of the printed word. Printing is one of the oldest and the finest of the arts. During the brief centuries since the development of movable type civilization has advanced more than during all the ages that went before. The printed word is a triumphant and vital force in the rise of civilization. Throughout the ages it has preserved the record of human progress. It has survived kingdoms and empires. It has been the chief medium for preserving and passing to future generations the values that man has discovered in his long struggle for the higher and finer things. With the development of the printing art came a new appreciation of the intellectual life. Without printing the public school as we know it today would have been an impossibility. Without printing it would have been difficult indeed for the present world phase of civilization to have gotten a start.

The printed word has been and is likely to remain the most powerful single instrument of interpretation regardless of the development of photography and radio. The printed page is deeply imbedded in our habit and thought. We may come back to it again and again, thus deepening impression until it becomes conviction and action. The extent of the use of print in our civilization is suggested by the fact that some twenty billion newspapers and magazines are distributed annually in the United States. Reading has some part in the daily program of most of our people. The total background of knowledge and interest which is thus acquired has an influence on daily life beyond calculation. To this must be added the influence of books, circulars, and of the labels on packages of foods and drugs.

The printed word reinforced by the many inventions of modern industry is now available at a cost so slight that it is possible to reach hundreds of thousands and even millions where in a former generation it was possible to reach only a few.

The highest development of printing as a tool of interpretation is found not in education but in the fields of business and industry. That field will pay almost any price for skilled directors of advertising and employ the highest and most costly forms of the printing art. More than a billion dollars is now spent each

year by American business for advertising in periodicals. The force of such huge advertising budgets is so great that they have largely determined the character of newspapers and magazines and bid fair to dominate our latest interpretive tool, the radio. One corporation is sometimes able and willing to spend during a single year literally millions of dollars to build up habits and attitudes among our people which eventually the schools may have to correct at great cost of time and money.

On the positive side advertising has been a mighty force in the advance of civilization. It has helped people to wear better clothes, build better homes, eat a more wholesome variety of food, drive better automobiles, engage in wholesome travel, and to take an interest in public affairs on a scale hitherto unknown.

Advertising has also developed a truly marvelous coordination of the arts which play upon the human mind. All the resources which commercial advertising has developed in the perfection of the graphic arts, all the knowledge of advertising psychology, awaits the hand of the educational interpreter who may turn it to the broader uses of the social advance. Who could estimate the influence toward the upbuilding of American life that would result from the careful expenditure of ten million dollars a year toward the interpretation of education?

If the new world is to be anything more than a crazy quilt of blocks and patches it will be because we bring into our thinking as educators the deeper values and the larger problems of social planning and coordination. I believe we shall increasingly do this. There are evidences of this larger integration in our great voluntary organizations. These organizations have developed a most inspiring loyalty. The growing life membership list of the National Education Association is an example of permanent dedication of the utmost significance. The loyalty which men bear one another derives its vitality from the quality of the enterprises which they hold in common. In the National Education Association and in the program of American education as it seeks to give to every boy and girl a fair start, we have one of the major challenges of all time. If we are to meet that challenge with any reasonable hope for the largest success, we shall be obliged to give more thought, time, and money to the interpretation of our program of universal education.—J. E. M.

The Home that Laughs in the Gale

IVAH E. DEERING

THIS ARTICLE was prepared by a mother who, after several years of teaching and social work, has continued to experiment in the home laboratory. Some unexplored possibilities of home leisure for both parent and child are here suggested.

SIX THOUSAND FEET above the sea, towering serene in the midst of wildflowers and underbrush, stands a majestic cedar. The air is clear and free of human sounds. Only the bird calls and the hum of insects interrupt the dreams of the little girl who lies on her back and gazes into the evenly spaced branches. The mother watches an idea grow, sees the child leap for the lowest limb, swing up and sit glowing on the first step of her ladder: watches her move swiftly up a few feet higher and hears her exclamation of proud accomplishment but says no word of caution.

A moment later the achievement calls for commendation and encouragement. A glad "Oh! mother, see where I am!" brings a ready response and understanding. Perhaps the mother-heart stands still but she has learned her great task of waiting and watching while the child she has borne ventures out the door which she has opened. So now as the climber moves upward ever more and more slowly, stopping more often, a call from one branch, a smile from the next, the mother lies still and watches that no sudden sound startle the explorer. Soon the little one ceases to call and goes beyond the touch of the mother hand: has reached the thinner foliage, smaller limbs and is near the top. There in a little clear space she stops, utterly alone, quiet, seeing far visions, drinking in new sounds, looking at a new world, reverent, worshipful—living for perhaps the first time in a sphere uncolored and unshared by adult mind. Then slowly down, while the mother sits motionless and with a prayer for safety of the tiny body, grateful for the courage to allow the little one to struggle upward to a new world which she cannot share, glad that she has bravely taken the time to open this door to untold riches before the child mind.

For leisure to see new visions and to dream in this swift moving world needs to be set aside as carefully as is any other commodity in the business of life. A bud-

get of the hours might be as important a requirement for college graduation as a family income budget, for some leisure is essential for child and adult if there is to remain any rhythm, any balance in



In the ideal home, father and mother find time each day for a quiet hour of confidence and companionship with their children

life which means sanity to the individual. The speed of our modern existence demands constant renewal of tissues of both body and soul. This renewal cannot be gained wholly in groups for it requires time, space, aloneness, definite program. If work has lost its thrill, it remains for leisure to bring it back.

Leisure time is a positive factor in the growth of our children and in the life and happiness of adults. The manner of our use of leisure time determines what manner of person we are. He who lives richly, beautifully, to the full, is a happy, noble, tolerant individual and a good citizen. The nation which learns to give its people leisure and then teaches them to use it in such a way as to gain health, character, and enduring satisfaction—that nation will live and progress.

Through what agency, then, is this lesson to be taught? This is perhaps the great question before us today. We know it must come through the education of

the child. The whole purpose of education has been defined as the building up in the individual the power to make a *living* and a *life*. That is a big task. Is the school alone able to undertake it?

Joseph Lee points out that "School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he cannot grow up to fit our institutions. Without play he will not grow up at all."

If the school can create out of the child's play a playful attitude toward all activity then it will make a big step forward. It will be compelled to recognize, however, that no physical education is play unless it comes as an answer to a direct demand of the child himself. *The circle game to which the class of fifty is marched on schedule because the course of study calls for it may be the hardest kind of work.* Watch the faces of the children as they go. Do they glow with anticipation? Do they leave the play period with reluctance? If so you have attained to one activity from which the child will gain more than from all the spelling classes in the year. For where his whole self is enlisted, where his play is natural and in keeping with the demands of his mind, body, and soul—there he becomes a part of his group, there he grows in character, there he feels his racial inheritance and gains the knowledge of power which is development and growth.

All play-growth should carry over into the work-life of an individual. When we make conditions right for the play-life of us all this will be the natural result. But it will be long, I fear, before the training of the school in work or play, fitted as it is to the education of large numbers, will become flexible enough to be carried over by the individual into his leisure hours to be used in the making of a life. Will not this training need to be supplemented by a positive program for leisure somewhere which will serve to round out and balance that life?

There was a time when the prevailing conception of a child was as raw material given the school to be turned into the finished product. Now we realize that the material is not raw when it reaches the school. The biggest moulding has been done before he ever enters the kindergarten at five. And even then he

does not stay wholly in school but is thrown back and forth, touched by the school, the home, the community, day in and day out, for from eight to twenty years. He is subject to all sorts of influences. Nor can the parent or the teacher sit smugly by and lay the blame of failures to the other. All teachers and some parents realize that Johnny is not the same boy at school and at home. But which is the true Johnny or whether either is himself can be determined only by a thorough knowledge of the boy in both situations by both teacher and parent.

We must keep close and work always with sympathy and understanding if we are to assist the child at all in his learning, growing process. It will be increasingly necessary for every parent to be educated for the job of parenthood and continue to study with the teacher the principles of child guidance if there is to be any lasting success.

What the future division of effort will be we cannot say. Our immediate work is to understand that the welfare and growth of the child is one common task and to realize fully that just as the home today is inadequate to meet the child's educational need without the school, so the school will increase its service in proportion as it senses its inability to wholly correct the education of the child which has come not from teaching but from attitude in the home which created him and nurtured him during his most formative years and still educates him, whether it will or no, in his leisure hours.

What then can this leisure time give the child which will further add to his mental and physical stature?

How can the mother and the father assist positively in his home hours in the development of mental habits which will carry over into his school and work life and help him become a whole, sane, happy, and effective human being?

Perhaps the greatest service to be rendered is the learning by the parent of the road to his own enduring satisfaction—the knowledge, unlearned in his youth, of how to find completion.

One wonders often if there is in the world a really happy person, such stories as pour out on every side of fear, timidity,

and frustration. He who would have been an artist has been compelled by circumstance to stand behind a bank teller's window. The business woman finds herself by chance a teacher and the struggle to make an impossible adjustment rends her soul and mind and finally her body till hope and courage leave. She has missed the big chance—not to be a professional business woman so much as to use her spare moments in constructive putting into deeds that dream which has been hidden and has festered all these years. We line up for blocks about the movie house to forget, when what we need is to remember and find a positive way out. To dream alone is to be a misfit—unhappy, thwarted, and rebellious. To learn the courage to translate our dreams into constructive action for the joy of it, in our spare moments, may be a greater satisfaction and a greater builder of mental and physical health than the full realization of our dreams that a profession would have been. We can earnestly seek the thing we wanted to be and so keep our soul alive through the day or hour or minute which we all may set aside, if we will, for the purpose. There are infinite stories to be told of its accomplishment—the sailor of sixty who lost his ship and whose long hidden love of music found vent in his spare hours in a battered old mouth organ; the explorer who kept his strength and courage by whittling beauty from an elephant tusk; the doctor who created lovely children's songs for the children she never had and sent them forth to mothers and children the world over.

But the adult has reached his full mental growth. The little child in the home presents the real challenge. To make it possible for him to find the niche which is his and fit happily into a world where he has a real task of his own choosing—most particularly to help him find through his play-life an appreciation of beauty; a love of the outdoors; an understanding of the rights of others, whether animal or human; to discover his right relation to the world in which he lives; to find his physical and moral growth—what a task, what an enormous, joyous task for the parent of a little child!

The home was the first center of the play-life of the child. It can remain the center now with understanding and foresight.

I have seen a group of delinquent girls find personal pride, selfcontrol, and something of idealistic purpose through a league of squash baseball on a city street. I have seen toughs whose familiars were gangsters, work through expression in clay modeling to a straightness of mental stature most surprising; but the community or institutional activity, necessary though it is, has not the power of the play activity in the home, participated in by every member of the family. *The backyard devoted to children will bear much finer fruit than that planted to shrubs or apricots. The game of dominoes in front of the fire will bring finer results than the big hotel party downtown.* The baseball game on the beach when dad, grandad, and the boys and girls learn the sportsmanship so necessary to a happy family unit, is a real study in values.

A child or an adult may be re-created by games at home. All play entered into for the joy of it makes for physical and mental health and brings both individually and collectively a broadened outlook which is one of the great possibilities of leisure.

There is, however, another possibility more often overlooked—the growth of a spiritual reserve which will do much for national stability. This quality can be gained, I believe, only in the home—that first great educational unit to leave its impress upon the child. It comes through the realization of personal power in some activity which holds the interest.

Now personal power has ever been felt most strongly in the creative effort. The home has been built upon the idea of creation. In ancient days the term creative was applied only to the process of reproduction. Only now we are awakening to a realization of the interrelation and similarity of creative effort. This creative instinct may manifest itself not only in reproduction but in religion, that supreme giving of one's self, or in the arts.

We are accustomed to think of the artist as a special sort of being, set apart,

THE National Congress of Parents and Teachers urges—(1) that colleges give special attention to problems of parenthood and homemaking; (2) that directors of summer schools make special provision for classes in parent education as rapidly as suitable instructors are available; (3) that teachers colleges include special training to prepare their graduates to lead parent education groups in local communities; (4) that graduate teachers colleges provide for the training of teachers to present parent education in undergraduate schools; (5) that extension and correspondence study departments of colleges and universities develop courses in parent education.

temperamental. Now we are told by many that a new art is waiting to be born—an art which is not the *end* but the *means* of life. This art can be born only in the leisure time of our people. It is not born fullgrown. We will need first to build up in our children that creative courage which will make the expression of this individuality a natural play activity from which they will gain supreme satisfaction.

All children are creative by nature—in their early years I believe the instinct will manifest itself through many ways. Exposure to the best in them all, repeated exposure, together with simple materials ever at hand, with encouragement, and sympathy, with comradeship in his activities sometimes but not always, with time set aside for his own filling, untouched by adult plan or supervision—with these ingredients the child will find something of the great art of living in which he will create with joy and increasing efficiency. He will ask for the knowledge of technic as he feels the need.

The tools he will require are simple: an "emergency" shelf or cabinet in his own room, filled with a carefully chosen assortment ready to his hand. It may be large or small but it must be always simple, for complexity is a great deterrent to the courage we are leading to the front—simple tools and a place to use them. A mother's emergency kit is an essential. I do not mean bandage and a bottle of iodine but a notebook, a pencil, a music score sheet, perhaps a few nails and string. For the child there should be pencils, crayons, large sheets of wrapping paper, paints, a little plasticine or French clay, a hammer, saw, nails, and a good knife, a box of scraps of colored cloth, a roll of cheesecloth, a costume, an old hat. Individual interests will vary the list but they should never be elaborate.

No, they will not always be in order and it is not necessary that they should be. The child's order is not always that of the adult. The freedom to express at the time of need, is the important thing.

I was told once by a musician of great note that there wasn't such a thing as a natural monotone. "Of course," he said, "if a child hears little or no good music till he is twelve, he has no music lan-

guage. You would not expect a child who never heard English to speak the English language, would you? It is exactly the same thing. I have never seen a child who had been reared in a musical atmosphere, regardless of his parents' inability to carry a tune, who could not sing at least a simple melody."

Music has been called "the dancing of the mind." Music is a wellnigh universal language. The child of five who has been exposed consistently to musical expression, thinks as easily in musical rhythms as in a spoken language. His great requirement is the use of the faculty. It is a strange thing to expect a child of ten who has not used the music that has always been his to go to the piano and make a song by rule of thumb, as it were. It can't be done, not a real song of the heart. That song grows in confidence and strength and beauty and as it is recognized and used from birth. The first expression may sound foreign to trained ears but as it seeks and finds form instruction, it becomes understandable by others and is accepted as music by the world.

The same principles apply to drama, pantomime, charades, or puppets. If we eliminate the aim, the finished production, from our mind and let him play for the joy of playing, using words of his own choosing, from a background of fine drama with which we have made him familiar, he will attain an art far above that of our adult world and he will find courage to create that which will express his secret thought and aims and keep his growth straight and true.

From infancy the child likes to draw. This is evidenced first by unsightly marks on floor or furniture. Then is the time for large blackboards or sheets of paper and much appreciation of effort in channels which are constructive. The child who dreams his dream on the autoride and whose life is filled with understanding of beauty and color, who is not afraid, nor criticised, will paint, draw, model from clay for hours at a stretch. Then he will forget it until some new idea caught from the top of a hill—or cedar tree, begs for release. If, then, he is compelled to waste his energy searching or begging for materials and breaking down unconscious orderly resistance, he probably loses

heart. If, however, his materials are at hand, his table ready in a corner of his own, he takes his next step in line and color expression which may in time be his balancewheel of life.

Carpentry has been considered a trade so many years that we fail to see in the broken box and scattered nails a future cathedral or a bridge. The queerly turned phrase which we laugh at, may be the first rung of a ladder of literary expression on which the small girl will later climb out of a slough of discouragement to peace and courage. There are so many lines of interest in a child's life which are so fragile. A laugh, a frown, a lack of time to hear, is so likely to make him lose the trail. I can touch only these few small suggestions. The experimentation of many years with my own children and others has been thrilling and illuminating.

Only one conclusion have I reached: that the greatest need today, if we are to create a mental health which will throw off social disease germs, is for a home which can weather the gale. There must be eternal vigilance on the part of both the teacher and the parent, vigilance not directed toward keeping the child out of mischief but vigilance to catch the dream of the child at the moment of its pushing against some door and see to it that the door is open and the path cleared that he may express the faith that is in him.

He will grow in creative courage as he gains control of his means of expression. He may move from one to the other paths till it will seem he should be held to one line of endeavor and exclude the other. Take care! he will go through many rotations before he attains maturity but if he has his tools safe at hand and if his path is never blocked, you will discover his circles to be spiral and ever upward, each stronger because of the interlacing of his interests. If we can learn to set the stage and study what someone calls "the sacred art of let-alone," we will see progress undreamed and be sure that the modern home which is today the center of the critical gales, can, if it will, develop the power and the solidarity that laughs in the teeth of the gale, because its confidence is developed, its heart is sound, and its foundation sure.

THE National Congress of Parents and Teachers urges—(6) that every elementary school principal take courses in parent education or encourage some other member of the school faculty to do so; (7) that visiting teachers be properly equipped to do individual and group work in parent education; (8) that public libraries feature special collections of books, pamphlets, and periodicals on homemaking and parenthood; (9) that state and city school officials look forward to bureaus of parent education as a permanent part of their regular staffs; (10) that the U. S. Office of Education extend its commendable service to the cause of parent education.

Why Build Schools Now?

OTTO T. MALLERY

THE NEWEST ocean liners have queer looking bulges at the water line.

They are stabilizing tanks. When a storm would roll the ship the stabilizing tanks keep the ship on a comparatively even keel. Strange! Ships had been rolling for hundreds of years before anyone thought of this simple device to steady them. Strange also that no steadying device has been employed to prevent the heavy rolling of industry, which every now and then spills millions of workers into the rough Sea of Unemployment. For the first time in history a President of the United States is offering leadership in forging a steadying device, speeding up public and private construction as general business slows down.

Why build that school now? Why not wait until business conditions are easier? Because the building of your school, and other schools, will bring this about. On the other hand if you and others responsible for such decisions do nothing and wait for the business sky to clear, the clouds may gather more heavily. That is why the recent conferences in the White House laid such emphasis on speeding up public and private construction during the present business uncertainty. For construction is a potential balance wheel for all industry. When general business is low, as at present, public construction can make it up. Private construction fell off about 15 percent in 1929. Public construction can act as a balance wheel for all construction and for industry in general. School construction is an important spoke in this balance wheel.

School people are supposed to like arithmetic. Here is a problem for you. Public works of all kinds—federal, state, municipal—have been running at the rate of $2\frac{1}{2}$ billion dollars per year. Suppose in a year of business recession the volume, including your school, should be increased by $\frac{1}{2}$ billion, or 20 percent. Economists tell us that 80 percent of the cost will be spent for wages, including the wages of the workers who make and transport materials. Experience shows that one half of all the wages will be spent within a few months in retail stores. The retailer deposits in the bank. Bank deposits turn over on the average of twenty-five times per year. Twenty-five times one half billion is twelve and one

half billions. Divide this $12\frac{1}{2}$ billions by 5 to obtain the amount of new wages paid, because the dollar runs around five bases from home to home. The wage

DURING the war school building was stopped to allow for other activities. This fact combined with the rapid expansion of school enrolment created a serious building shortage. Much building has been undertaken during the past decade but much remains to be done. Millions of children are still housed in buildings that are temporary, crowded, unsanitary, and poorly adapted to the needs of the modern school. This condition obtains both in the large cities and the smaller country communities. The time has now come to act. Let every community consider its building needs and take the necessary steps to proceed with needed new construction. It will help the children. It will help the workman. It will help the merchant and all the rest. It will give the community a part in a great nationwide movement.

Every child is entitled to a school building which will conserve his health by providing an abundance of fresh air; properly arranged light; modern sanitary facilities; and generous space for physical training and play. Every child is entitled to a building that is beautiful—however small or large it may be—a constant challenge to his sense of orderliness and fineness. Every child is entitled to a building that is convenient, for a child's time is infinitely precious and the notions of efficiency which he gains during his school days are likely to remain with him throughout life.—J. E. M.

earner starts from home and leaves the dollar at first base with the retailer, who runs with it to the wholesaler at second base. The wholesaler carries it to the manufacturer at third base. The manufacturer advances it to the raw materials man in mine or field or forest, and he carries it back to the consumer at home, on fifth base. A circuit of five bases is followed from the first group of workers after they hit the dollar until they come to bat again. Therefore \$100 put into public work within a year results in \$200 of purchasing power.

This gives a picture of how far $\frac{1}{2}$ billion of new credit will go in one year. It takes only a few hits to break up a baseball game and it takes comparatively

few dollars of new credit to break up a depression. The difference between prosperity and depression is comparatively small. A fall of 15 percent in general production, as in 1920-21, is a severe enough shock to throw millions out of work. A rise of 15 percent to 20 percent in public construction, including schools, in the first six months of 1930 will insure the country against loss and suffering.

Towns and school districts can sell bonds now at a lower rate of interest than prevailed during 1929. The demand for bonds of unquestioned security is better when speculation is unpopular. The only factor that may cause hesitation is perhaps an increase in delinquent taxes. If taxes are not coming in as well as usual it may seem conservative to postpone school building and the sale of school bonds, whose interest and sinking fund are to be paid out of taxes. Upon examination this policy is not conservative, but destructive. Not building because of slow tax collections will make tax collections still slower. Also if all public authorities postponed building and public construction came to a standstill there would be a terrific repercussion in the production of raw materials, in industry, and in transportation.

In many states claims for delinquent taxes can be sold for cash and are a prime investment, so that a school board is in a far better position to build than a private company whose customers are behind-hand. Where tax claims can not legally be sold a far-seeing board will find other ways to join in the national campaign for stabilization and employment. Building now is not only for the sake of the children but for the sake of the workers of the nation. Construction wages released in purchasing power will buy hats in New York, cotton fabrics in Georgia, and in Maine the paper to wrap them. Building in a town three states away will create purchasing power for the products of your town and region. If the reasons for building that school were good six months ago, the reasons are better now. The interest cost will be less. The building cost may be less. *The school board now has a definite part to play in a national program for the stabilization of industry and employment.*

Remedial Measures

MARY F. SULTZER

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MODERN WRITERS on the subject of reading have stressed the fact which has been scientifically proved by psychologists and educators, that reading ability is not confined to the acquisition of one skill or technic but includes a number of abilities more or less specific.

Training in one kind of reading does not produce results in all types, although in most instances it influences some of the other types. To be reasonably sure that children will reach a definite standard or improve in any one type, concrete practise in that particular type is necessary.

The first condition, then, for improvement in reading is to discover the types that are in need of development. There are so many standardized tests available at this time, that no progressive system or teacher would consider carrying on an extensive reading program without ascertaining the immediate needs of the pupils in specific abilities.

Among the outstanding factors involved in reading are word, sentence, and paragraph comprehension, the latter depending on the two others but requiring considerable additional skill.

Nonrecognition of words may be the result of a number of deficiencies. A meager speaking vocabulary, mainly the concomitant of foreign or illiterate home environment, causing a lack of knowledge of the meaning of words with no experimental background to aid in interpreting them, is no doubt the greatest handicap to young children and takes considerable skill to overcome when dealing with older pupils retarded in reading.

Extensive reading will build up the experiential background necessary if the material is interesting and suited to the ability of the pupils. Phonic drills will help in attacking new and unfamiliar words. Word and phrase drills to aid in instant recognition are essential. All drills should be rapid, short, and varied. In the higher grades an analysis of certain words into prefix, suffix, and stem, with drills to form new words by combinations using the same stem, is valuable if not used too often or carried to the extent of uninteresting details. Syn-

onyms, antonyms, and idiomatic phrases can be helpful as drill devices in the hands of an alert, skilful teacher. Some types of vocabulary lessons conducted during English periods are aids in developing the power of rapid assimilation needed in reading.

Exercises to eliminate irregular eye movements, to increase the perceptual span, and to decrease vocalization are numerous. Flash cards, having a gradual increase in length and difficulty of phrases, are perhaps the greatest aid in reducing the first two of these defects and a conscious attempt on the part of the pupil to refrain from lip movement, combined with emphasis upon speed, will soon eliminate this undesirable habit.

As stated before, in the comprehension of paragraphs many different abilities are necessary. Aside from the necessity for word knowledge in every kind of reading materials, a careful perusal of an article is oftentimes essential. This requires a slower rate than when reading material where it is often possible to skip irrelevant details. In the Sangren-Woody tests the authors have made it possible to test five distinct types of reading ability: fact material, a careful perusal of an article following directions, and organization, besides word meaning and rate.

Physical defects—mental incapacity or defective vision—are natural handicaps: the first being so serious the child's power to proceed is limited by the degree of the defect; the second should be discovered by a capable and observant teacher almost immediately.

The writer conducted an experiment during the spring of 1929 to determine the value of specific remedial measures in reading. Three classes—a 5A, 6B, and 6A were used in the experiment. The children in each class were divided into two groups equated on chronological age, mental age, reading ability, and sex. Reading ability was based on the composite score of the three reading parts of the Stanford achievement test; the Sangren-Woody reading test; and Gray's oral reading check tests, sets 3 and 4, were also given. (Sultzer, Mary F.: What gains will children make in reading when specific remedial measures are applied over a limited period; master's

essay, Johns Hopkins University, June 1929.)

Children in the experimental sections were grouped according to errors which were determined by a careful analysis of the tests, especially the different parts of the Sangren-Woody test. The children in the control sections were grouped according to the teacher's usual procedure in handling reading classes and groups. As good teachers in Baltimore are following the best approved methods in teaching reading, the experimenter did not feel justified in placing any limitations on the procedures employed, except that the control group did not use the tests or receive the specific remedial measures given to the teachers daily for use with the experimental group.

The experimental group used *Hans Brinker* or *The Silver Skates* as their basal text, because the interest span was continuous and for various administrative reasons. There was a decided attempt at individualization of instruction in the experiment. Informal tests were planned on each chapter throughout the book.

As soon as a pupil finished reading a chapter, he immediately took an assignment sheet and proceeded to do the exercises based upon that chapter. When he completed this sheet, he took an answer card and checked the three tests included in each assignment. He marked his score on individual cards provided each pupil for keeping these records.

By this method, children proceeded at their own rate as the end of the experiment showed: one child having accomplished as few as twenty-one tests while several children completed all forty-seven assignments at least a week before the experiment closed. These children were permitted to read library books or given other definitely assigned tasks.

In addition to this individualized feature, a daily remedial procedure was conducted. This work took approximately ten minutes daily and was planned to meet the need of these children who required specific help. It consisted in

1. Answers to questions given after reading an assigned amount
2. Answers to questions given before reading and stopping as soon as answer was found

3. Answers to questions by skimming (time control)
4. Answers to question requiring the organization of material from several paragraphs or even pages
5. Dictionary exercises for word meaning and ability to locate words rapidly
6. Flash card (Horn Shields) exercises for increasing eye-span and for rapid recognition
7. Outlining material
8. Phonics
9. Word development.

Weekly speed tests on easy reading material were given every Monday to the experimental group. The child checked at the end of each of three minutes and the three scores were recorded later during an individual conference with the teacher by referring to her marked copy. Questions checking comprehension were always prepared and used at the end of the three minutes of silent reading. Children were made conscious of difficulties to be overcome and suggestions for im-

provement given. Lip movement and vocalization were discouraged. Requests for constant help during the silent reading periods evidenced a need for phonic development to establish independence in attack on new and unfamiliar words. Mispronunciations during oral reading period showed the need for training for accurate recognition and discrimination.

With all the foregoing specialized remedial work it was natural that the experimental group in each of the three classes would make decided gains over the control group. The lowest gain was in the 5A. This class had been used as an after school demonstration class for one and a half school years. The children were alert and anxious to improve in all lines, having the advantage of a specially selected teacher. The control section in this class received much more specific training in the various reading abilities than the control sections of the other two

classes. As stated before, the experimenter did not limit the procedures; the practise tests and the text only were different.

No teacher or system is accomplishing its highest purpose in reading unless the needs of individuals are determined by careful analysis of test results and there is appropriate remedial material supplied by the central office or the teacher to meet these specific needs.

While we are prone to place the blame for bad habits, or the lack of desirable attitudes and satisfactory progress on the teachers of previous grades, it certainly seems possible to determine the various deficiencies in reading early in a child's school life and apply the remedial measures needed to improve his reading, so that by the end of the fourth grade we can be reasonably sure his ability in this subject will warrant his dependence in the various other school subjects dependent on comprehension in reading.



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THIS school is a prophecy of the new attitude which English people are coming to have toward their tax-supported schools. Lord Trevelyan, who is president of the English board of education, is sending his children to this school. The English appreciate this democratic gesture as Americans did Roosevelt sending his children to the Force School in Washington, D. C.

Teaching High-School Pupils

E. CLARKE FONTAINE

THE TITLE of this article is misleading. Glenn Frank is probably right in his statement that "in the deepest sense, we cannot teach anybody anything; the best we can do is to help pupils to learn for themselves." From a somewhat different viewpoint, the phraseology of our title may serve a useful purpose in that it throws the emphasis of the teacher's effort on the child rather than on the subject of instruction. I recall that Glenn Frank also somewhere expresses the opinion that one big trouble with many teachers is that they think so much more about their *subject* than about their *object*. From my experience in observing classroom teaching extending over a period of years, I would judge that Mr. Frank means by this that teachers are prone to believe that the child is necessarily being educated when he absorbs a certain amount of subject-matter or information, that the teacher feels she is realizing her true function when she "pours" or injects a certain amount of subject-matter into the pupil. What this type of teacher fails to realize, of course, is that growth, training, or any education whatever in any true sense by no means necessarily follows through any such process. What she *ought* to know is that subject-matter, materials of instruction, knowledge, information, or whatnot, serve the true teacher only as *media* by which pupils may be trained or taught; that the allimportant consideration for her at all times is, *How may I judiciously and to the best advantage select, organize, and present this material to the end that valuable and permanent educational results may follow?*

In giving teachers a broad, comprehensive, and at the same time a correct and accurate view of the teaching problem in its many phases, Professor Henry C. Morrison, of the University of Chicago, has made, perhaps, the most distinctive and valuable contribution within recent years. In his illuminating and exhaustive treatise on classroom teaching in the secondary field is comprised not only a detailed scheme of classroom technique but an entire philosophy of education. (*The Practise of Teaching in the Secondary School* by H. C. Morrison, University of Chicago Press.) As has

been hinted in an earlier article in this series, teachers who have become interested in the Morrison plan will act wisely if they study *first* the underlying philosophy of the scheme before attempting to apply the Morrison plan of classroom technic. *Any* plan of classroom procedure is, after all, only a device, a way of going to work to get certain definite results deemed to be educationally valuable. If these desirable educational outcomes are not clearly conceived in the first place, the teacher will have about the same chance of realizing anything valuable through her attempt to apply, for example, any such classroom device as the Morrison five-step teaching cycle as a marksman would have in hitting a target if he loaded his gun and, with eyes shut, pulled the trigger and fired blindly in the air.

Let us examine a few distinguishing characteristics of Mr. Morrison's contribution to the teaching problem.

(1) A study of his book cannot help but impress one with the significance of the author's conception of what *mastery* really means. When has learning actually taken place? What is the vital distinction between lesson-performance and mastery? Is it possible for a pupil to recite satisfactorily on a topic or problem from day to day and at the close of the topic attain no functional degree of mastery whatever? Is it possible for a pupil to recite facts easily and glibly from a history text through a number of days, and be wholly unable at the close of the topic to draw any accurate or useful conclusions, or to gain any clear understandings of issues, movements, or institutions through an interpretation of these facts or through a perception of the essential relationships between these facts?

Morrison is very forceful and convincing in his argument that a superficially satisfactory day-by-day lesson-performance is by no means essentially indicative that any actual learning has taken place. Mastery of a particular process or principle has been attained only when a change has been effected in the learner that will enable him to apply successfully that process or principle when a practical situation to which the process or principle is applicable presents itself. In other

words, mastery means a new, a better, a more successful adaptation to the environment.

(2) Professor Morrison renders the teaching profession another distinct service in sharply calling to the attention of teachers the advisability of first *diagnosing* the status of previous preparation of the pupil and his experimental background before proceeding to the real business of teaching him anything. This seems nothing more than the application of commonsense to the teaching problem, yet many teachers continually neglect this important task. At the very beginning of the year they are beset with the "ground-to-be-covered" idea and proceed forthwith to launch their pupils pell-mell into the course in geometry, algebra, Latin, or whatnot, with no preliminary efforts to discover anything about their previous knowledge, attainments, or deficiencies. A physician who started in straightway to prescribe before diagnosing the patient's condition would be no more than a quack, yet teaching is also, presumably, a *profession*! Dr. Morrison insists strongly not only on a general diagnosis of the situation at the beginning of a course in any subject but also on the necessity of a pretest or exploration of the pupil's previous knowledge or lack of knowledge as the *first step* in teaching any new topic, unit, or problem in any branch of study. Teachers will do well to remember that the teaching problem presents three distinct aspects: first, Where are we? second, Where do we want to go? third, What is the best method of getting there? and that the third part of the problem which deals with *method* can be attacked intelligently only after *diagnosis* has been completed and *objectives* have been determined.

(3) In the Morrison scheme of classroom instruction, the traditional, formal, question-and-answer recitation has no place. In the first place, Mr. Morrison senses keenly the absurdity of the principle that identifies learning with "text-book cramming" and strikes a truly herculean blow at the time-honored procedure of daily apportioning out sections of the text and consuming the following class period in hearing the pupils recite upon the assignment. As a matter of fact,

this kind of thing, still, sad to relate, considerably in vogue in high-school classrooms, illustrates a wholly perverted notion of what genuine teaching consists. The belief that one is actually teaching when the entire effort is being expended on merely finding out by a process of quizzing or "pumping" what the pupil has either taught himself or has learned from his parents or more capable classmates is, to say the least, somewhat naive. The most that can be said of the teacher who consumes the class hour in this fashion is that she is testing, or as Hamilton Holt points out in a recent number of *The Forum*, she is exercising the functions of a detective, endeavoring by an inquisitorial method to discover the degree of the student's unfaithfulness or deficiency. The paradox of the recitation system, to use Dr. Holt's language, is strikingly shown by the fact that under it, in spite of the fact that the student does not know what it's all about while the teacher presumably does, the teacher spends all the time in quizzing the student while the student rarely, if ever, quizzes the teacher.

In marked contrast to this type of thing, in the Morrison scheme the teacher actually *teaches*. She is a guide, a director, an inspirer of learning, instead of being merely an inquisitor or a hearer of lessons. Much of the class hour is spent in such worthwhile and necessary activities as developing new principles and processes with the pupils, in orientating them to the intelligent and purposeful study of a new topic in science or history, in building adequate backgrounds for the study of a new classic, in directing their attack on an advance passage of Latin translation, in discovering what they know and don't know of a topic, problem, or project about to be considered, in stimulating interest and curiosity in the new work which constitutes the next point of attack. And, after the stage has been set and the carefully planned and skilfully motivated assignment has been given, or, to use Dr. Morrison's phraseology, after the learning situation has been established, the students go to work on the contract or assignment *in class*, guided and directed in their study by the teacher who gave the assignment.

It will be noted that in the type of classroom procedure described in the foregoing paragraph, studying or learning is actually going on and that it is proceeding under the supervision and guidance

of the person who made the assignment, who presumably *knows* the group before her, and who, at the same time, is presumably qualified to direct the learning of adolescent pupils. No such conditions exist in the so-called "study-period" or in the typical large assembly study hall, in which it frequently occurs that the teacher in charge does not have a teaching period with the group during the entire school day, and in which the teacher's job is considered efficiently performed when she has kept the pupils quiet—in short, when she fulfills effectively the functions of a police officer. It will be noted, too, that in the Morrison plan the pupils are engaged in attacking work which has been *previously* assigned by the teacher in charge instead of trying to prepare themselves as best they can to recite successfully on some lesson that is scheduled later in the day, from which preparation their parents probably excused them on the previous evening when they entered the plea that "a good movie is on tonight and I have two study-periods tomorrow to learn my lessons." Or, more than likely, study conditions at home were such that they couldn't have studied anyway, or, just as likely, the assignment was so inadequate or indefinite, or both, that they were unable to attack it with intelligence without the direction which their parents were unqualified to give. So much for the pseudo study-hall and the pseudo study-period! In the modern secondary school the classroom is at all times in truth a studyroom, or as Dr. Rugg states it, "it is a laboratory, an open forum, a studio for self-expression."

(4) If the classroom in the changing secondary school is to be no longer a place for the hearing of lessons, where the pupils "sit passively with arms folded, eyes front, memorizing textbooks," and reciting to the teacher, but in a genuine sense a laboratory where the pupils are actively assimilating experiences under the direction of the teacher, it is essential that adequate laboratory materials be available and conveniently at hand for use. The exclusive use of a single basal text is wholly incongruous with modern trends and tendencies in teaching and supplementary materials in the fields of English and the social sciences are as fundamentally necessary for the successful presentation and mastery of courses in these fields as test tubes, mechanical apparatus, and supplies are necessary in the natural science laboratory. Dr. Morrison categorically states: "No library, no school!" and while this statement may

seem dogmatic to some, it cannot be denied that the entire Morrison scheme, with all the fundamental concepts underlying modern teaching practice, falls to the ground unless there are ready and conveniently at hand the necessary laboratory materials: books, maps, charts, diagrams, pictorial illustrations that will utilize every avenue by and through which learning normally takes place.

(5) One of the most significant and useful ideas which Dr. Morrison has contributed to the advancement of teaching is that he is implicit in his concept of the essentials of a "true learning unit." His view is that a learning unit must be organized for purposes of instruction in such a way that *understanding* will result, not the mere retention by memory of a miscellaneous collection of facts. To memorize merely a collection of isolated facts is one thing: to weigh critically, digest, and organize relevant facts with a view to their bearing on and relationship to a clearly conceived problem and to draw useful and accurate conclusions from these facts, is something entirely different and infinitely more valuable educationally.

A clear understanding of a historical movement, institution, or epoch, acquired through a study of significant facts, situations, personalities, and events perceived in their essential relationships, should result for the student in a new and more intelligent point of view, a deeper insight and an improved attitude that will be likely to *show* itself in a more desirable and satisfactory reaction to future life situations wherein the specific learning is applicable. This, as has been said before, is *mastery*. Anything less, that is anything that does not materially affect, and for the better, the *conduct* of the individual, is only half-learning or no learning at all.

These several understandings or attitudes together with those special abilities and skills needed in practical life situations constitute the objectives of teaching. It should always be kept in mind that these, the learning objectives, must be the first consideration of the teacher in her task of organizing the course of study in her field. The selection of the assimilative materials and her method of organizing them is determined by the aims in view and each separate item in the materials of instruction, whether it be a fact, a situation, a personality, or what-not, is focused upon the understanding, attitude, ability, or skill which is, in the final analysis, the learning unit itself.

Again, it must finally be said, that if the teacher does not see clearly just where

she wants to go, her teaching inevitably becomes a lifeless, formalistic routine and she herself becomes a helpless slave to a mere teaching device, whether the Morrison scheme, the Dalton scheme, the Winnetka scheme matters not.

So we are led naturally to the point from which we started in the first article of this series to the teacher herself! If the teacher is to become able to visualize clearly and determine accurately valid educational objectives as the goals of her teaching efforts, objectives that are related to the practical needs of a dy-

namic democratic society, objectives that utilize to the fullest degree the educational possibilities of our learning materials; if she at the same time is to become able to see these objectives in terms of all the various elements of pupil growth and development toward effective, useful, and happy citizenship, it is essential that she possess not only an accumulated and ever increasing wealth of knowledge of the subjects that she teaches, not only a rich cultural background and a fair knowledge of related subjects but with these an appreciation

and understanding of and a genuine interest in contemporary life, its issues and problems, that will alone enable her to see the vital relationships implicit in the subjectmatter and to adapt these relationships to classroom purposes. The demands of the times on our schools are increasingly great and insistent. If the school is to cope with any degree of success with these demands, our teachers must be, at one and the same time, not only technicians but students of the past, wise and critical observers of the present, and discerning prophets of the future.

Literature and Life

THE effectiveness of the teaching of literature in America has often been somewhat minimized, owing to the students' inability to comprehend the intimate relation existing between literature and life. It is true that the problem implied is an old one but it is still unsolved and the effort to solve it seems to me worthy of our best energies. Students will readily admit that a cultured man should possess a wide knowledge of literature but we find that they unconsciously think of this knowledge as something artificial and acquired. The reality of the experience behind it is beyond their ken.

I once knew in a great city a Boeotian woman who confessed that her greatest desire was to learn French, so that she could speak it in the presence of her admiring friends. She revealed there a curious survival of the ancient prestige of French among the Saxon peasants but, what is more interesting, she seemed to feel that there was a virtue merely in uttering the meaningless words, forgetting that they were the products of a vital activity. She loved them, yet was careless of the ideas and sentiments behind them. This, it seems to me, is not unlike the unthinking man's conception of culture.

It is too much, perhaps, to expect youth to have a real understanding of the intimate relation between literature and life. This understanding is particularly difficult in America. Our feeling about literature has sometimes reminded me of Plato's attitude toward Imitation. Readers of his *Republic* will remember his objections as he outlined them in the Tenth Book, based on his belief that poetry stands at two removes from Reality. Life itself merely manifests the Idea, and is already at one re-

move. Literature, which attempts to imitate life, is therefore at two removes from the Idea. In much the same way the literature of Europe is at two removes from us. In the nature of things we were acquainted first with the literature of England, and seeing it ever somewhat removed from the interests of our American life, we came to think of all literature as having no relation to our daily life.

But this is not as it should be; this would not be true in a more fortunate society whose culture was indigenous and not derivative. In spite of the general attitudes of Americans toward literature, perhaps because of it, it was an American who most happily stated the relation between literature and life:

Comrade, this is no book;

Who touches this, touches a man.

A live man, we fancy. Leigh Hunt, on the other hand, thought of a book as a kind of mummy. But it would be hard to find two men less alike than Walt Whitman and Leigh Hunt! Here in America one can cite other telling examples which show the intimacy and the reality of the relation between life and letters. No Abolitionist thought of *Uncle Tom's Cabin* as unrelated to the life of the times. No Babbitt is unmindful of the vitality of a certain book!

The culture of modern Europe is, like our own, derivative but in the sense that the fruit derives from the seed. In America, European culture is as a grafted bough. And here, as has been said, lies the reason for the feeling of many of our people that all literature is a grafted bough upon life. The function of literature is too important, the value too great, for us to allow it to be thus debased. To save it we might do well to admit that the literature of Europe, of

England even, is for us alien and artificial.

Of course we lose by this admission. It is a poor practise to put down a book (I mean a good book) merely because on a casual examination it has no appeal for us. If we expect the book to act upon us we become as the French say *des féminins*; if we would grow intellectually and spiritually we must act upon the book. To read only what interests us is to narrow literature to our own experience. And this is to defeat the whole aim of reading, to forget one of the chief functions of literature.

Literature is to life what the score is to music. Not to conduct, not to manners, but to life. Literature is what gives us a sense of the reality of life, of the permanence of our kind. Think of the countless generations that existed before what we glibly call the dawn of history. They do not exist for us. We know nothing of what they thought or felt. We have no innate sense of their ever having been. Literature more than any other art gives us this sense. Architecture may give it, sculpture may give it; but these are at best ephemeral. The physical objects satisfy the eyes for evidence but even they must ultimately go and literature alone is left to give man a sense of the purposefulness of life, of the continuity of culture.

This understanding of literature is to my mind what distinguishes the cultured man from other men. An education, to be successful, must give a man this understanding. The history of a man's education, when all is told, is simply the story of his awakening to a love of letters for that is the story of his awakening to reality.—Abbott C. Martin, University of the South, Sewanee, Tennessee.

Child Placement

FRANCIS W. KIRKHAM

THAT THE PUBLIC SCHOOLS need a placement program based upon guidance is evidenced by the fact that pupils are usually placed in classes and grades according to the results of examinations in regular school subjects without reference to other conditions. Pupils who do not pass these examinations often become misfits and seek the earliest opportunity to leave school. Studies in school elimination indicate that when boys and girls become fifteen to seventeen years of age, one fourth to three fourths of them leave the schools. School officials seldom pay any attention to their training after they leave. Thus we have the paradox: we care for all the children until they reach these critical ages and then center our attention upon the few who will fit into the higher institutions.

Granite school district aims to account for every child from six to eighteen years of age and to hold someone responsible for his guidance and placement in activities that make for citizenship. If the child does not fit into the regular school program he is directed from one work-school-and-leisure-time situation to another as circumstances require. Placement is emphasized in the junior and senior high schools where the principal is held responsible for its success. He may consult with the advisory teacher, the school nurse, the attendance officer, and the work-and-school coordinator.

The placement program provides that pupils may be transferred from one class to another, excused from some classes to enter others, removed from the regular school and placed in work situations, or taken from work and returned to school. In cooperation with the juvenile court some boys and girls are placed in correctional institutions but all are accounted for and placed somewhere.

This program necessitates the employment of work-and-school coordinators who cooperate with the parents, the employers, the associates, and others interested in the pupil. By this cooperation and a constant followup, the abilities, inclinations, and habits of these young people are ascertained. Tendencies toward juvenile delinquency are discovered and are thwarted by providing boys and girls with opportunities for economic independence. Supervised work situations and leisure-time activities become educational oppor-

tunities for the promotion of vocational training, health, thrift, and moral conduct.

Pupils are retained in the regular school as long as possible for cultural training. When it becomes necessary for young people under eighteen years of age to work, the school concerns itself with finding and supervising employment for them. These pupils receive a formal permit to enter employment with the requirement that they attend school at least 144 hours during the school year or do equivalent work at home under the supervision of the parttime teacher. All employers are required to notify the school when the employment of school pupils is ended. If these young people lose their jobs because of inefficiency, bad habits, temper, or other reasons they are required to attend school full time and are given special training to help them hold their jobs. The school is constantly concerned with finding work for them. The correctional institutions also notify the district when young people are paroled or dismissed.

A special teacher is provided for all employed pupils. He places them when possible, in classes of the regular high school that give instruction on an individual basis, such as, sewing, cooking, mechanic arts, typewriting, accounting, physical education. Much of their time is spent under the immediate direction of the special teacher. He provides for their fulltime instruction during periods of nonemployment and for their parttime instruction while employed. He also cares for pupils who are not succeeding in the regular school but who can attend full time for instruction in special subjects. He is a member of the high-school faculty and works under the principal. The work-and-school coordinator is employed during the summer months for the continuous placement and supervision of these young people in employment, thrift, and leisure time activities.

Thus each child is accounted for all the time. He is in school or at work. Someone knows where he is and is concerned with his vocational, intellectual, and moral welfare until he is eighteen years of age. Granite district program is illustrated by the following:

A boy placed at work—Donald was a

pampered boy whose mother gave him spending money and the use of the family automobile. He was a problem in the elementary schools and when he became sixteen was "passed on" to the high school. Here he spent money on the girls, loitered in the halls, was irregular in attendance, and would not study. No one is expelled in Granite district. Misfit boys and girls are placed. The principal decided with the father's cooperation, that the boy needed to be trained to work. He was placed in a garage where he had to work eight hours a day, with the understanding that he could return to school when he was ready and willing to meet school requirements. In a few months he had learned his lesson. He returned to school and succeeded.

*A boy who could not attend school—*The oldest son of a widow was excused to work in order to help support the family. His first job brought small pay and little opportunity. The work-and-school coordinator promised him a better job with chances for advancement if he could show ability to prepare for something better. The boy demonstrated his worthiness for promotion. The opening came for an apprentice in an optical manufacturing company. With careful supervision, home study, and application the boy rose rapidly and in due time was given charge of the grinding department. One day the mother came to the superintendent's office and with deep emotion thanked the school and especially the work-and-school coordinator for the success and happiness which had come in the promotion of her son.

*A boy committed to the industrial school—*A widower and a widow united by marriage two large families. The home conditions were depressing. The mother's parents wanted to give one of their grandchildren a home and work opportunities but a mother's love interfered and the stepfather wanted the boy's earnings. The work-and-school coordinator recommended that the boy live with his grandparents but he was unable to persuade the parents to consent. He saw the boy drifting toward delinquency because he was under constant temptation to steal in order to obtain the things he wanted that other boys had. In time the boy was sent to the industrial school. The work-and-school coordinator interceded, had him paroled, and agreed to be responsible for him to the court. This school official, with the law supporting him, placed the boy with his grandparents, and told his stepfather not to interfere. The grandparents were farmers and gave the boy an opportunity to raise poultry. In this undertaking he was assisted by the work-and-school coordinator who provided him with bulletins and helpful supervision. The boy is now a successful poultry producer, has an adequate income, and has done much to relieve the economic conditions of his brothers and sisters.

The Privilege of Being One with Youth

C. FRANCES LOOMIS

Editor-in-Chief, Camp Fire Girls Publications

A THIN LITTLE BOOK in a gay orange jacket came to my desk recently for review. The title, *Teachers are People*, suggested that it might be a treatise on education, written from the teacher's point of view. But no. It is verse with a foreword by Rupert Hughes. I read a few sentences: "A school teacher is usually a mother or a step-mother to the children who make up her day-time family. . . . She has terrible power to guide or misguide the future citizens and citizenesses of the world before their skulls have quite hardened. . . . She can all too easily make virtue so odious and knowledge so distasteful that she will send out criminals and ignoramuses—" a refreshing new lilt to an old song!

I turn to the verses and the first one I read is:

The Teacher's Pay

The thrill of seeing the procession go by,
The privilege of being one with youth;
Sensing their problems,
Sharing their joys,—
Could any labor
Be more richly requited?

"Um-m-m, a fine thought—if she is sincere," I say to myself and turn the page. I read another verse and then another and another. While two printers wait for copy I read them all and when I close the thin little book I know that Virginia Church, if not a great poet, is perhaps a really great person. I know that she is utterly sincere, human, understanding, that she is in very truth a companion to her pupils, "sensing their problems, sharing their joys." I am reminded of a few lines written some time ago by a Camp Fire guardian, which she called—

Compensation

To see the light in a girl's deep eyes
To feel her warm hand in a quick, shy clasp,
To work shoulder to shoulder in some hard task
To chuckle together at some well-remembered prank
To wander arm in arm through autumn's golden haze
To gaze in silence on the mystery of the sea,
To know the calm security of friendship
To watch a girl's soul wake and stretch and grow
Ah, how well repaid is a Camp Fire guardian!

I have gleaned from a hint here and a line there that it is through her extracurriculum activities as well as her classroom

contacts that Virginia Church has found the bond of mutual understanding which seems to exist between herself and her pupils.



As good a fisherman as her brother

Faculty meeting came at four,
While the Book Club I was to chaperon
Waited impatiently to toast wienies in the park. . . .

she writes in her whimsical plaint about her "Eight-hour day." She should have Camp Fire Girls show her how to make a kabob or breadtwist on a stick—or perhaps she could show them!

To teachers who are people and who regard their pupils as people too, the program of the Camp Fire Girls offers a meeting ground of mutual interest in work and fun. Their indoor program includes all sorts of social activities such as giving parties for themselves and for their friends, teas for their mothers, "banquets" for their dads—good times that carry with them the richness of lessons learned from experience, for they mean planning and budgeting and sometimes being both hostess and cook! They enjoy various forms of handicrafts—wood-blocking, dyeing, weaving, leather work, basketry. They have their health charts and thrift charts, their money raising and "give service" projects. Outdoors they are very much at home, hiking, camping,

cooking their meals over open fires, swimming, skating. They are ever on the watch for the treasure trove of nature lore which each season offers: the appearance and disappearance of their bird friends; the variations on a single theme that may be found in trees; what a flower is up to as it seems to dream away the hours; the changing positions of the constellations that are now overhead and now far down on the horizon.

Many of these activities the girls might naturally carry on as a part of their regular school program. Engaging in them as a Camp Fire group gives them an extra motivation. Often school facilities are used for Camp Fire group activities. From Kansas City, Missouri comes the report:

The different groups formed in connection with the public schools hold their meetings in rooms in the schools and the school board allows them the use of buildings, auditoriums, gymnasiums, and school equipment for their entertainments and special activities.

This may be fairly said to be generally the case where Camp Fire groups are sponsored by the schools.

In small towns and rural communities—Important as it is to have this correlation between school lessons and leisure hours of girls in larger towns and cities, it is almost essential to provide some such recreational program for girls in smaller towns and rural schools. In some cases the schools are less wellearned to offer wholesome recreation, the moving picture palace and the pool hall are the town's contribution to the problem, the girls have fewer home advantages, and often more time to spend. To such communities a program of activities such as that of the Camp Fire Girls is a godsend. Perhaps because it is so flexible and because it is based on a sound psychological appeal to the imagination of all girlhood the Camp Fire Girls' program seems to fit in everywhere and to be adaptable to conditions in widely different sorts of communities no matter how limited their resources.

A human document is far more interesting than a general assertion. Here is a guardian of a group of Camp Fire Girls in a rural community who has found that the program supplies a real need in the lives of her girls.

No doubt the things we do are very similar to what other groups do. We hike, ride horse-back, picnic, go on treasure hunts, sing, learn new folk games and dances, and play the following games: tennis, croquet, indoor ball, baseball, and basket ball.

My reason for stressing amusement is simply that it is needed here. My girls all work a great deal at home, both in the house and in the fields. The only form of amusement here was dancing. They couldn't play. They didn't know how, especially in groups. We also work at our meetings but it is work that affords entertainment as well as education.

It has been found almost impossible for the girls to meet every week for an hour during the summer because of home work so we meet every other week from two until six o'clock. During the school year we meet from four till six on Thursdays. When on a hike or picnic, we take a whole day or weekend. In this way both parents and girls are satisfied and we get in more time than we would otherwise.

At every meeting we sing Camp Fire songs, famous old songs, and a few popular ones. We work out one or two honors or work on one or two points for rank. At each meeting a topic is prepared and discussed by two or three girls. Different girls are selected each meeting. At first it was difficult to get the girls to talk and tell what they had found but after much indirect questioning and persuasion the girls do fine work.

At all meetings except days when we go on hikes and picnics we have some special work to do, work that the girls ask for. Last year it was making clothing for the three children that the girls cared for until a home was found for them, or cleaning the two houses that we looked after while their owners were away. This year the work consists mainly in the making of things the girls want yet cannot afford to buy, such as collars and cuffs, ties, scarfs, and drapes for their rooms.

This fall we are taking up basketry under the supervision of one of our local teachers.

In our weekend hikes and our camping trips, I try to get the girls to places they have never been before or over territory of historic interest; for example, following the old "Sully" trail with some old settler or some of the girls' fathers. The Indian reservation is but 22 miles from our camp shack but as it is across the Missouri River, only two girls had ever been there. So with our "camp mothers and dads," as the community calls the girls' parents, we drove to the river, crossed on the ferry and made camp close to the Cannonball River. We then drove over the reservation during the day, seeing all we could before going back to our camp for the night.

Before going on this trip, we had discussed the topic "North Dakota Indians of today and yesterday." Consequently the girls were prepared to look for many things. We have several arrowheads of flint, three Indian hammers, rattles from two snakes, and a badger skull in our collections.

Another time we camped on the Heart River near Mandan and Bismarck. Going to town was as much of an experience for my girls as going to the country would be for city girls. The following topics had all been discussed at various meetings and the girls were prepared with a general knowledge of the places they visited in the two cities: Topics: "Sacajawea" or "The Bird Woman," Our state capitol, Roosevelt's life, How laws are made, Court trials, Experimental stations, Care of mental defectives in our state, Greenhouses, Parks, Our wild animals, Birds, Flowers and trees, Flour mills, Creameries and their use.

The places visited were: The Statue of Sacajawea, the state capitol, the state historical building, Roosevelt's cabin, the hospitals, the Indian school, and creamery, light plant, laundry, court house, library, penitentiary, the school of correction at Mandan,

the parks, the greenhouses, the government experiment station at Mandan, and a flour mill. At the same time we attended one moving picture show. All took daily swimming lessons at the pool in Bismarck. One dinner was eaten at a cafe, each girl doing her own ordering. On Sunday each one attended some church. As a whole this was as much of an education to my girls as it was a pleasure trip. I know they will never forget the places they visited or things they saw.

Every girl in the group has set out at least twenty trees, ten last year and ten this. If the trees do not survive the winter, new ones replace the old ones. These trees were placed in their own yards as, on a whole, they were treeless.

Camp funds have been secured in the following ways: at candy sales, programs, serving lodge suppers, serving suppers for local barn dances, sewing, making jelly, and by donations. Camp No. 17,362, of Modern Woodmen of America, first helped the girls get started and it is at their lodge the girls serve suppers.

Our picnics and good times are not confined to our camp group alone. We include the younger brothers and sisters, mothers and fathers every time we can. This has made the group quite popular in the community. The girls have found out that their parents will try their games and outdoor meals every chance they get.

This report is given in detail because we feel it will be suggestive to other leaders of girls in rural communities.

Recognition—It does not necessarily follow that because a girl is a Camp Fire Girl she is a good student and ranks high in school activities but we are constantly hearing reports of Camp Fire Girls such as this, sent us by a justly proud leader:

It will be interesting to note that of the staff of the Central High School annual for this



Preparation of a savory meal outdoors, including construction of the fireplace, is a part of campcraft.

year the following are, or have been, Camp Fire Girls—the editor-in-chief, the art editor, the assistant art editor, the feature editor, the business manager, and the two assistant business managers. The vice-president of the senior class, the president of the glee club, and the accompanist are also Camp Fire Girls.

Reports like this may be responsible for the fact that the forming of Camp Fire groups is being encouraged in so many schools, even to the extent of school credit being offered for membership in Camp Fire. The University of Texas has recently arranged to give scholarships to selected Camp Fire Girls who have attained the highest rank, that of Torch Bearer. For a girl to have become a Torch Bearer means that she has been a Camp Fire Girl for over two years, and that besides fulfilling certain general requirements she has special skills and achievements to her credit, in leadership, homemaking, music, sports, in campcraft, handcraft, or nature lore. It is in recognition of this character building and educational experience that the scholarships are given.

The framework—Practically every wholesome activity which would naturally engage the interest of the young girl is included in the Camp Fire Girls program. These activities are classified under the "seven crafts": Home, health, hand, nature, camping, business and citizenship, which form the basis for the system of "honors."

"Homecraft" includes everything a girl might accomplish in connection with her home, from doing the marketing to

taking care of a baby or giving a party. "Healthcraft" includes sports, first aid, and the forming of health habits. By emphasizing "handcraft" the program attempts to revive an interest in handwork and in the beauty of line, form, and color. These "crafts" are all closely coordinated with home life.

"Campcraft" and "nature lore" give expression to the desire of Camp Fire Girls to be at home in the outdoors and to appreciate intelligently the beauties of nature.

"Business craft" includes punctuality and thrift for all girls and improvement in her chosen field for the girl in business.

Under the heading "patriotism and citizenship" are grouped those particular activities such as community service and participation in civic undertakings which will give the girl awareness of her position and responsibility in the community.

Distributed among the crafts are the seven hundred and more "honors" which the girls may earn, certain specified tasks which they may accomplish as steps toward the winning of three progressive ranks.

A girl may win her honors as she chooses. Because they are not put into groups, there is no tendency to "cram" in order to win certain honors and then as soon as the honor bead has been received to forget it.

Besides the system of honors, the Camp Fire Girls program has three ranks each with requirements which increase in difficulty and comprehensiveness. The winning of each rank requires a certain pe-

riod of time, the fulfilling of the requirements covering the entire period. This again does away with any opportunity to "cram" in order to pass the requirements for rank. Progression from one rank to the next is indicative of the fact the girl is acquiring more skill and experience and can be trusted with more difficult tasks and greater responsibilities, until, when she has won the final rank, she has proved her qualities of leadership as well as trustworthiness.

Camp Fire Girls symbolism has its appeal to the imagination of the adolescent girl, and its educational value. Each Camp Fire Girl chooses for herself a name and designs a personal symbol expressive of her ideals and ambitions. The inspiration for many of these symbols comes from the designs of the American Indians.

At a gathering of Camp Fire Girls and their leaders in Des Moines, Iowa, Miss Agnes Samuelson, state superintendent of public instruction, said:

In the expedition of life each one is a participant, each one has firsthand experience in the quest of the abundant life. May I congratulate you upon the dynamic and concrete way in which your program contributes to the progress of this expedition? You do this by helping the girls learn the values of beauty, service, knowledge, trustworthiness, health, work, and happiness. Your program motivates activities which lead to certain achievement standards. Under your leadership our girlhood should be constantly better equipped to conquer worlds through the workaday adventure each day.



Off for a two-day trip into the mountains, true Indian fashion, there to learn the real spirit of Camp Fire.

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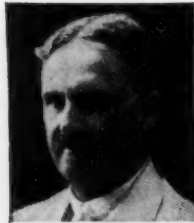
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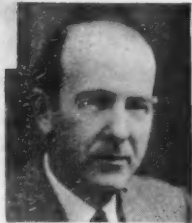
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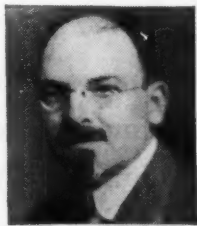
West Virginia
W. C. Cook

HERE ARE THE chief engineers of the American education. The states are responsible for education within their borders. The state superintendency is the most important part of the state education system. It is well organized, ably staffed, inspiringly led, efficient, and it moves forward in orderly achievement. The state department of education is responsible for the education of all the people regardless of race, age, or sex. It is responsible for the education of those who would otherwise be without educational opportunity. It is an inescapable challenge to the state. The state has an inspiring foundation in the leadership of the state secretary of the Massachusetts State Board of Education. Since then, but in that brief time there has been more progress than in all the ages that went before. Education is a contribution to individual happiness, to home life, to civilization. What has been done so far is a mere suggestion. The future of our great state school systems. Let us magnify the state's appreciation. Let us provide each state school with the best. Let us integrate all the educational forces of the states into one system. Let us give every boy and girl a fair start and to every adult a continuous education.

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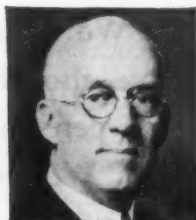
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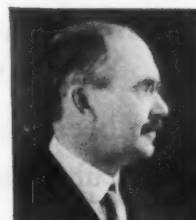
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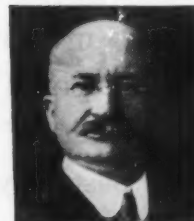
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Mascot
Everychild

merican educational forces. Under the American system
tion within their borders. Each year that responsibility
the most important office in the state. In proportion as it
led, efficiently operated, the school forces of the state
the state department of education is responsible for the
ace, ate, or personal endowment. It is peculiarly respon-
able otherwise be neglected. The equalization of educa-
state leadership. ¶The chief educational office of
le ship and writings of Horace Mann who became
d of Education in 1837. Less than a century has passed
been more widening of opportunity for the average citi-
Education is at the heart of this enlarged opportunity. Its
me life, to citizenship, and to industry, are beyond calcu-
e suggestion of the greater tasks ahead. The call for pio-
¶Let us honor these men and women who are at the head
magnify the office in terms of tenure, salary, and public
chool office with a professional staff which will be able to
states into one unified program which will guarantee to
adult continuing educational opportunity.

A Prayer for Teachers by Glenn Frank



LORD of Learning and of Learners, we are at best but blunderers in this Godlike business of teaching. Our shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immortality in the maimed minds of those whom we, in our blundering, mislead. We have been content to be merchants of dead yesterdays, when we should have been guides into unborn tomorrows. We have put conformity to old customs above curiosity about new ideas. We have thought more about our subject than about our object. We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living. We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative cooperators in the making of the world as it is to be. We have regarded our schools as training camps for existing society to the exclusion of making them working models of an evolving society. We have counted knowledge more precious than wisdom. We have tried to teach our students what to think instead of how to think. We have thought it our business to furnish the minds of our students, when we should have been laboring to free their minds. And we confess that we have fallen into these sins of the schoolroom because it has been the easiest way. It has been easier to tell our students about the motionless past that we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning. From these sins of sloth may we be freed. May we realize that it is important to know the past only that we may live wisely in the present. Help us to be more interested in stimulating the builders of modern cathedrals than in retailing to students the glories of ancient temples. Give us to see that a student's memory should be a tool as well as a treasure chest. Help us to say "do" oftener than we say "don't." May we so awaken interest that discipline will be less and less necessary. Help us to realize that, in the deepest sense, we cannot teach anybody anything; that the best we can do is to help them to learn for themselves. Save us from the blight of specialism; give us a reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of knowledge and to the rest of life. May we know how to "relate the coal scuttle to the universe." Help us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world. May we be shepherds of the spirit as well as masters of the mind. Give us, O Lord of Learners, a sense of the divinity of our undertaking. (Copyright by McClure Newspaper Syndicate and used by special arrangement.)

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The Teachers College at Kalamazoo

BELMONT M. FARLEY

THE AUTHOR of this article is now assistant director of the Division of Publications of the National Education Association in charge of educational interpretation. Having been a member of the faculty at Kalamazoo, he writes out of a firsthand knowledge of conditions as well as from broad experience elsewhere. The JOURNAL is especially glad to present this article because of a growing belief among American school workers that teachers colleges have a large responsibility for the improvement of the profession at its source.

WESTERN STATE TEACHERS COLLEGE at Kalamazoo, Michigan, is a Hilltop school. Its triple façade of eighteen Ionic columns looks far up the historic Kalamazoo Valley, in early days famous for its "oak-openings," now dotted with the smoking flues of paper mills, foundries, and factories.

Western's lofty hill, like that of Kentucky's Western State at Bowling Green, is symbolic of its lofty idealism, tempered always by the need for adaptation to the practical world it overlooks. Twenty-five years ago, Western State campus was a Hilltop pear orchard. Today it is the home of one of the largest and most widely known teacher-training colleges in the United States.

The material evolution of the Hilltop, as well as the modern energetic spirit that dominates its 200 faculty members, is due chiefly to the genius of Dwight B. Waldo, the only president the college has had during the quarter century of its life. As at Cedar Falls, Iowa, where President Homer H. Seerley guided the destiny of his college for forty-two years; and at Ypsilanti, Michigan, where President Charles McKenny has been at the helm for seventeen years; at Kalamazoo, Western State Teachers College exemplifies the observation that "an institution is but the lengthened shadow of a man." Continuous administration sees the fruition of many visions.

President Waldo founded this institution upon the principle that personal equipment is a more vital factor in the service of a college than its buildings. The Western State buildings are not magnificent. An almost stern economy is the dominant note of the architecture on this campus but it is the home of a far-

seeing, alert faculty, of established leadership in teacher-training progress.

The selection of these educators has been made possible largely through two policies observed by its president: generous salaries and teaching freedom. Generous salaries have attracted highly trained instructors and enabled them to further their education in study and travel. At all times there are faculty members on leave in Europe and other foreign countries, preparing for greater service at their institution. This improvement in service is facilitated by the sabbatical leave, in effect at Western State early among state teachers colleges. For years faculty members have been granted the entire seventh year on leave with half pay. Every third summer, instructors have leave with full pay.

The policy of teaching freedom for instructors attracts and keeps strong personalities. The various college departments at Western have chairmen, elected annually by the members of the department. Instructors cooperate in determining curriculums and teaching practise.

All administration is democratic in an almost unique sense. A year ago, upon the instance of the President, an administrative faculty council was organized. Nine members of this council are elected by the direct vote of all faculty members. Two members, the president and the registrar, are ex-officio, and three members of the council are named by the president. Each of the elected members serves three years and cannot immediately succeed himself, though he may be reelected after he has been retired one year. The three-year periods of service of council members are not coterminous. The council is a continuous body, one third of the members being elected annually. Faculty members may at any time offer proposals for the consideration of the council. In this way all instructors participate in the administration of the college.

Thus far there are no professors, associate professors, or assistant professors in this democratic institution, only instructors. There are no faculty deans or other administrative officers subordinate to the president.

A wellplanned system of student government under the advisership of a dean of men and a dean of women operates in as consistently a democratic fashion as

the administration of the faculty. There are no social fraternities. The tendency of upper classmen to consider the freshmen as inferior mortals is frowned upon by faculty and student council alike. Hundreds of students are earning their way through school.

Among the contributions of this college to teacher-training in America are its emphasis upon rural education and its unique system of training schools. Two members of the present faculty were instructors when the Hilltop was christened June 27, 1904. One of these is Ernest Burnham who organized the first rural education department in any state teachers college. His first class enrolled fifteen students. In 1928, there were 239 students of rural education at Western State. There are now 154 departments of rural education in the United States.

Rural education is not a textbook course at Western State. Students trained for rural school service here have demonstration work in the modern Hurd one-teacher district school, four miles from the city of Kalamazoo. Here, under rural conditions, students are guided by instructors who are specialists in rural school work and who have a sympathetic attitude toward farm life. Here students acquire the vision of a specialized and continued service. They do not look upon the rural school as a stepping-stone to the city classroom. There are also two consolidated rural training schools, where practise teaching is done by students who anticipate teaching in the larger rural communities.

In order to create the basis for more effective rural service, these young men and women, most of whom were reared on Michigan farms, study rural sociology and economics, as well as agriculture itself. A 160-acre farm is owned and operated by the college, under the supervision of a faculty member. Problems of field cultivation and animal husbandry are studied here by methods of experimentation and demonstration.

In order to bring the practical problems of the farm community to the student in this course, the college annually observes Rural Progress Day. A thousand farmers attend the programs of this celebration. Here a valuable exchange of ideas takes place. Students gain a broader view of rural thought and farmers see

how earnestly the college is attempting to serve their needs.

Through Rural Progress Day, the Collegiate Country Life Club, and the activities of the members of the rural education department, which has furnished three of the eleven presidents of the Department of Rural Education of the National Education Association, Western State has had great influence upon rural life in Michigan and the United States.

Another contribution of Western State to teacher-training practise is its system of training schools located in the various types of communities in which teachers will serve after graduation. In addition to the on-campus elementary and high-school training schools which are operated under urban conditions, there are five off-campus training schools. The training school located at Paw Paw, a village of two thousand population, offers students an opportunity to gain experience in a large village school. Other schools operated upon the same principle are the Hurd district school and the Richland and Portage consolidated schools for experience and demonstration in rural education, and certain grades of the Kalamazoo public schools.

All of these institutions with the exception of the campus training schools are under the joint management of the college and the local communities in which they are situated. The local community provides the buildings and the fixed equipment and a board of education represents the local community in the management of the school. The college itself provides the teaching and supervision for these schools. These training schools are not so much extensions of the college as they are actual local schools in communities of their type presenting the usual problems of such schools.

Under such situations, student teachers are given a guided experience in actual school conditions. They are thus prepared to meet with assurance the conditions they will face after graduation.

The curriculums of these different types of schools are adapted to the needs

and interests of the children. A teaching method emphasized provides that students shall learn of the progress of the race by dramatically reproducing its history.

In various grades of these schools, children may be found reconstructing the primitive, industrial machinery of past ages; social and economic conditions are portrayed in play and pageantry. Sturdy, buckskin-clad pioneers trundle their covered wagons with squeaking wheels over improvised "Trails of the Middle Border." Indians dance again around campfires, long burned out. Columbus wrings the crown jewels from Queen Isabella to begin his epochal voyage. In a progression that begins with the sunrise song of Memnon and continues throughout the ages to the presentday machine world, Western State Training School students live over again the long climb of the race. While they are learning how the modern world evolved from the old, they are receiving practical lessons in the life of the world today.

One of these schools owns a herd of eighteen pure-bred Holsteins. Here animal husbandry and dairying are real problems. A revolving electric incubator in the basement hatches 7500 eggs. High-school students built a modern henhouse to house a flock of hens that has already won distinction in national egg production contests. Industrial art shops furnish occupation in many practical lines, from the kindergarten to the high school. The aims of understanding the development of man's culture and of preparing for successful life today are paramount.

A fleet of buses whisks the students in training back and forth from their academic classes to these actual situation schools, as far from the College as eighteen miles.

No one system of education is followed. The critic teachers and supervisors have been trained in many institutions of varying philosophies. Here is demonstrated for the student teacher a "Winnetka room," presided over by a former member of Carleton Washburne's own faculty. Contract methods, individ-

ual instruction, ability classification of pupils, and other devices are exemplified in Western State Training Schools.

Equipment for instructing teachers at the Hilltop School includes a model library constructed after a study of the best college libraries in the United States. An important feature of this library is an art museum of original paintings, sculpture, and rare pottery and china. A historical museum is being created through the combined efforts of students and faculty, who are collecting from all parts of the state and nation articles of historical interest including home furnishings, schoolroom furniture, manuscripts, legal documents, implements of industry and warfare, relics of Indian life, old pictures and books.

Important features of Hilltop training are the physical education departments for men and women. The college has an enviable record in competitive athletics and intramural sports offer an opportunity for physical development to all men and women of the college. More than one hundred graduates of the men's physical education department are coaching Michigan high-school athletics and teaching physical education. This department has developed some of the best known coaches in the United States.

Western State offers a four-year college course leading to the degrees of A.B. and B.S. The name was changed from the Western State Normal to Western State Teachers College in 1927.

Western is an outstanding example of the many fine institutions of its kind that are raising the intellectual level of man by improving the most important factor in education—skilful teaching. No institutions are more prophetic of higher culture for America than those which teach its teachers.

A city that is set on a hill cannot be hid. An institution founded upon a lofty idealism tempered to a recognition of life problems radiates an influence through the state and nation that is a direct contribution to the ideal of this college—"A trained teacher for every child."



The Hilltop, Western State Teachers College

Combining Methods in Teaching History

SARA E. CHASE

Principal, Kensington Avenue School, Springfield, Massachusetts

THE Direct Teaching procedure of the Laboratory School of the University of Chicago purposes to have the children achieve a series of understandings of the larger significant movements in human history. Having taken understandings as an aim, it proposes going directly after that aim; it tests its success by the same measure; it reorganizes certain steps of its procedure, if necessary for success; and it considers nothing less than mastery the starting point for new work.

For a systematic technic, the direct teaching plan outlines for each unit of the science-type subjects to which history belongs the following five steps:

1. Exploration. Purpose: to determine what foundation the children have for the learning unit under consideration. Nature: a test of some sort.
2. Presentation. Purpose: to bring before the children the new unit as a whole and to arouse their interest in it. Nature: a talk by the teacher.
3. Assimilation. Purpose: to help the children to help themselves in an intelligent study of the unit and in developing habits of independence in the matter of studying history. Nature: a supervised study period.
4. Organization. Purpose: to lead the children to see facts in their relations to other facts and to the unit as a whole. Nature: the building of an outline that presents an organization of the unit as a whole.
5. Recitation. Purpose: to give the children an opportunity to express their understanding of the unit as a part of the learning process and as a test of achievement. Nature: short floor talks by the children.

I observed the history periods of a fifth grade under the Direct Teaching procedure for a period of five weeks. As I watched the work, it seemed to me that Direct Teaching, the Dalton Plan, and the Project Method each has something to give the other two methods.

I should like to select a certain unit and outline the teaching procedure that I think would be followed under each of these three methods. The unit selected is perhaps quite as much in the field of geography as in the field of history, *the industrial growth of the United States*.

The teacher of the Direct Teaching procedure would make sure that she had an adequate understanding of the various factors conditioning and resulting

from this growth. She would do much reading and thinking. She would do some careful organizing of subjectmatter to prepare an overview that would set before the children certain outstanding points of the unit. Through her knowledge of children she would so touch upon these points as to arouse their interest and desire to know more about the matter. Before the teacher made this presentation, she would make sure by pretests that the children had a proper apprehensive mass for a consideration of the unit.

Immediately after her presentation of the overview, the teacher would test the children's grasp of the unit as presented. She would continue presentations until the children's test sheets showed an understanding of the major points presented. Then she would give the children guide sheets to direct them in a search for further knowledge.

Now for several days the classroom would become a history reading room. The children would spend the history period in reading references bearing on phases of our industrial growth. During these periods of assimilation through reading, the teacher would become a supervisor of study, giving such aid to individuals as seemed wise for a proper study of this unit and for the building of study habits in history. Children who finished the work quickly would be given an opportunity to work on individual projects along the line of the unit.

When the teacher felt that the children had assimilated enough material for understanding, an assimilation test would be given them. If the test sheets indicated a real understanding of our industrial growth, the children would build an outline for presenting in floor talks to their classmates and the teacher the important points of the unit. Some of the children would give these talks; all of them would prepare talks.

A teacher under the Dalton Plan would study the whole unit carefully. She would give much consideration to the subjectmatter in order to divide it in such a way that each month's assignment of work would give sufficient perspective and allow for division into weekly allot-

ments. In making out the assignment sheets she would use her knowledge of child psychology and she would try to catch the child's attention through "interest pockets." She would take care to stimulate research but she would avoid telling too much.

Under the Dalton Plan a child would receive at one time monthly assignments for all subjects. He would be free to spend a morning in the history laboratory if he wished to do so. He might complete his history work for the month before he touched another subject. He could not, however, get another history assignment until all of his month's assignments in other subjects were finished.

His history assignment would direct him to books, maps, or documents. It would contain definite questions to be answered. It would probably ask for written papers and oral conferences with the teacher. The teacher would probably call him for other conferences. He would be given a record card on which to note his progress. The teacher would indicate his progress on a group record sheet.

As he worked in the history laboratory, the teacher would supervise his study and study habits. She would test his understanding through his answers to the questions on the assignment sheets and to her less formal questions in conferences, and through the written papers and projects suggested on the assignment sheets.

The Project Method teacher might introduce the subject of our country's rapid growth by writing on the board this question:

"Has the United States a right to be called 'a young industrial giant'?" She would not present such a question unless she had given the matter much thought and tested her own ability to answer the question adequately. She would plan her presentation of the question with great care, using every opportunity offered by current events, past discussions, current magazines on the reading tables, or nearby manufacturing plants to put meaning into the question. In framing her question she would use her knowledge of children and she would expect to find them interested in the giant idea.

When the question was before the class, she would make sure that it was understood by all of the children. The words young, industrial, and giant might need interpretation for some of them. A class discussion would give the children a chance to ask questions and make suggestions. It would give her an opportunity to do some pretesting and to stimulate a desire to make an immediate attack upon the problem.

Leading the children to plan a procedure for this attack would be the next step for the teacher. Under her guidance they would consider lines to be followed in a search for facts to answer the question and from their present knowledge, they would probably suggest others as:

1. Conditions in 1776
2. Rank in 1930
3. Inventions
4. Leaders
5. Coal and iron
6. Waterways
7. Harbors facing Europe
8. Raw materials.

When some such outline for procedure was completed, the teacher would lead the children to suggest and plan the next step. The discussion that would take place in building the outline might raise questions that would be chosen for immediate consideration. If the children had no suggestions to make or if their suggestions seemed unwise to the teacher, she would not hesitate to set the problem, but she would not ignore the value of purpose and would do all she could to create a desire to solve the problem.

Perhaps one of these questions would be chosen as the next point for consideration:

1. What were the important industries in 1776?

2. Which has been of greater value, our gold or our coal?

The children would search for facts to answer the question. The teacher would supervise this search. She would supply some materials and she would suggest other material. The children would find material.

In the next class discussion each child would have contributions to help answer the question. The teacher would lead the children to measure their facts by the question. When they were accepted by the class she would have them stated in a concise manner for a summary kept on the blackboard. Through suggestions, questions, and comments she would help the children keep sub-questions related to the big question. She would encourage

the making of graphs, charts, collections of pictures and clippings, or excursions if she saw educational growth as an outcome of such procedure.

The Project Method teacher would test the understanding of facts through the use of facts. She would test the gain in the power to study through the attack made on the next problem. She would secure organization through relation to purpose.

The exploration and presentation of the Direct Teaching would, I think, have improved some of the work that I have seen done when the other two methods were followed.

As the teacher in the history laboratory of the Dalton Plan sees individual difficulties, she makes every effort to discover and remedy the causes. She may decide that a certain amount of presentation of the topic would be the best aid for a particular child's independent study. It does not seem to me, however, that a subdued talk at her desk can give a desirable vitality to a significant movement in history. Such a talk would, I think, lack the careful preparation and the broad view of the entire unit that the Direct Teaching teacher seems to have. So far as there are common difficulties and more or less general needs, it seems to me that there is a waste of time and energy here.

There is nothing in the Dalton Plan that would make the exploration and presentation impossible because when the teacher feels that there is a need to do so, she calls a conference of an entire group. The fact that the assignments are for a month and are in four divisions makes, I think, some such provision necessary for a unity of thought.

The Project Method aims at growth through activities whose ends are clear to the children and of interest to them. It deals with subjectmatter that concerns the needs and interests of everyday life. This means exploration and reexploration. A piece of project work could hardly be started without exploration. Too often, however, teachers fail to explore every child's apperceptive mass for the problem under consideration. Such teachers should gain much by observing the care with which the exploration of Direct Teaching determines past experiences and readiness for new ones.

Some history problems that I have seen solved by the Project Method would have brought greater insight to the children if the teacher had presented certain aspects of the subjectmatter after the

manner of the presentation of Direct Teaching.

All of the Dalton Plan assignment sheets that I have seen contain excellent suggestions for Project Method teachers. The appeal to interest, the variety in work, and the collaboration of subjects are worthy of note.

In the matter of organization and in its class discussions the Project Method has something that might be of value to the other two methods.

The Project Method uses the class discussions for exploration, presentation, assimilation, organization, recitation, interest pockets, job assignments, and testing. The other methods care for these things in a more systematic way and so, perhaps, do not need the class discussions for them. These ways are more formal and more stereotyped, however, and it seems to me that these methods do need class discussions in order to catch wrong notions, to help make some things real, to make other things clear, to stimulate interest and keep it vital, and to let the children live together.

The Project Method aims at accomplishing purposes through planning, executing, and judging. A boy who made a chart comparing the Pinta and Mauretania used the Project Method. He proposed to make this chart. He planned ways and means for the execution of this purpose. He read for facts that would help him in this execution. Each step of his planning was directed by his purpose which determined the relation of one step to another and to the outcome. In problem solving the question guides the selection and organization of data.

Under Direct Teaching the child collects a mass of data and then organizes it. The Dalton Plan child is more or less left to himself in the matter of organization. The first procedure is apt to lead to reproduction, a process that may or may not include organization. The second procedure might bring organization, but it would not bring it as soon or as consciously as it would do if there were class discussions.

Whatever name we give our method, we would do well to weigh pretesting as a means of learning the nature of the children's apperceptive mass, presentation as a chance to outline a unit as a whole, careful assignments as important steps in wise guidance, and class discussions as opportunities for arousing interest, correcting errors, and providing a social situation.

Mental Health and the Home

J. MACE ANDRESS

COOPERATION between the home and the school is essential for the success and happiness of the boys and girls in our public schools. In my article of last month we noticed that the child on the threshold of the school was not like a blank piece of paper entirely susceptible to the influences of the school. He brings with him a considerable amount of knowledge, some of it useless or misleading, and also what is of even greater significance, attitudes and habits. This general mental, emotional, and habit background predetermines in large measure the future of the individual. His attitude toward food, sleep, play, authority, companions, and also toward himself are directly correlated with his mental and physical welfare. It is only as the school understands its pupils that it may expect to succeed. As has been suggested one of the first steps in getting this understanding is through the preschool clinic where the child may secure a mental and physical examination and where the school doctor, nurse, nutritionist, mental hygienist, teacher, and parent may compare notes and begin to cooperate with each other. Unfortunately only a small proportion of the children of the country pass through a school clinic and many of the clinics established are not well-equipped for their work. If a basis for cooperation between the home and school is not found previous to school entrance through the preschool clinic, plans should be made to secure it immediately at school entrance and during the time that the pupil is in school.

The consideration of a few facts makes this mutual understanding between the home and school seem necessary. First of all education is not merely a matter of book learning. In fact, it is doubtful whether the most significant things are learned from books. One learns by the responses which he makes to the world around him. We do not learn self-control primarily by reading about it and committing to memory many facts about the nature of self-control and its value but by practising self-control. Similarly we learn honesty by being honest and courage by being courageous. More and more we tend to realize that education is a matter of behavior. This is the chief value of the boy and girl scout movement. It emphasizes *acting* out the fundamental vir-

tues. Our best schools are accepting this educational psychology but even those that do must realize that the school is in control of children not more than five or six hours a day. Less than 15 percent of the child's entire year is in the school-room. During 85 percent of the school year he is responding to influences outside of the school which may or may not further the development which the school thinks important. If two workmen are to do one job in turning out a single product it is obvious that they are likely to make a botch of it unless they understand each other's purposes, plans, and technic. The school can make no great progress in furthering the mental health of its pupils without the hearty support of the home.

It is becoming increasingly necessary for the school to concern itself with the home because of its pronounced educational policy to promote worthy home membership. The present instability of the home and the marked social changes now taking place in America have thrown upon the school responsibilities once assumed cheerfully by the home. In the realm of both physical and mental health the school is realizing keenly the need of knowing the home better if the health education of children is to be successful.

The failure of teachers today to know the homes of their pupils is well-nigh universal. Yet what miracles the teacher might work if she could penetrate into the home life of the child. Miss R. found that true in the case of Charles L. in the fifth grade. Charles was a well-meaning boy but his school work was rather erratic. At times he seemed to be above the average in his classwork but ordinarily he appeared stupid and listless. In the afternoon especially he was exceedingly dull. Often he would start a sentence and then forget what he was about to say. Miss R. tried to be kind and helpful but her efforts proved fruitless. Sometimes he would blush, stutter, and sit down. Miss R. kept him after school and tried to find out what the trouble was but Charles refused to talk. On one occasion she scolded him severely, threatened him with failure to pass the grade, and called him the poorest pupil in the class. As time went on his stuttering grew worse and his lessons were poorer. Charles was given an individual Binet

test and his I. Q. was 110. It was evident that his intelligence was entirely adequate for what was expected of him. Miss R. was at her wit's ends when one day another pupil in the class said in the course of the conversation: "Poor Charles, you know his mother is a widow who takes in washing to support her five children. Charles gets up a little after five every morning to sell papers." Miss R. resolved to visit the home and found the facts were stated correctly. Charles started on his paper route a little after five and had just time enough to eat a hurried breakfast and rush off to school. Frequently the breakfast consisted of crackers and tea. It was not strange that with lack of sleep, poor nutrition, and other conditions due to unfavorable home environment coupled with overwork that Charles appeared stupid. The mother was ignorant but willing to do anything she could for Charles. With the advice of teacher, nurse, and physician and the cooperation of a social agency Charles' living conditions were improved and his hours for selling papers lessened. As a result the antipathy and suspicion which Charles and Miss R. entertained for each other gave way to mutual understanding and goodwill. Charles improved rapidly in his school work. Stuttering disappeared and he was no longer a problem.

The kindergarten was the first division of the school to realize the value of home cooperation. That was true from the beginning of the kindergarten and is true today. One reason is that the kindergarten, a pioneer in so many things, took its cue from its founder, Froebel, and Rousseau and Pestalozzi, his predecessors, in advancing the theory that there could be and ought to be a school without books. The kindergarten is such an institution. There the children continue their play life under the guidance of trained teachers who seek to make it educative. Under conditions similar to the home but ordinarily better, the children build with blocks, dance, sing, play games, go on walks, tell and listen to stories, and learn to live with each other. In this intriguing field of mental hygiene where the teacher tends to focus her attention on the way the child behaves rather than upon formal textbook work the cooperation of the parents is earnestly enlisted. Parents are invited to visit the

kindergarten and also to have tea with the teacher who tactfully draws each mother out and finds out all she can about her child and incidentally gives her many suggestions. The kindergarten is not content with this contact with the mothers but visits the homes of all the children. In Boston the kindergartners are expected to visit the homes as a regular part of their work. Would that the other teachers throughout the grades appreciated more keenly the need of understand-

ing between the school and home.

However, there are other tendencies which make for this cooperation. Visiting days in which the school invites the parents of a community to enter the classrooms and see the children at work enable parents and teachers to greet one another. Parents have an opportunity to see a modern school at work. Parent-teacher associations have done much to bring parents and teachers together. One of the latest and most promising innovations in parent-teacher cooperation is the

visiting teacher. This special teacher, who has had special training in teaching, psychology, and sociology and who is in touch with the different social agencies of the community, investigates children who for any reason may be problems, visits both teachers and parents, and tries to solve the problem by mutual understanding of the situation.

The time is here when teachers should realize the importance of the home, blame it less for its failures, and magnify its values.

Educational Opportunities in Radio During February, 1930

RADIO is steadily finding its place in the schools. It is most important that standards be kept high. Radio equipment for schools is now considered a legitimate expenditure by the best boards of education. Experiments and studies are increasing. This list is designed to aid teachers wishing to help young people in their use of this important instrument of learning. In accordance with the attitude of the state superintendents as expressed in their Washington meeting in December no feature is listed here which contains advertising. The resolutions as adopted follow:

1. The National Council of State Superintendents and Commissioners of Education wishes to commend the radio broadcasters for their efforts to keep the air clean and free of objectionable material.

2. The Council also wishes to express its gratitude for the courtesies extended by the radio broadcasters to the various educational agencies.

3. In so far as the cooperation of commercial organizations is utilized, it is the position of the Council that there should be no advertising admitted to school broadcasting.

4. The Council recommends that each State set up a committee for the study and evaluation of radio education procedure.

5. The Council recommends that the federal government reserve channels for the use of the government and the individual states for governmental and educational purposes.

For the past few years the Department of Superintendence has sponsored educational programs over the air during its conventions. The items pertaining to the Atlantic City program are starred.

The following list of features is suggestive rather than complete. Write these in your personal calendar.

Saturday, February 1

12:30pmCST Univ. of Ga.—Athens WSB
3:30pmEST For Your Information CBS
7-7:30pmEST New Business World NBC

Sunday, February 2

10amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
9pmEST Our Government—David Lawrence NBC

Monday, February 3

9:10-9:30amCST Chicago Public Schools WMAQ
12:30pmCST Univ. of Ga.—Athens WSB
2:30pmPST California School of the Air KFBK
3-5pmPST Univ. of Southern Calif. KEJK
5:45pmEST Dr. Clark's French Lesson CBS
6:30pmEST Current Events CBS
7:45pmEST Back of the News in Wash. NBC

Tuesday, February 4

9:10-9:30amCST Chicago Public Schools WMAQ
11:30amEST Timely Topics—Senator Capper CBS
2:45-3:15pmEST Mass. Div. of Univ. Exten.—French Lesson WBZ
3:30pmEST For Your Information CBS

Wednesday, February 5

9:10-9:30amCST Chicago Public Schools WMAQ
2-3pmCST Ohio School of the Air WLW WEO
3-5pmPST Univ. of Southern California KEJK

Thursday, February 6

9:10-9:30amCST Chicago Public Schools WMAQ
12:30pmCST Univ. of Ga.—Athens WSB
8:15pmEST Frederic William Wile CBS
7pmPST San Diego City Schools KGB

Friday, February 7

9:10-9:30amCST Chicago Public Schools WMAQ
11-12amEST Music Appreciation Hour—Damrosch NBC
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS
3:45pmEST Elizabeth Fellows—Psychology CBS
6:45-7pmEST The World in Music—Key NBC

Saturday, February 8

3:30pmEST For Your Information CBS
7-7:30pmEST New Business World NBC

Sunday, February 9

7:45pmEST World's Business—Dr. Klein CBS
9pmEST Our Government—David Lawrence NBC

Monday, February 10

9:10-9:30amCST Chicago Public Schools WMAQ
2:30pmPST California School of the Air KFBK
3-5pmPST Univ. of Southern California KEJK
7:15-7:30pmEST The World Today—MacDonald NBC

9-10pmPST Univ. of Southern California KEJK

Tuesday, February 11

9:10-9:30amCST Chicago Public Schools WMAQ
11:30amEST Timely Topics—Senator Capper CBS
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS
7-7:30pmEST Voters Service NBC

Wednesday, February 12

12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
9-9:30pmPST Univ. of Southern California KEJK

Thursday, February 13

9:10-9:30amCST Chicago Public Schools WMAQ
12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
10:30pmEST Nat'l Forum—Wash. D. C. CBS

Friday, February 14

9:10-9:30amCST Chicago Public Schools WMAQ
11-12amEST Music Appreciation Hour—Damrosch NBC
3:30pmEST For Your Information CBS
5pmEST Browsing among Books—Seaman CBS

Saturday, February 15

12-12:30pmEST Drama for Children CBS
3:30pmEST For Your Information CBS

Sunday, February 16

10amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
7:45pmEST World's Business—Dr. Klein CBS

Monday, February 17

9:10-9:30amCST Chicago Public Schools WMAQ
12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
3-5pmPST Univ. of Southern California KEJK
3:30pmEST For Your Information CBS
7:45pmEST Back of the News in Washington NBC

Tuesday, February 18

9:10-9:30amCST Chicago Public Schools WMAQ
11:30amEST Timely Topics—Senator Capper CBS
12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS

Wednesday, February 19

12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
3-5pmPST Univ. of Southern California KEJK
6:15-6:28pmEST Going to Press CBS

Thursday, February 20

9:10-9:30amCST Chicago Public Schools WMAQ
11-11:15pmEST Your Child—Grace Abbott NBC
12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO

Friday, February 21

12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS

Saturday, February 22

12-12:30pmEST Drama for Children CBS
12:30pmCST Univ. of Ga.—Athens WSB
7-7:30pm EST New Business World—Merle Thorpe NBC

Sunday, February 23

7-7:30pmEST Our Romantic Ancestors CBS
9pmEST Our Government—David Lawrence NBC

Monday, February 24

12:30pmCST Univ. of Ga.—Athens WSB
2:30pmPST California School of the Air KFBK
3-5pmPST Univ. of Southern California KEJK
5:45pmEST Dr. Clark's French Lesson CBS
6:30pmEST Current Events CBS

Tuesday, February 25

9:10-9:30amCST Chicago Public Schools WMAQ
11:30amEST Timely Topics—Senator Capper CBS
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS
*10:30pmEST Dept. of Superintendence—Atlantic City NBC

Wednesday, February 26

3-5pmPST Univ. of Southern California KEJK
*9pmEST Dept. of Superintendence—Atlantic City CBS

Thursday, February 27

9:10-9:30amCST Chicago Public Schools WMAQ
*2pmEST Dept. of Superintendence—Atlantic City—Nat'l. High School Orchestra—Walter Damrosch, Guest Conductor; J. E. Maddy, Conductor and Manager. NBC
6:30pmEST Civic Repertory Plays—Eva La Gallienne CBS
7pmPST San Diego City Schools KGB
10:30pmEST Nat'l Forum—Wash. D. C. CBS

Friday, February 28

11-12amEST Music Appreciation Hour—Damrosch NBC
12:30pmCST Univ. of Ga.—Athens WSB
2-3pmCST Ohio School of the Air WLW WEO
3:30pmEST For Your Information CBS
5pmEST Browsing among Books—Seaman CBS

The 1929 Legislatures and the Teacher

WILLIAM G. CARR

Assistant Director, Research Division, National Education Association

THE forty-eight state legislatures bear a large share of the responsibility for making real the American program of free public education. Every time a state legislature convenes, events are likely to occur which will profoundly affect education in the state for many years to come. *To encourage the passage of wise school legislation must be a primary objective of every teacher and of every teachers' organization. For, in the long run, the school laws of each state play a highly significant part in determining the welfare of its children and the economic and social status of its teachers.* If the school laws of any state are reactionary, antiquated, or illadapted to its special needs, that state is likely to be handicapped with a poorlytrained and poorlypaid teaching force, working under forbidding conditions of environment and supervision, with unstable tenure of position, with no encouragement for professional improvement, and with the specter of old age daily haunting their classrooms. On the other hand, wherever an intelligent program of continuous improvement through sound school legislation exists, the state will enjoy a good school system manned by wellpaid professionallytrained teachers, rendering steady service under good working conditions, and with a retirement allowance assured when advanced age or other disability decreases their usefulness.

In 1929 forty-six states and territories enacted laws affecting the schools. Of these, at least forty considered legislation of primary importance to the teaching profession. The two dominant issues were preparation for teaching and the retirement of aged or disabled teachers.

There are today these four trends in teacher preparation:

- (1) Extension and improvement of teacher-training facilities.
- (2) Elevation of minimum standards for certification.

- (3) Admission to the profession based on completion of training courses rather than on examination.
- (4) Substitution of state responsibility for local anarchy in the certification of teachers.

THE NATIONAL EDUCATION ASSOCIATION has accepted as one of its major responsibilities the encouragement of progressive school legislation. It helps to awaken legislatures to their duty in providing the legal basis for good schools. It collects, interprets, and distributes the basic educational facts and principles necessary for intelligent legislative decisions. This article, by a member of the Research Division, represents an important phase of legislative service rendered by the Association to its members and to educational progress in the several states.

Each of these four tendencies may be variously illustrated by items of 1929 legislation from the farthest corners of the nation. For instance, extension and improvement of teacher-training facilities were initiated in Hawaii by the appropriation of \$150,000 for a new territorial normal school, while in two New England states, Connecticut and Vermont, additional scholarships were provided for students preparing to teach. Minimum standards for teacher certification were raised by new laws in a dozen states. Examinations for certification were discontinued in Alaska, Minnesota, and Utah. Progress towards exclusive state certification was assured by legislative action in at least four states: Oklahoma, Utah, Michigan, and Minnesota.

Safeguarding the rights of children and the welfare of teachers through the retirement of superannuated and disabled teachers is a living issue in nearly every state. Unsound or inadequate retirement systems are being subjected to an ever increasing fire of criticism, and in nearly every state which is without a teacher retirement system a vigorous campaign

of education is underway. New retirement legislation includes the establishment of a territorial pension system in Alaska, reenactment of a statewide law in Michigan, and increases in maximum or minimum retirement allowances in Massachusetts and Vermont. Commissions to study teacher retirement were authorized in North Dakota, Michigan, and Delaware. In California and Montana attempts to secure extensive revisions in the present retirement laws were unsuccessful. In eight other states bills to provide statewide teacher retirement systems were postponed or defeated. However, the biennial sessions of 1931 will probably witness the enactment of several new state retirement laws.

Laws relating to teacher tenure and leaves of absence were considered by several 1929 legislatures. The tenure laws in California and Indiana were subjected to criticism but efforts to repeal these laws were unsuccessful. The question of tenure legislation will be intensively studied during the next biennium. In Pennsylvania a form of indefinite tenure based on a continuing contract was created by the 1929 legislature. One of the most encouraging aspects of the 1929 legislative sessions was the interest shown in the improvement of teachers through leaves of absence. Laws encouraging leaves of absence under certain conditions were passed in Maine, Nevada, Wisconsin, and Florida.

Much important legislation was secured in 1929. Certification, training, retirement, tenure, and leaves of absence were the leading issues. The leadership of state departments of education reinforced by the cooperative activity of state and national education associations indicates that the years 1930 and 1931 are likely to inaugurate a new stage of progress in legislation affecting the welfare of the nation's million teachers.—
[Full account in *State School Legislation, 1929*, Address NEA Research Div.]

BRICKS without straw are easier made than good schools without good school laws. Public schools must have a legal basis. It is the law which very largely dictates what shall be taught, who shall go to school, who may teach school, when school shall be open and when closed. The law affects the daily life of every teacher. It admits him to the profession, defines the security of his position, helps to fix his salary, and limits or extends his hopes for the future. Let no teacher be indifferent to school legislation.

Hamilton County's Answer to Illiteracy

J. E. WALKER

Superintendent of Schools, Hamilton County, Tennessee

FOR THE PAST four years, the board of education of Hamilton County, Tennessee, has carried forward a program to eliminate illiteracy or to reduce it to a minimum by the 1930 census.

Adult night schools were established in various parts of the county where as many as ten pupils could be enrolled. The supervisor of instruction of the county, who had had experience in the instruction of adult illiterates, was made responsible for the organization and supervision of the night schools.

Prospective teachers in the local communities were selected and given as much specific training for the job as was possible, then they canvassed their communities for pupils who had been located through the principal and teachers and through a campaign sponsored by the parent-teacher association.

For three years our efforts were not crowned with great success. It seemed almost impossible to hold in the night schools those who needed it most. An enrolment of fifty in four or five schools seemed to be our limit and we were not able to hold these in attendance for the term of three months for two hours three nights a week.

Finally, when the schools were organized in July of last year, the suggestion that a reward of educational value be offered to those who met certain conditions was adopted, and a free trip to the national capital was offered to those above the age of eighteen who should attend every meeting of the class and should make a record clear of tardiness and satisfactory in effort, attitude, and achievement.

This offer met an enthusiastic response. Soon twenty-three night schools were organized in as many parts of the county with an enrolment of 350 pupils from sixteen to eighty-one years. Conferences of the night-school teachers were held each week by the supervisor where instruction and suggestions were given, reports made, and problems discussed. Through this effort and through frequent visits of the supervisor, a genuine educational sentiment and enthusiasm was developed and it became a real joy to give instruction to those hungry minds and to observe their gradual but steady growth.

In every community where a night

school was held there arose a real school spirit. Attending the night school became the fashion. Each pupil constituted himself a committee to secure the attendance of others of his acquaintance who could profit by attending. Night-school songs were composed and sung with all the spirit and enthusiasm that attend the high-school youth at a football game. Men snatched minutes at their lunch hours and on their way to and from work to study their lessons. Women studied their lessons as they went about their housework. The night schools were the topic of conversation where any group assembled in the community. Great pride was felt by the entire neighborhood in the achievement of each individual who had actually learned to read and write.

Out of the entire enrolment, 75 qualified for the free trip to Washington and 64 of these found it possible to go. The expense of the project was met by popular subscription sponsored by the *Chattanooga Times* and the Chattanooga Rotary Club. The American Red Cross acted as host to the group in Washington, bearing the expense of the sightseeing.

The success of the night schools last year is having far-reaching effect upon the schools of Hamilton County. The focusing of attention upon the value of education in the night schools in every part of the county is bearing fruit in securing a greater enrolment in the day schools with less pressure from attendance officers. There are few children of school age who have not been enrolled in school since the opening in September. Except for the interference of contagious diseases in a few neighborhoods, the daily attendance is better than usual.

A strong stimulation has been given to adult education on every level. It has been shown that normal adults can learn regardless of their age, if they have the desire and are willing to make an effort. Those who won the free trip to Washington had a great awakening regarding the meaning of citizenship. Never before had they realized what the Federal government does for the citizen; and the amount of work it requires to carry on the government so as to yield satisfaction which the ordinary citizen enjoys and accepts as a matter of course. These pupils are missionaries, as it were, to their

neighbors. They have a greater knowledge, a better view-point, a stronger influence and are better citizens of Hamilton County. Through knowledge gained in the course in nutrition, they should have stronger bodies, better health, thereby increasing their economic efficiency. Each has signified the intention of studying a definite period of time each day in the future and to see that every illiterate of his acquaintance is enrolled in the night school when it opens for the next term.

Another value of the night schools to the school system of Hamilton County is that public attention has been directed to the real educational service the system is rendering its citizenship regardless of age. Our school system has a stronger hold upon the confidence and support of the taxpayer now than ever before. While proud citizens may shrink at the publicity given to the illiteracy within their county, yet this attention to the problem served good purposes. It quickened the conscience of the people to the need of improving our educational facilities so that the number of illiterates would be constantly and speedily reduced. It aroused them to the necessity of action in supporting every means that offered hope of overcoming the illiteracy of many hundreds of our adult population and showed to the world that we recognized one of our weak places and are attacking the problem vigorously instead of folding our arms in complacency. The Rotary Club of Chattanooga has appointed a special permanent committee to sponsor the night schools and to cooperate with the educational department of Hamilton County to eliminate illiteracy from our county.

The stimulation of interest in education will doubtless lead to a broadening of the educational service offered by the county school system. Many of our citizens passed their youth in the old days when there was a mere semblance of public schools in this section and consequently they are slightly above the level of illiteracy. It is not improbable that our school system will in the near future establish night schools in which all the subjects of the elementary schools will be taught as well as vocational subjects in which the pupil may learn to do better the thing he is now doing and achieve a greater success and a greater joy in life.

Department of Superintendence

Tentative Program for Sixtieth Anniversary Meeting

Atlantic City, N. J., February 22-27, 1930

Saturday, February 22, 1:30 P. M.

Opening of the Exhibits

Presiding—Frank Bruce, editor, American School Board Journal, Milwaukee, Wis.
Music—Atlantic City High School Band.
Official Opening—Frank Cody, superintendent of schools, Detroit, Michigan, and president of the Department of Superintendence.

Sunday, February 23, 4:00 P. M.

Vesper Service

Place—Ballroom, Atlantic City Auditorium.
The Spirit of Life—Dr. Reinhold Niebuhr, Union Theological Seminary, New York.

Sunday, February 23, 8:00 P. M.

Presiding—Norman R. Crozier, superintendent of schools, Dallas, Texas.
Greetings from New Jersey—Charles H. Elliott, state commissioner of education, Trenton, N. J.
Recital—New Jersey All State Orchestra.

Monday, February 24, 9:00 A. M.

President's address—Education for friendliness—Frank Cody, president, Department of Superintendence.
Friendliness in pupil-teacher relationships—Mrs. Edith B. Joynes, president, Department of Classroom Teachers of the National Education Association, 1928-29, Norfolk, Virginia.
Friendliness in teacher-superintendent relationships—Mrs. Susan M. Dorsey, superintendent emeritus, Los Angeles, California.
Friendliness in relationships between public and parochial schools—Father J. Elliot Ross, chaplain to Catholic students, University of Iowa, Iowa City, Iowa.
Friendliness in school-community relationships—Paul C. Stetson, superintendent of schools, Dayton, Ohio.

Monday, February 24, 2:30 P. M.

Administrative groups arranged according to size of city. Allied departments and organizations.

Monday, February 24, 8:00 P. M.

Education for Dynamic Life

Modern politics—Honorable Ruth Bryan Owen, member of Congress from Fourth Congressional District of Florida.
Modern business—speaker to be announced.
Modern education must move forward aggressively—William John Cooper, United States Commissioner of Education, Washington, D. C.

Tuesday, February 25, 9:00 A. M.

Achievements of American Education

Instruction—Charles H. Judd, director, School of Education, University of Chicago, Chicago, Illinois.
Organization—John H. Logan, superintendent of schools, Newark, N. J.
Administration—J. B. Edmonson, dean,

School of Education, University of Michigan, Ann Arbor, Michigan.

The school plant—N. L. Engelhardt, Teachers College, Columbia University, New York City.

Important

SPECIAL railroad rates, one and one half fare for the round trip. Identification certificates furnished to members of the NEA on request. Write Secretary J. W. Crabtree, NEA headquarters, 1201 Sixteenth Street Northwest, Washington, D. C., or your state director, or your state secretary. If you neglect to get in advance your identification certificate and purchase a round trip ticket, no adjustment of fare can be made after arrival at Atlantic City. Sale begins in eastern territory February 18, final return limit March 5.

Sleeping-room reservations are handled through the hotel committee, A. H. Slean, secretary, 16 Central Pier, Atlantic City, N. J.

Convention headquarters, registration, postoffice, exhibits, and general sessions are located in the Atlantic City Auditorium.

Convention radio programs will be broadcast as follows: Tuesday, February 25, 10:30-11PMEST—The National Broadcasting Company; Wednesday, February 26, 9-9:30PMEST—The Columbia Broadcasting System; Thursday, February 27, 2:00PMEST, the National High School Orchestra—The National Broadcasting Company.

Personnel—C. B. Glenn, superintendent of schools, Birmingham, Ala.

Finance—Frank W. Ballou, superintendent of schools, Washington, D. C.

Public relations—Francis G. Blair, state superintendent of public instruction, Springfield, Illinois.

Sixty years of progress—Introduction of past presidents and honorary members.

Business meeting—Nomination of officers from the floor.

Tuesday, February 25, 2:30 P. M.

Discussion groups, arranged according to subjects, themes selected to supplement Tuesday morning general session. Allied departments and organizations.

Tuesday, February 25, 8:00 P. M.

Presiding—Frank D. Boynton, superintendent of schools, Ithaca, New York.

The use of leisure time—Henry Suzzallo, Carnegie Foundation for the Advancement of Teaching, New York City.

The pageant of time—An adventure of education in the realm of leisure—To be presented by the teachers and students of the Atlantic City and other New Jersey schools. Directed by Percy Jewett Burrell.

Prolog: Time lost

First cycle: The commission

Second cycle: The conflict

Action I—The machine

Action II—The herd

Action III—The clash

Third cycle: The conquest

Action I—The physical Olympiad

Action II—The cultural Olympiad

Action III—The academy of avocation

Fourth cycle: The coronation

Action I—The march of time

Action II—The Olympiad of the spirit

Epilog: Time redeemed

Wednesday, February 26, 9:00 A. M.

Joint meeting with the American Educational Research Association

Presiding—J. Cayce Morrison, assistant commissioner for elementary education, Albany, New York.

Industrial advance through research—Charles F. Kettering, president, General Motors Research Corporation, Dayton, Ohio.

Educational advance through research—A. J. Stoddard, superintendent of schools, Providence, R. I.

The anticipation of future needs—Ray Lyman Wilbur, secretary of the Interior, Washington, D. C.

Supervision and research—The 1930 Yearbook—Albert S. Cook, state superintendent of schools, Baltimore, Maryland.

Wednesday, February 26, 2:30 P. M.

Administrative groups will consider problems of supervision. Allied departments and organizations.

Wednesday evening, February 26

6:00 P. M.—College dinners.

8:00 P. M.—Rehearsal of National High School Orchestra, open to the public.

9:00 P. M.—Reception by president and officers of the Department of Superintendence for members and visitors.

Thursday, February 27, 9:00 A. M.

Presiding—E. C. Hartwell, superintendent of schools, Buffalo, New York.

The home aids the school—Mrs. Louis T. DeValiere, Trenton, N. J., vicepresident, National Congress of Parents and Teachers.

The newspaper aids the school—John H. Finley, editor, New York Times.

Social agencies aid the school—James E. West, chief scout executive, Boy Scouts of America, New York City.

The school's debt to its friends—Walter A. Jessup, president, University of Iowa.

Thursday, February 27, 2:00 P. M.

Grand concert—National High School Orchestra; Joseph E. Maddy, School of Music, University of Michigan, Ann Arbor, Michigan, conductor; Walter Damrosch, guest conductor.

The Enrichment of Human Life

UNDER THE LEADERSHIP of its Department of Adult Education, the National Education Association is fostering a nationwide movement for the wise use of leisure. The subject is of special interest to educational workers in both its educational and civic aspects. Each state has been asked to appoint a committee to work with the national committee on this great problem. Let each school appoint a special committee to study the problem and suggest how the school may best take hold of it. This field offers an excellent opportunity for faculty committee work in schools of all types.

The following are a few references from a mass of material on the subject. They were selected by the Cleveland Public Library.

A Few Good Books

- BECKER, M. L. Books as windows. N. Y., Stokes, 1929.
CUTTEN, G. B. The threat of leisure. New Haven, Yale University Press, 1926.
DICKINSON, S. C. What to do with the other eight hours. Tucson, Ariz., University of Arizona, Bureau of mines, 1917.
ERSKINE, JOHN. The moral obligation to be intelligent. N. Y., Duffield, 1915.
FELSENTHAL, EMMA. Readable books in many subjects. Chicago, American Library Association, 1929.
GUPPY, HENRY. The art of reading. 23 Lime Grove, Oxford Rd., Manchester, the Manchester University Press, 1929.
JOAD, C. E. M. Diogenes; or the future of leisure. N. Y., Dutton, 1928.
LOWES, J. L. Of reading books. N. Y., Houghton, Mifflin, 1929.
MAY, H. L. Leisure and its use. N. Y., A. S. Barnes & Co., 1928.
SCOTT, TEMPLE. The use of leisure. N. Y., B. W. Huebsch, 1913.

Excerpts from Books

- BOSANQUET, BERNARD. Science and philosophy. London, Allen & Unwin, 1927. p352-363—The place of leisure in life.
Cambridge essays on education. Cambridge, University Press, 1918. p168-187—The use of leisure, by J. H. Bradley.
CHASE, STUART. Tragedy of waste. N. Y., Macmillan Co., 1925. p265-280—The challenge.
JACKS, L. P. Constructive citizenship. N. Y., Doubleday Doran, 1928. p141-155—Vitalized leisure.
JACKS, L. P. Responsibility and culture. New Haven, Yale Univ. Pr., 1924. p25-42—Labor and leisure.
LYND, R. S. Middletown. N. Y., Harcourt Brace & Co., 1929. p223-312—Using leisure.
RICH, M. E. Family life today. N. Y., Houghton Mifflin Co., 1928. p133-158—New tools of leisure.

Training in Appreciation and Enjoyment

- HOLLEY, C. E. Teachers technique. Chap. 9—Developing emotion. Mentions Hayward, F. H., Lessons in appreciation. Excellent in appreciation of literature.
MORRISON, H. C. Practice of teaching in secondary schools. Chap. 18-20.
MUELLER, A. D. Teaching in secondary schools. Chap. 15.
PARKER, S. C. Methods of teaching in high school. Chap. 10—Habits of harmless enjoyment.
STORMZAND, M. J. Progressive methods of teaching. Chap. 6.
WILSON, H. B. Modern methods in teaching. Chap. 9—Appreciation lesson.

Magazine Articles

- American city 35:863-9, D'26 Leisure as a cause or cure of crime, by C. Platt.
American magazine 107:21, Ja'29. You can't afford to spare your spare time, by A. P. Terhune.
American physical education review 34:430 Sept. '29 Conference on the utilization of the leisure hours of the workers.
Atlantic 142:355-60, S'28 Curse of leisure, by W. H. Grimes.
Atlantic 135:483-92, Ap'25 Leisure for what? by G. W. Alger.

- Bookman 62:45, S'25 Our vanishing leisure.
Bookman 64:468-472, D'26 Ever learning, by J. H. Robinson.
Catholic world 127:562-8, Ag'28 Plea for light harness, by L. L. Ward.

What You Can Do

LET each group responsible for education consider what it can do to further the wise use of leisure, looking toward the permanent enrichment of human life:

- What can the elementary teacher do?
- What can the high-school teacher do?
- What can the college professor do?
- What can the school librarian do?
- What can the public librarian do?
- What can the elementary school principal do?
- What can the secondary school principal do?
- What can the college president do?
- What can the board of education do?

- Century 114:67-76, My'27 Menace of leisure; what to do with the sixteen-hour day, by H. McAfee.
Chicago schools journal 11:223, F'29 Education for leisure, by Griffin.
Child welfare magazine 23:31-2, S'28 Wise use of leisure, by J. W. Faust.
Child welfare magazine 23:83, O'28 Leisure a menace or an opportunity, by Lee.
Child welfare magazine 23:84-85, O'28 The wise use of leisure, by J. W. Faust.
Child welfare magazine 23:137-40 N'28 Leisure and music, by A. D. Zanzig.
Child welfare magazine 23:143-6 N'28 Leisure for adolescents, by Dorothy LaSalle.
Child welfare magazine 23:202-4 D'28 Motion pictures in recreation at home and abroad, by E. K. Kerns.
Child welfare magazine 23:257-60 J'29 Drama and the wise use of leisure, by Mabel F. Hobbs.
Child welfare magazine 23:316-8 F'29 Play and the wise use of leisure, by Mabel T. Wood.
Child welfare magazine 23:369-71, Mr'29 Reading for leisure, by Sarah B. Askew.
Child welfare magazine 23:423-6 A'29 Joyous use of leisure, by Ivah E. Deering.
Child welfare magazine 23:545-7, Je'29 Leisure for reading in the home, by Sarah B. Askew.
Child welfare magazine 24:6-8, Spt'29 The boy and his leisure, by Joseph Lee.
Education 45:220-5, D'24 How shall a teacher invest her leisure time, by G. R. Harris.
Educational review 69:240-2, My'25 Learn while loafing, by M. Moravsky.
Forum 78:120-3 Je'27 Pastime and recreation.
Good housekeeping 89:67 JI'29 Leisure is a trust, by Mrs. J. T. Sippel.
Harper 150:659-62 My'25 Our need for wasting more time, by F. C. Kelly.
Hibbert journal 27:270-81 Ja'29 Ethics of leisure, by L. P. Jacks.
Independent education 2:25-6 F'29 Activity period, by MacCreary.
Industrial education magazine 30:336 Mr'29 Shop-work as leisure time education, by E. E. Ericson.
Industrial education magazine 26:255-6 Mr'25 Neither vacationist nor leisureite, by A. Dean.
Journal of adult education 1:5-10 F'29 Breadwinning and soul saving, by L. P. Jacks. Also in Journal of the National Education Association, 18:179 Je'29.
Journal of education 108:437 N 12'28 Education for leisure, by Downs.
Journal of education 110:155-6, 183-4, Sept. 9-16, '29 Are graduates equipped for the right use of leisure.
Journal of educational method 7:369 My'28 Training for leisure through the summer activities, by Reed.
Literary digest 99:12 D'28 Taking the curse out of idleness.
Magazine of business 56:136-7 Ag'29 Leisure for labor, by W. Green.
Modern world 1:233-237 My'27 The General Federation and Adult Education, by L. A. Miller.
Monthly labor review 24:637-47 Mr'27 Workers' leisure; a selected list of references, comp. by L. A. Thompson.
Nation 123:469 N1026 Restlessness or recreation.

- National conference of social work 1928:313-16 Important elements in a comprehensive leisure time program, by E. Street.
National conference of social work 1928:310-13 Community's responsibility toward the leisure time problem.
National education association Proceedings 1926:409-11 How the teacher is preparing the child for a worthy use of leisure time, by A. C. Scollard.
National education association Proceedings 1928:390-4 Program for the desirable use of leisure time as a cardinal objective of the public elementary schools, by J. J. Loftus.
National education association, dept. of secondary school principals. Bulletin 24:44-6 J'29 Leisure time activities of normal and bright children in grades seven to twelve, by Hanna.
National education association journal 14:189-90 Je'25 Recreation for the teacher.
New republic 54:26-52 Adult education.
Nineteenth century 105:215-22 F'29 Lessons of South Wales, by A. O. Barfield.
North American review October 1929. p481-485 Other games for golfers, by Raymond Walters.
North American review 223:498-506, S'26. New leisure, by C. J. Cannon.
North American review 224:304-14 Je'27 High cost of leisure, by E. V. Wilcox.
Open court 43:311-15 My'29 Ethics and technique of retiring, by V. S. Tarros.
Outlook 152:324-8 Je'26'29 Our growing leisure; what shall we do with it? by A. J. Lotka.
Peabody journal of education 6:1313-44 N'28 Leisure and art, by O. H. Kahn.
Playground 18:486 N'24 How to be free and happy, by B. Russell.
Playground 18:691-2 Mr'25 Wants, tastes and leisure, by N. M. Butler.
Playground 20:412-13 O'26 Possibilities of leisure time, by W. Pearson.
Playground 22:555-60 Ja'29 How things may contribute to life values, by R. W. Sockman.
Playground 18:461-3, N'24 Recreation for re-creation, by C. Wannamaker.
Playground 23:184 Je'29 Balanced life.
Playground 23:240 JI'29 What's a human being for, by L. P. Jacks.
Playground 21:611-13 F'28 New tools of leisure.
Religious education 23:748-52 O'28 Challenge of leisure, by W. Pangburn.
Review of reviews 80:87-8 O'29 Can you loaf? by Bruce Barton.
Saturday review of literature 4:33 Ag'13'27 Leisure and culture.
School executives magazine 49:92-3 O'29 Use of leisure time.
School review 37:489-90 S'29 Commencement project of the high school in Doylestown, Pa.; use pupils make of their leisure time.
School review v.37, nos. 1,2,3,4, '29 Methods employed to stimulate interests in reading, by W. F. Rasche.
Scribner's magazine 78:273-80 S'25 Live while you live, by L. Russell.
Welfare magazine 19:224 F'28 Education for leisure, by Chapman.

Adult Education Periodicals

- Adult education and the library. American Library Association.
Journal of adult education. (American.)
World association for adult education. Bulletins.

Reading Courses and Lists

- Adult education; a short list of references. Prepared and published by the Seattle Public Library in cooperation with the Board on the Library and Adult Education of the American Library Association.
American Library Association. Reading with a purpose; a series of reading courses.
Creative reading; a course in current literature. Institute of Current Literature, College House, Harvard Square, Cambridge, Mass.
Michigan State College of Agriculture and Applied Science, East Lansing. Office of continuing education. Home reading courses.
Milwaukee Public Library. Reading courses. (Compiled for Wisconsin Telephone Company employees.)
Oxford reading courses. Oxford University Press. N. Y.
Study outlines. 1928 List of tools for group discussion published by The Inquiry, 129 East 52nd Street. N. Y.
University of Pittsburgh. Alumnae reading lists.
U. S. Bureau of education. Reading courses.
U. S. Bureau of labor statistics. Workers' leisure; a selected list of references, 1927.
Wellesley College. Wellesley College reading lists.

Vitalized Group Study and Faculty Meetings

MINNESOTA TEACHERS have found especially helpful the excellent article reprinted on this page, which first appeared in the *Minnesota Journal of Education*. The author is J. O. Johnson, Stillwater, Minnesota. It follows:

It is common knowledge that faculty meetings are oftentimes considered a bore, a waste of time, a necessary evil by the teachers forced to attend.

School principals may, therefore, take the line of least resistance and do away with such meetings entirely or hold as few as possible. Others will continue to hold them in spite of the attitude of teachers. This is an unfortunate situation because a building faculty meeting can be made a vital force in welding teachers together, in stimulating teachers' professional attitude, in inspiring teachers to greater achievement, and in increasing professional reading. This article, however, will not attempt to prove that teachers' meetings are of value. *The professional educator realizes that they are.*

It may be that the attitude of the teacher is partly due to the type of teachers' meeting which they are forced to attend. A brief description of the types of average meetings would read somewhat as follows:

The *Calendar* meeting, held without any plan because it happens to be the first or the fifteenth of a month, or the Monday of a week. The *Lecture* meeting, where the principal monopolizes the entire hour lecturing to his corps of teachers. The *Recital* meeting, at which the teachers relate their many grievances and ask help from fellow members. The *Critic* meeting, where the meeting is devoted to criticism by the principal or supervisor of classroom procedure. The *Bulletin Board* meeting, where the entire meeting is spent giving teachers notices and instructions, which could be given by mail or on the bulletin board. The *Gossip* meeting, where the meeting is devoted to discussion of individual pupils and their many faults. The *Assistance* meeting, where the time is spent in making rules for the schools. The *Reading Circle* meeting, where the time is spent in reading a chapter from a certain book or professional magazine which could be taken care of by the individual teachers at their own time.

These various types of meetings may have their value but any one type used constantly will dampen or fail to interest the average teacher. Of course, there are successful teachers' meetings of the type mentioned above where the personality of the principal or supervisor is such that the meetings are successful in spite of the other handicaps. But many of our principals and supervisors imagine they have such personality when they have not.

The trouble with the meetings, however, is that *the teachers do not have an opportunity to display initiative*. It is generally necessary

for a teacher to be invited to speak at a sectional meeting of our state education association in order to give others the benefits of her own thinking and her own plans. Why not make our teachers' meetings a miniature division meeting?

The plan that follows does not attempt to outline something which would be universally successful or which is better than other successful plans in operation. It is a plan, however, which has been successfully used the past few years in a high school of twenty-five teachers. It is based on the following assumptions: *first*, that faculty members of any school are interested in that school and have plans for the betterment of conditions in that school; *second*, that every teacher has some initiative which may be developed and made use of; *third*, that teachers' meeting, to be highly successful, should be *in the hands of the teacher* and not necessarily in the hands of the principal. The plan follows:

At the beginning of the year, the principal selects and outlines a number of projects or questions which may be used as suitable discussion material for faculty meetings. These questions in turn have been suggested to the principal by faculty meetings held during the preceding school year.

Each project or discussion is given to a committee. The chairman of the committee serves as the presiding officer. The teaching corps is divided as equally as possible into committees, the number in each committee depending upon the number of faculty meetings held during the year.

Each committee is placed in charge of a faculty meeting. It is the duty of a committee to make as detailed a study of the problem assigned as possible and to present it in as attractive a form as possible.

The sense of responsibility which this plan develops is almost sure to guarantee a successful meeting. Professional reading, in which teachers should be encouraged, is readily taken care of, since most of the teachers need considerable outside reading in order to get material for presentation of the topic.

We find, therefore, that one result of this plan is the much increased amount of professional reading. This is, of course, natural when the teacher is motivated to read for a definite purpose.

The committees spend a great deal of time studying their problems. No one cares to put on a poor meeting. Some gather statistics, through questionnaires or other methods of other school systems. Some committees make statistical studies of our own high-school system. Others present their cases through reports on professional articles appearing in texts or magazines. Some present their problems through demonstration work. Each committee turns in to the principal a complete report of its work. Copies of such reports are sometimes used in recommending teachers.

Every faculty member is also given at the beginning of the year a schedule of faculty meetings together with, (1) the discussion or question assigned for each meeting, (2) the

committee in charge of that meeting. As a rule, faculty members not on a certain committee have been very liberal in cooperating with those in charge of any meeting.

During the past years, faculty members have listened to excellent reports on such problems as the following: supervised study plans used in high schools, methods of teaching used in high schools, motivation of pupils, professional code of ethics, organization of a school fair, comparative study of school failures, professional use of magazines and texts, professional advancement of teachers in service, suitable projects for citizenship training, individual differences, comparative study of various types of test, suggested methods useful in reducing failures, methods useful in developing scholarship, definition of a passing mark, such as fair, good, 75 percent.

There are dozens of local problems which may be used for faculty meetings. The N. E. A. JOURNAL also has topics which are suitable. If the faculty members can agree in the discussion on some definite solution to the problem presented, which is adaptable to the school system, such solution is incorporated in the school plan. Teachers have thus had some voice in establishing rules, standards, etc. The code of ethics, teachers rating card, failure system used, are partly the results of such faculty discussions and hence the work of the building teachers.

Such meetings tend to motivate teachers to take a more active professional interest in their school and their work, develop initiative, professional attitude, spirit of cooperation, and interest in the profession. Why not give our teachers the same opportunity to display initiative that we are giving to our pupils through our student participation plans?

The above school looks upon vitalized group study and faculty meetings as a challenge for growth.

The JOURNAL checkup—The votes of many readers on the five articles they like best in the December JOURNAL:

First, "My Pedagogic Creed" by John Dewey; second, "Democracy in Education" by John Dewey; third, "Development of Wholesome Attitudes" by J. Mace Andress.

Suggestive questions for discussion of articles in this issue:

The Need for Educational Interpretation. In what ways can teachers be interpreters of education? What qualifications are essential?

Our Failing Pupils. This school worked out a plan for child accounting. What suggestions here for your own school?

Teaching High-School Pupils. How can the Morrison five-step teaching cycle become a reality in your work?

The Privilege of Being One with Youth. What values in the Camp Fire Girl movement?

The Teachers College at Kalamazoo. How has this college aided rural schools? Point out its democratic features.

The 1929 Legislatures and the Teacher. What are the leading issues in school legislation in United States? In your own state?

Builders of Our Profession

GREATER LOVE HATH NO MAN—The black funnel of a tornado whipped across an Illinois plain toward a little redbrick country schoolhouse. The terrified faces of sixteen boys and girls turned toward their teacher as the walls trembled under the lash of the wind.

"Crawl under your desks and stay there," she calmly commanded. The roar of the storm drowned further speech as every child obeyed. She herself stood against the door—and waited.

... Rescuing parties found the school-building demolished, the bricks piled upon the desks, heavy timbers scattered about. In desperate haste they cleared away the debris. They found only one crushed and mangled body. It was that of the teacher. Every pupil was alive and unhurt. The teacher had been buried beneath a falling wall; desks had protected the children.

This is the brief story of a heroic act. Annie Louise Keller gave her life in saving the children entrusted to her care.

And the people of the great state of Illinois were not unmindful. The next day the state senate paused in its tasks while the senators stood with bowed heads in honor of the country school teacher who was faithful to her trust. Memorial services were held throughout the state. Newspapers of the nation paid tribute to the storm heroine. Parents, children, hundreds of friends wept at her grave. The new schoolbuilding erected for the pupils of the Centerville School District was dedicated to her memory. A tablet on the wall records for future generations the story of that fatal spring day in 1927.

A marble shaft stands in a public park in White Hall, a nearby town, inscribed with the legend:

In Memory of Annie Louise Keller Who Saved Sixteen Children But Sacrificed Her Own Life, When a Tornado Demolished Centerville School Building April 19, 1927.

On the reverse side appear the names of the pupils enrolled in the school.

The monument is a symbolic conception by the great sculptor Lorado Taft. It embodies the artist's idea of the devotion of a teacher, clutching in protecting arms a boy and a girl, while she looks with calm fearlessness into the storm.

This memorial of pink Tennessee marble was recently unveiled before the children of the Centerville school, their parents, and more than 3000 friends who listened to tributes paid Miss Keller by distinguished citizens.

Francis G. Blair, state superintendent of schools, presided. The sculptor who made the monument, a state senator, a prominent editor, a representative of the legal profession, and a school teacher were among the speakers.

Mrs. Fannie Spaits Merwin, president of the Illinois State Teachers Association at the time of Miss Keller's tragic death, urged devotion everywhere to the splendid ideals written into the self-sacrifice of Miss Keller.

Lorado Taft said, "There is no more beau-

tiful story than that told in the life and death of Miss Annie Louise Keller, and I rejoice in my profession that makes possible this memorial to her."

Senator A. S. Cuthbertson said, "When all



Annie Louise Keller Memorial

who are here assembled will have joined her in the world beyond, and a new generation will have taken our place, the passerby will pause in this presence, read this inscription, and depart, knowing that once there lived in Greene County a woman who in her life and death exemplified the words of our Savior when he said, *Greater love hath no man than this, that a man lay down his life for his friends.*"

The sacrifice of Miss Keller is symbolic of the highest ideals of the profession to which she belonged. The sixteen children of Centerville school and their children's children will pay her tribute. Her devotion will be an inspiration down the years to every American schoolteacher. She is numbered with those who, though dead, yet gloriously live. She is one of the builders of the profession.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the January JOURNAL. Let each life member secure one additional life member each year.

ALABAMA—Lula Bradford, C. A. Brown, Lenore Jones, Cora Pearson.

ARIZONA—E. W. Montgomery.
CALIFORNIA—George A. Courtney, Beulah B. Coward, Mrs. Castenia V. Cripe, Norman W. Kempton, Forrest V. Routt, George F. Staat, Howard N. Tanner, Guy A. Weakley.

DISTRICT OF COLUMBIA—Mrs. P. D. Smallwood, Lester T. Walter.

FLORIDA—Frederic H. Spaulding.

GEORGIA—R. B. Daniel, Mrs. James Fowler.
HAWAII—B. L. Kamakau, Mrs. Velma S. Powell, Anna Soares.

ILLINOIS—Paul H. Beck, C. A. Hoffman, D. B. Hoffman, J. J. Hagan, Raymond W. Osborne, J. R. Skiles.

INDIANA—James W. Conlin, Loren V. Karns.
IOWA—June Connor, Mrs. Winifred E. Sloan.

KANSAS—Stella Traster.
KENTUCKY—C. D. Compton.

MAINE—Thomas P. Packard.
MARYLAND—L. R. Alderman.

MASSACHUSETTS—F. P. Hawkes, Everett W. Ireland.

MICHIGAN—Frank Cody, Lloyd F. Rumbaugh.

MISSISSIPPI—Albert L. May.

MISSOURI—C. H. McClure.

NEBRASKA—Thomas P. Beall, Mrs. Sadie P. McCrystal.

NEW JERSEY—Henry C. Dixon, Ira M. Gast, William Patz.

NEW YORK—Ralph P. Agnew, Frederick C. Bode, George H. Covey, Godfrey Dewey, Mrs. Elizabeth G. Durfee, Lee K. Frankel, F. Dean McClusky, Warren H. Pierce.

NORTH CAROLINA—R. O. Ansley, Barron P. Caldwell, H. M. Chester.

NORTH DAKOTA—Leslie A. White.

OHIO—Frank A. Appel, S. H. Babcock, Helen Bradley, Harold A. Conklin, J. L. Fortney, Oscar T. Hawke, W. H. Kirk, W. A. Walls, C. W. Whitt.

OKLAHOMA—Henry G. Bennett, Guy B. Blakey.

OREGON—Gene Lytle, Ada C. McLaughlin, Charles A. Rice, Mrs. Fern S. Rodahl, Julia A. Spooner.

PENNSYLVANIA—Fred E. Foertsch, Sarah Jones, Mrs. Alice F. Kiernan, Gertrude E. Moore, Mrs. A. H. Reeve, Lou N. Sharlip, Edmund A. Thompson, Ruth Wyatt, Margaret T. Yeager.

PHILIPPINE ISLANDS—Juan V. Orenica.

TENNESSEE—William G. Deen, Homer P. Shepherd.

TEXAS—W. P. Clement, Alva E. Davis.

VIRGINIA—Mrs. Louise Biggerstaff.

WISCONSIN—Darwin J. Ferry, Edith McEachron, H. W. Morton, Harry B. Nash, A. W. Peck.

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

Twelve years

COLORADO—Denver, Perry.

Eleven years

PENNSYLVANIA—Erie, Columbus.

Ten years

CALIFORNIA—Berkeley, Le Conte.

IOWA—Sioux City, Irving, Webster.

MASSACHUSETTS—Brookline, Pierce.

WYOMING—Cheyenne, Converse.

Nine years

ARIZONA—Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.

CALIFORNIA—Berkeley, Cragmont, Hawthorne, Hillside, Jefferson, Longfellow, McKinley, Oxford, Los Angeles, Staunton Avenue, South Pasadena, Marengo Avenue.

CONNECTICUT—East Hartford, Burnside.

ILLINOIS—Chicago, Pullman.

MASSACHUSETTS—Brookline, Edward Devotion.

MICHIGAN—Detroit, Greenfield Park.

NEBRASKA—Omaha, Central Park.

OHIO—Massillon, Harvey.

WYOMING—Cheyenne, Central, Churchill, Gibbon Clark.

Eight years

ARIZONA—Tucson, High, Mansfield, Mission View, Pascua, University Heights.

CALIFORNIA—Berkeley, Executive and Supervision Department, Garfield Junior High, John Muir, Part Time High, Washington, Willard Junior High.

CONNECTICUT—East Hartford, Second North, Union.

ILLINOIS—Sandwich, Sandwich Public Schools, Township High, A. E. Woodward, W. W. Woodbury.

IOWA—Sioux City, Hawthorne, McKinley.

NEW JERSEY—Long Branch, North Long Branch.

WYOMING—Casper, Lincoln.

Seven years

CALIFORNIA—Berkeley, Lincoln; Los Angeles, Cahuenga; Santa Monica, Garfield, Grant, Jefferson, John Muir, Roosevelt; South Pasadena, El Centro Street.

MICHIGAN—Grand Rapids, Sheldon.

NEBRASKA—Omaha, Jungmann, Saratoga.

Six years

ARIZONA—*Tempe*, Arizona State Teachers College.
 CALIFORNIA—*Berkeley*, Columbus, Emerson, Franklin, Whittier; *Los Angeles*, Ann Street, Division of Home Economics, Third Street; *Oakland*, Elmhurst Junior High, Garfield Junior High, Grant, Maxwell Park, Rockridge; *Pasadena*, Longfellow.
 COLORADO—*Denver*, Barnum, Ebert, Hyde Park, Steele, Washington Park; *Teller County*, Cripple Creek, District Number One Public Schools, Victor High, Washington; *Trinidad*, East Street, Park Street.

CONNECTICUT—*Darien*, Darien Public Schools; *Stratford*, Sedgwick.

DELAWARE—*Delmar*, Delmar High and Elementary; *Wilmington*, Number 30.

FLORIDA—*Pinellas County*, North Ward.

ILLINOIS—*Elmhurst*, Lincoln, Roosevelt; *Maywood*, Emerson.

INDIANA—*Elwood*, Edgewood.

IOWA—*Council Bluffs*, Thomas Jefferson High, Washington; *Keokuk*, Junior High.

KANSAS—*Hutchinson*, Fourth Avenue; *Kansas City*, Kansas City Public Schools, Abbott, Argentine Junior-Senior High, Attucks, Bancroft, Booker T. Washington, Bryant, Carlisle, Central, Central Junior High, Chelsea, Clara Barton, Columbian, Cooper, Douglass, Dunbar, Edison, Emerson, Eugene Ware, Frances Willard, Franklin, Garrison, Grant, Hawthorne, Horace Mann, Irving, John Fiske, John J. Ingalls, Kansas Junior College, Keating, Library Building, Lincoln, Longfellow, Louisa M. Alcott, Lowell, McKinley, Macechague, Major Hudson, Mark Twain, Morse, Noble Prentiss, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Whitmore, Whittier, Wyandotte High.

MICHIGAN—*Grand Rapids*, Coldbrook, Turner.

MINNESOTA—*Minneapolis*, Hiawatha, Northrop, William Penn.

NEBRASKA—*Omaha*, Belvedere, Florence, Howard Kennedy, Madison, Park, Saunders.

NEW JERSEY—*Englewood*, Lincoln; *Long Branch*, Gregory; *Neptune*, Number 4.

OHIO—*Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, Firmin, Glenwood Junior High, Howard, Huber, J. C. Donnell Junior High, Lincoln, McKee, Senior High, Strother, Washington; *Niles*, Harrison, Jackson, Jefferson, Lincoln, Monroe, Roosevelt.

OREGON—*Lakeview*, Lakeview Public Schools; *Portland*, Beach, Couch, Rose City Park.

PENNSYLVANIA—*East Mauch Chunk*, East Mauch Chunk Public Schools; *Greenville*, Columbia, Junior High, Washington, West Side; *Pittsburgh*, Bane, Business High.

SOUTH CAROLINA—*Laurens County*, Laurens County Public Schools, Barksdale-Narnie, Bethany, Bethel Grove, Brewerton, Centerpoint, Central, Clinton, Clinton High, Copeland, Cross Hill, Eden, Fleming, Garlington, Goldville, Gray Court-Owings, Grays, Greenpond, Hickory Tavern Number 1, Hickory Tavern Number 2, Lanford, Laurens, Laurens Senior High, Long Branch, Mt. Bethel, Mt. Gallagher, Mt. Olive, Mt. Pleasant, New Prospect, Oak Grove, Poplar Springs, Princeton, Renno, Shady Grove, Trinity Ridge, Wadsworth, Warrior Creek, Waterloo, Watts Mill, Youngs.

TENNESSEE—*Shelby County*, Shelby County Public Schools, Arlington High and Elementary, Bartlett High and Elementary, Bethel Grove Elementary, Bolton High and Elementary, Brunswick Elementary, Capleville High and Elementary, Coleman Elementary, Collierville High and Elementary, Cordova High and Elementary, E. E. Jeter High and Elementary, Ellendale Elementary, Ernest Adams High and Elementary, Ford N. Taylor Elementary, Frayser Elementary, Forest Hill Elementary, George R. James High and Elementary, Gragg Elementary, Hollywood High and Elementary, Industrial Elementary, Kerrville Elementary, Levi Elementary, Lucy Elementary, Macedonia Elementary, M. C. Williams High and Elementary, Mesick High and Elementary, Millington High and Elementary, Oakville Elementary, Rosemark High and Elementary, Whitehaven Elementary, Whitehaven High, White Station Elementary.

TEXAS—*Waco*, Brook Avenue.

VIRGINIA—*Lynchburg*, John W. Wyatt.

WASHINGTON—*Bellingham*, Roosevelt.

WEST VIRGINIA—*Grafton*, Grafton Public Schools, Central, East Grafton, First Ward, Senior High, South Grafton, West Grafton; *Morgantown*, Jerome Park, Sabraton, Westover, Wiles Hill.

WYOMING—*Cheyenne*, Corlett.

Five years

ALABAMA—*Birmingham*, Henley, Wylam.

ARIZONA—*Winslow*, Winslow Public Schools, Coopers-town, Junior-Senior High, Southside, Washington.

CALIFORNIA—*Berkeley*, Thousand Oaks; *Eagle Rock*, Public; *Hermosa Beach*, Hermosa Beach Public Schools, North Grade, Ocean View, Pier Avenue, Prospect Avenue, South Grade; *La Jolla*, High; *Linden*, Linden Union High; *Los Angeles*, Carpenter, Commonwealth Avenue, Division of Americanization, Lafayette Junior High, Lockwood Street, Loreto Street, Miramonte, Reseda, Rowan Avenue, Sixty-eighth Street, Speech Correction Division, Union Avenue, Van Ness Avenue; *Oakland*, Lockwood Junior High; *Santa Monica*, Franklin; *Santa Ynez*, Santa Ynez Valley Union High; *Venice*, Theodore Roosevelt.

COLORADO—*Colorado Springs*, North Junior High; *Trinidad*, Centennial, Rice.

CONNECTICUT—*Bridgeport*, Lincoln.

GEORGIA—*Atlanta*, Whiteford.

HAWAII—*Kihai*, Waihee, Wailuku, Wailuku Junior High.

ILLINOIS—*East St. Louis*, Junior High.

INDIANA—*Alexandria*, Tomlinson.

IOWA—*Keokuk*, Keokuk Public Schools, Garfield, George Washington, High, Jefferson, Junior High, Lincoln, Torrence, Wells Carey.

KANSAS—*Topeka*, Quincy.

KENTUCKY—*Louisville*, California, William R. Belknap; *Owensboro*, Owensboro Public Schools, Emerson, Franklin, Junior High, Lincoln, Longfellow, Robert E. Lee, Senior High, Washington, Woodrow Wilson.

MAINE—*Augusta*, Williams; *Portland*, Summit Street.

MASSACHUSETTS—*Melrose Highlands*, Franklin, Roosevelt, Whittier; *Norwell*, Public.

MICHIGAN—*Grand Rapids*, Straight Street; *Muskegon*, Hackley; *Sault Ste. Marie*, Garfield, High McKinley, Park.

MINNESOTA—*Minneapolis*, Logan, Madison.

MISSOURI—*Kansas City*, Benjamin Harrison, Leeds.

NEBRASKA—*Omaha*, Adams, Miller Park.

NEVADA—*Reno*, Junior High.

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

High; *Atlantic City*, Art Department; *Long Branch*, Long Branch Public Schools, Broadway Number 1, Garfield, Grammar, Gregory, Junior High, Liberty Street, North Long Branch, Senior High, West End; *Lyndhurst*, Columbus, High, River Road, Roosevelt; *Maywood*, Public; *Montclair*, Grove Street.

OHIO—*Kenton*, East, Espy, Grammar, North, West; *McDonald*, McDonald Public Schools, Grade, High; *Martins Ferry*, South.

OREGON—*Washington County*, Public School District Number 7, Public School District Number 29.

PENNSYLVANIA—*Bradford County*, Bradford County Public Schools, Athens Boro, Campton High, Canton Boro, Center, East Smithfield High, Le-Raysville Pike Joint, Luthers Mills, Monroe Boro, New Albany Joint Consolidated, Orwell Township, Overton Independent, Powell, Rome Consolidated, South Waverly High, Towanda Boro High, Troy Boro High, Ulster Independent, Warren Center High, Wyalusing Boro High; *Chester*, Harvey, Jones, Larkin, Larkin Primary, Martin, Thurlow, Wetherill; *Greenville*, Greenville Public Schools, Columbia, Junior High, Senior High, Washington, West Side; *New Kensington*, New Kensington Public Schools, First Ward, High, Junior High, Second Ward, Third Ward.

SOUTH DAKOTA—*Siox Falls*, Hawthorne.

TEXAS—*Dallas*, Alamo, Ascher Silberstein, Ben Milam, Cumberland, James Bowie, James Stephen Hogg, Obadiah Knight, Roger Q. Mills, Rosemont, Sam Houston, San Jacinto, Vickery Place, William Lipscomb.

WEST VIRGINIA—*Big Creek District*, Berwind Grade, Berwind High, Caretta, Coalwood Grade, Coalwood High, Newhall Grade, War High, Yukon Grade, Yukon Junior High; *Clarksburg*, Alta Vista.

WYOMING—*Cheyenne*, Junior High.

Four years

ARIZONA—*Tucson*, Tucson Public Schools, Davidson, Davis, Drachman, Dunbar, Elizabeth Borton, High, Mansfield, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Safford, Sam Hughes, University Heights.

CALIFORNIA—*Dinuba*, Dinuba Grammar; *Long Beach*, Harding Park; *Los Angeles*, Annandale Boulevard, Bridge Street, Brooklyn Avenue, Canyon, Cienega, Classical Center Department, Horace Mann Junior High, Le Conte Junior High, Primary Manual Arts Department, Soto Street, Visual Education Division, Wonderland Avenue; *North Hollywood*, Lankershim Elementary; *Oakland*, Chabot, Golden Gate Junior High, Parker; *Ontario*, Lincoln, San Antonio; *Owensmouth*, Winnetka Avenue; *Pasadena*, Webster; *Santa Ana*, Spurgeon; *Santa Monica*, Madison; *Sawtelle*, Sawtelle Boulevard.

COLORADO—*Boulder*, Lincoln; *Denver*, Cole Junior High, South High; *Trinidad*, Santa Fe.

CONNECTICUT—*Stamford*, Springdale.

FLORIDA—*Tampa*, Seminole.

HAWAII—*Halawa*, Honokowai, Kasuhuhu, Kapunapuna, Kohala High and Grammar, Koloa, Makapala, Makawao, Mana, Waimea.

ILLINOIS—*Chicago*, Scott; *Decatur*, Dennis, E. A. Gastman, Garfield, Johns Hill Junior High, Mary W. French, Oakland, Oglesby, Riverside, Warren Street; *East St. Louis*, Jefferson; *Elmhurst*, Field, Hawthorne Junior High; *La Grange*, Ogden Avenue.

INDIANA—*Indianapolis*, McKinley.

KANSAS—*Hutchinson*, Central, Lincoln.

OFFICIAL STATEMENT OF OBJECTIVES OF THE MICHIGAN EDUCATION ASSOCIATION

The Objectives of the Michigan Education Association (as stated in its constitution) are:

- The promotion of educational interests.
- The elevation of the profession of teaching.

"Promotion of educational interests" is interpreted as promoting or aiding activity having as its purpose the assisting of the individual child or adult to function on the highest level of efficiency as a member of a democratic society.

The Michigan Education Association recognizes as its major function the promotion of educational interests through the elevation of the profession of teaching. In advancing the profession of teaching, the Association defines the principal types of service that it should render as:

I. Public Service

- To supplement and assist other educational and social agencies that are seeking directly or indirectly to promote the general and educational welfare.
- To furnish leadership in those situations where, because of special training and experience, the teaching profession is charged with responsibility.

II. Professional Service

- To promote among the members of the profession the highest ideals of service.
- To develop in the teachers of the state a sense of personal responsibility for raising the professional standards of the teaching profession.

III. Personal Service

- To study the personal and professional problems of the individual teacher and to promote movements looking toward improved professional, social, and economic status consistent with the best public policy.

The Association provides these services by:

- Initiating and supporting movements for better educational legislation.
- Developing ways and means for cooperating with the State Department of Public Instruction and with the educational institutions of the state in promoting public education in Michigan.
- Maintaining a service which will keep the public informed of the purposes, conditions, needs, and progress of the schools.
- Encouraging the public to employ those persons as teachers who have the expertness required to conserve and develop the best in the boys and girls.
- Assisting in making available for use in the schools of the state the best literature.
- Promoting professional ethics.
- Conducting and fostering educational meetings.
- Stimulating professional training and growth.
- Co-operating with state, national, and international educational organizations.
- Studying and disseminating facts pertaining to problems that affect the welfare and best interests of teachers as a professional group.
- Assisting in placing teachers to the best interests of the schools and of themselves.
- Keeping the members of the Association informed as to the aims and activities of the Association and the progress achieved in the promotion of its objectives through the medium of a professional publication.

ADOPTED BY THE BOARD OF DIRECTORS, SEPTEMBER TWENTY-FIRST, NINETEEN HUNDRED TWENTY-NINE

- MAINE—*Bath*, Mitchell.
- MASSACHUSETTS—*Belmont*, Payson Park; *Lynn*, Euclid Avenue; *Revere*, Henry Waitt, Julia Ward Howe, Louis Pasteur, Theodore Roosevelt; *West Springfield*, John Ashley, Riverdale.
- MICHIGAN—*Dearborn*, Garrison, Southwestern; *Ironia*, Emerson, Jefferson; *Pontiac*, Baldwin.
- MINNESOTA—*Minneapolis*, Willard.
- NEBRASKA—*Omaha*, Brown Park, Lincoln.
- NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, North Bangs, Prospect Avenue, South Bangs; *Camden*, Senior High; *Carney's Point*, John Pershing; *Lyndhurst*, Franklin; *Newport*, High; *Passaic*, Lafayette.
- NEW YORK—*Congers*, High; *New Rochelle*, Mayflower.
- NORTH CAROLINA—*Durham*, Lakewood, South Side.
- OHIO—*Akron*, Harris; *Newark*, Lincoln; *Sycamore*, Sycamore Public Schools; *Youngstown*, East High, Sheridan.
- OKLAHOMA—*Oklahoma City*, Roosevelt Junior High.
- OREGON—*Pendleton*, Washington; *Portland*, Portsmouth, Williams.
- PENNSYLVANIA—*Chester*, Booker T. Washington Junior High, Hoskins, Huber, McCay, Powell; *Delaware County*, Delaware County Public Schools, Aldan, Aston, Bethel, Clifton Heights, Collingdale, Colwyn, Concord, Eastern Thornbury, East Lansdowne, Eddystone, Edgmont, Folcroft, Folsom, Franklin, Glen-Nor Joint High, Glenolden, Kedron, Lansdowne, Leiperlyville, Lima, Lincoln, Lower Chichester, McKinley, Marcus Hook, Marple, Marple-Newtown Joint High, Media, Nether Providence, Newtown, Norwood, Parkmount, Parkside, Prospect Park, Ridley Park, Roosevelt, Rutledge, Sharon Hill, Smedley, Springfield, Swarthmore, Tinticum, Trainer, Upland, Upper Chichester, Upper Providence, Washington, Western Thornbury, Wheatley, Woodlyn, Wright, Yeaton; *Nasareth*, Intermediate; *New Salem*, New Salem Public Schools; *Phoenixville*, Gay Street; *Pottstown*, Pottstown Public Schools, High, Junior High, New Grade.
- TENNESSEE—*Knoxville*, Bell House; *Memphis*, West Tennessee State Teachers College and Training School.
- TEXAS—*Dallas*, Lamar, Richard Lagow, Robert E. Lee.
- UTAH—*Salt Lake City*, Columbus, Garfield; *Sevier District*, Joseph.
- VIRGINIA—*Lynchburg*, E. C. Glass High; *Richmond*, Oak Grove.
- WASHINGTON—*Centralia*, Edison, High, Jefferson, Lincoln, Logan, Oakview, Roosevelt, Washington; *Seattle*, Crown Hill; *Walla Walla*, Jefferson.
- WEST VIRGINIA—*Elkins*, Third Ward; *Morgantown*, Second Ward.
- WYOMING—*Cheyenne*, Johnson, Park Addition.
- Three years
- ARIZONA—*Benson*, Grammar; *Clemenceau*, Clemanceau Public Schools; *Prescott*, Miller Valley.
- CALIFORNIA—*Fort Bragg*, Fort Bragg Public Schools; *Inglewood*, Center Avenue; *Los Angeles*, Alessandro, Cheremoya Avenue, Commercial Education Division, Eastman Street, Fletcher Drive, Fortyninth Street, Ivanhoe, Kindergarten-Primary Division, Los Feliz, Malabar Street, Modern Language Division, Mount Washington, Norfolk Street, Orchestra Division, Pacific Palisades, Palos Verdes, Penmanship Division; *Oakland*, Lazear; *Pasadena*, Junipero Serra; *San Luis Obispo*, Junior High; *Venice*, Machado.
- COLORADO—*Colorado Springs*, Curtis; *Denver*, Baker Junior High, Lake Junior High, Reynolds, Stedman, Teller.
- FLORIDA—*Palm Beach County*, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Central Grammar, Central High, Central Primary, Delray, Green Acres, Hypoluxo-Lantana, Jupiter, Kelsey City, Lake Worth Junior-Senior High, Northboro, North Grade, Pahokee, Palm Beach, Palmetto, Riviera, South Bay, South Grade, South Palm Beach, South Palm Beach Junior High, West Gate, West Grade; *Tampa*, Thomas A. Edison.
- HAWAII—*Halehaku*, Hamakua, Honokohu, Kahului, Kaupakalua, Keokea, Lanai City, Paukolia, Spreckelsville, Waikii.
- IDAHO—*Boise*, Lincoln, Washington, Whitney; *Decatur*, Centennial Junior High, Grant, H. B. Durfee, Lincoln, Pugh, Washington.
- INDIANA—*Hammond*, Lafayette; *Union City*, Union City Public Schools.
- IOWA—*Council Bluffs*, Eighth Street.
- KANSAS—*Hutchinson*, Allen.
- MAINE—*Bath*, North Grammar; *Camden*, Elm Street.
- MASSACHUSETTS—*North Adams*, Mark Hopkins.
- MICHIGAN—*Dearborn*, High, Whitmore-Bolles; *Detroit*, Burt; *Pontiac*, Elmer R. Webster; *Saginaw*, Crary-Lincoln.
- MINNESOTA—*Minneapolis*, Trudeau, Van Cleave; *Rochester*, Rochester Public Schools, Central, Edison, Hawthorne, High, Holmes, Lincoln, Northrop.
- NEBRASKA—*Omaha*, Druid Hill, Long, Mason, Monroe.
- NEVADA—*Lovelock*, Lovelock Consolidated Schools.
- NEW JERSEY—*Absecon*, Absecon Public Schools; *Lyndhurst*, Lyndhurst Public Schools, Columbus, Franklin, High, Jefferson, Lincoln, River Road, Roosevelt, Washington.
- NEW YORK—*Kenmore*, Junior High, Senior High.
- OHIO—*Cincinnati*, Chase; *Cleveland*, Miles; *Hancock County*, Vanlue; *Kenton*, Kenton Public Schools, East, Esby, Grammar, High, North, West; *Marion*, State Street; *Martins Ferry*, Mackey, North.
- OREGON—*Portland*, Eliot, Joseph Lane.
- PENNSYLVANIA—*Bradford*, Bradford Public Schools; *Chester*, Smedley Junior High; *Erie*, Davidson; *Pittsburgh*, Daniel Webster; *Tyrone*, Tyrone Public Schools, Adams, High, Logan, Washington; *Waverly*, Waverly Public Schools.
- TEXAS—*Dallas*, Leila P. Cowart, Sidney Lanier; *Fort Worth*, Washington Heights; *Houston*, Cooley; *Palestine*, Lamar.
- UTAH—*Coalville*, North Summit Public Schools; *Grand County*, Grand County Public Schools, Elementary, High.
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- VIRGINIA—*Newport News*, High.
- WEST VIRGINIA—*Elkins*, Elkins Public Schools, Central, First Ward, Junior High, Third Ward.
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- WYOMING—*Greybull*, High.
- Two years
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- MICHIGAN—*Dearborn*, Dearborn Public Schools, Garrison, High, Lindbergh, Oxford, Southwestern, Whitmore-Bolles; *Detroit*, Angell, Noble, Wayne; *Ferndale*, Wilson; *Grand Rapids*, Franklin Street; *Ironia*, Ironia Public Schools, Emerson, Jefferson, Junior High, Senior High; *Sault Ste. Marie*, Jefferson, Washington.
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- TENNESSEE—*Hamilton County*, Mission Ridge, Salem; *Tyner*, High.
- TEXAS—*Dallas*, Cedar Valley, Cockrell Hill, Fair Park, Lisbon, Love Field, Maple Lawn, William B. Travis; *Texarkana*, High.
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- WEST VIRGINIA—*Big Creek District*, Big Creek District Public Schools, Bartley Grade, Bartley Junior High, Berwind Grade, Berwind High, Canebrake,

The Journal of the National Education Association

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

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Secretary, J. W. CRABTREE

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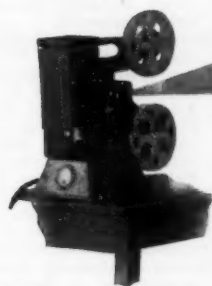
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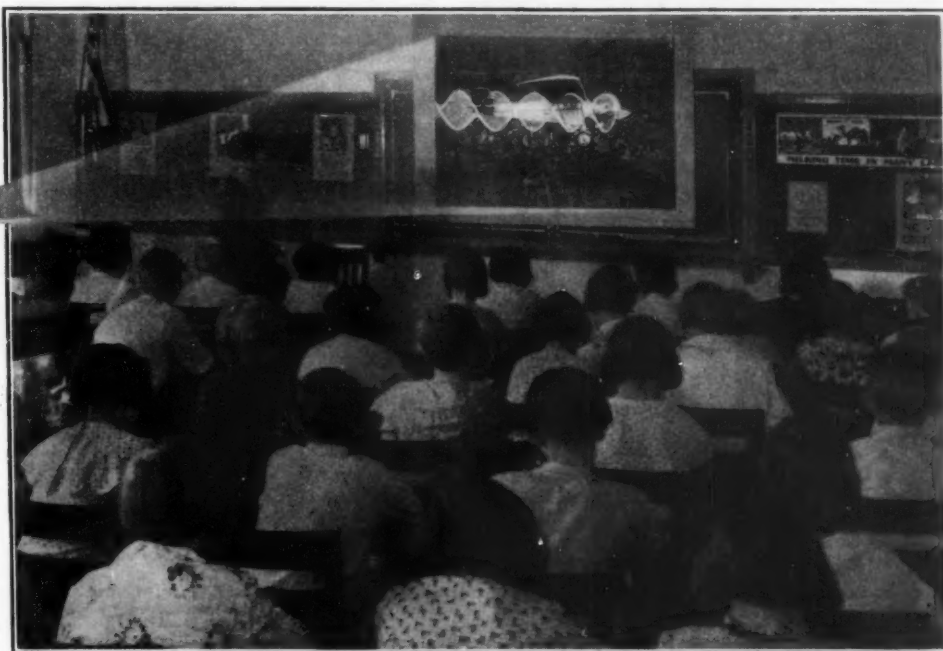
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NEW YORK—Gloversville, Oakland Avenue; Newburgh, Broadway Grammar; New Rochelle, Roosevelt, Stephenson.
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(Continued on page A-48)

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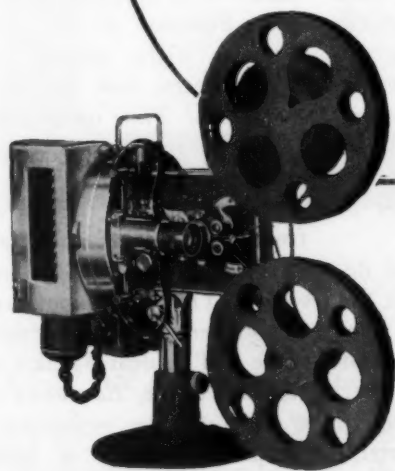
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(Continued from page A-46)

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WASHINGTON—Vancouver, Shumway Junior High.
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Notes and Announcements

Atlantic City exhibits unequaled
—Two hundred thirty-four firms and organizations will occupy the 344 exhibition booths which will cover the floor of the world's largest auditorium in Atlantic City when the superintendents of schools meet to consider the problems of American education.

The exhibits at these conventions constitute an educational fair of great magnitude. Here superintendents will find on display the most recent educational contributions of inventive minds from both within and without the profession. The efficiency and cost of these educative tools and accessory devices may be compared, to the end that the school

superintendent may bring to his community the best at the least expense.

Once a new idea in education meant a new textbook—today it means that and much more. Thousands of devices and supplies designed to supplement books in education will be on exhibit at this great educational fair. Building materials, school seats, sanitary supplies, laboratory apparatus, tools, plumbing, lead pencils, electric clocks, school buses, stickers, liquid soap, and calculating machines are a few of the hundreds of classes of articles listed for exhibit.

The movietone as an educational device will appear for the first time at the 1930 convention; the radio, the loud speaker, and improved office equipment are significant exhibits. A large number of units of space have been reserved by seating companies, motor manufacturers, makers of laboratory and other furniture, publishing concerns, map makers, and manufacturers of musical instruments.

Checks at the Cleveland meeting in 1929 show that 11,491 convention members inspected the exhibits on the first day of the meeting, and that 37,161 were visitors during the convention period.

Atlantic City pageant to interpret leisure program—One of the most elaborate spectacles ever appearing on the program of a national convention will be staged at the meeting of the Department of Superintendence at Atlantic City, February 25, as a feature of the Tuesday night general session, when 2000 youths and adults present *The Pageant of Time* under the direction of Percy Jewett Burrell, pageant director extraordinary.

The members of the cast will be chosen from the students and teachers of the Atlantic City and other New Jersey city schools. The scenario portrays the history and current practise of recreation as a phase of President Frank Cody's general program theme, *Education in the Spirit of Life*.

The importance of leisure time is demonstrated through many allied arts. It is also designed to show the need of giving such training in the schools that the youth of today and the adult of tomorrow may know better how to choose wisely the occupations for their extra hours.

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(Continued on page A-50)

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(Continued from page A-48)

tory of man's slow climb toward his ideal. Symbolic characters issue a challenge to wiser use of the hours as they pass one by one from the future into the present and out again into the past. Education accepts the commission to appropriate the treasures of Time to a more noble use.

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Allied organization meetings—

The following organizations in alliance with the Department of Superintendence will hold their separate meetings at the time of the Department meeting in Atlantic City:

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Rural Education
Secondary School Principals
Supervisors and Directors of Instruction
Municipal Normal School and Teachers College Section
Deans of Women
High-School Inspectors and Supervisors
National Council of Childhood Education
National Society for the Study of Education
College Teachers of Education

Dates for these meetings appeared on p19 of the January JOURNAL.

The National Council of Education will meet in Philadelphia on February 22.

The National Council of State Superintendents will meet at Atlantic City, February 24.

The Department of Vocational Education has just announced its meeting: Atlantic City—Feb. 25, 26 at 2 p. m.

(Continued on page A-52)



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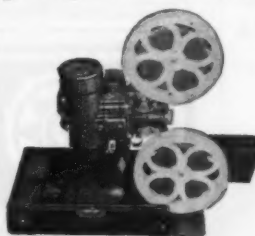


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How the School Can Prevent Colds



"COLDs are responsible for more absences in the schoolroom than anything else," writes J. Mace Andress in "What Is Your School Doing to Prevent Colds" for February HYGEIA. Since this is the season for colds, Dr. Andress' article is especially timely.

He believes that the schools can play an important role in combating the cold malady so prevalent, and gives practical, tangible suggestions for cold prevention in the schoolroom.

Dr. Andress, noted health educator and author of several widely known health texts, is editor of "Health and the School," a department appearing each month in HYGEIA, the health magazine. "Health and the School" is a distinct, complete section containing concrete examples of good health teaching (contributed by teachers), suggestions for health teaching, reviews of new health books and teachers' materials, etc.

"Health and the School" is just one of the reasons teachers are looking more and more to HYGEIA for forceful, attractive health material—practically every article can be utilized!

For February HYGEIA

Besides the regular editorials and departmental features in February HYGEIA, the table of contents will include: "Lying Labels—Banned by Food and Drugs Act," "How Does Your Child Talk?," "The Trial of Johnny Jones," a health play; "Safe Reducing Diets," "Cancer of the Mouth," "Prevalence and Treatment of Syphilis," "Mental Health of Children," etc.

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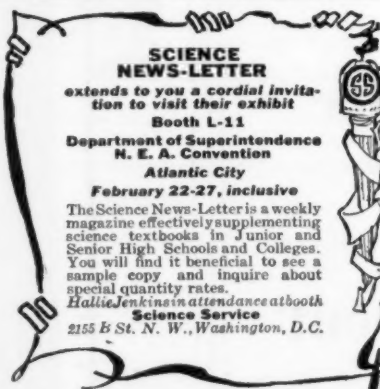
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(Continued from page A-50)

Atlantic City radio program—If circumstances beyond your control prevent your attending the Atlantic City meeting, three of its splendid programs can be brought to you in part if you will write down these dates and remember to tune in:

Tuesday, February 25, 10:30-11 p. m. NBC

Master of ceremonies—Frank Cody, president, NEA Department of Superintendence, superintendent of schools, Detroit, Michigan.

What dad wants to know about schools—R. G. Reynolds, principal of Horace Mann School, Teachers College, Columbia University.

How to get a job and keep it—C. R. Dooley, Standard Oil Company of New York.

Giving rural children a fair start in life—Florence Hale, state director for rural education, Augusta, Maine.

Wednesday, February 26, 9-9:30 p. m. CBS

Master of ceremonies—Joseph M. Gwinn, superintendent of schools, San Francisco, California.

The United States studies its high schools—Leonard F. Koos, professor of education, University of Chicago.

The press and the school in education—John H. Finley, New York Times, New York City.

Using the radio in education—R. G. Jones, superintendent of schools, Cleveland, Ohio.

Thursday, February 27, 2 p. m. NBC

National high-school orchestra—Walter Damrosch, guest conductor. J. E. Maddy, school of music, University of Michigan, conductor and manager.

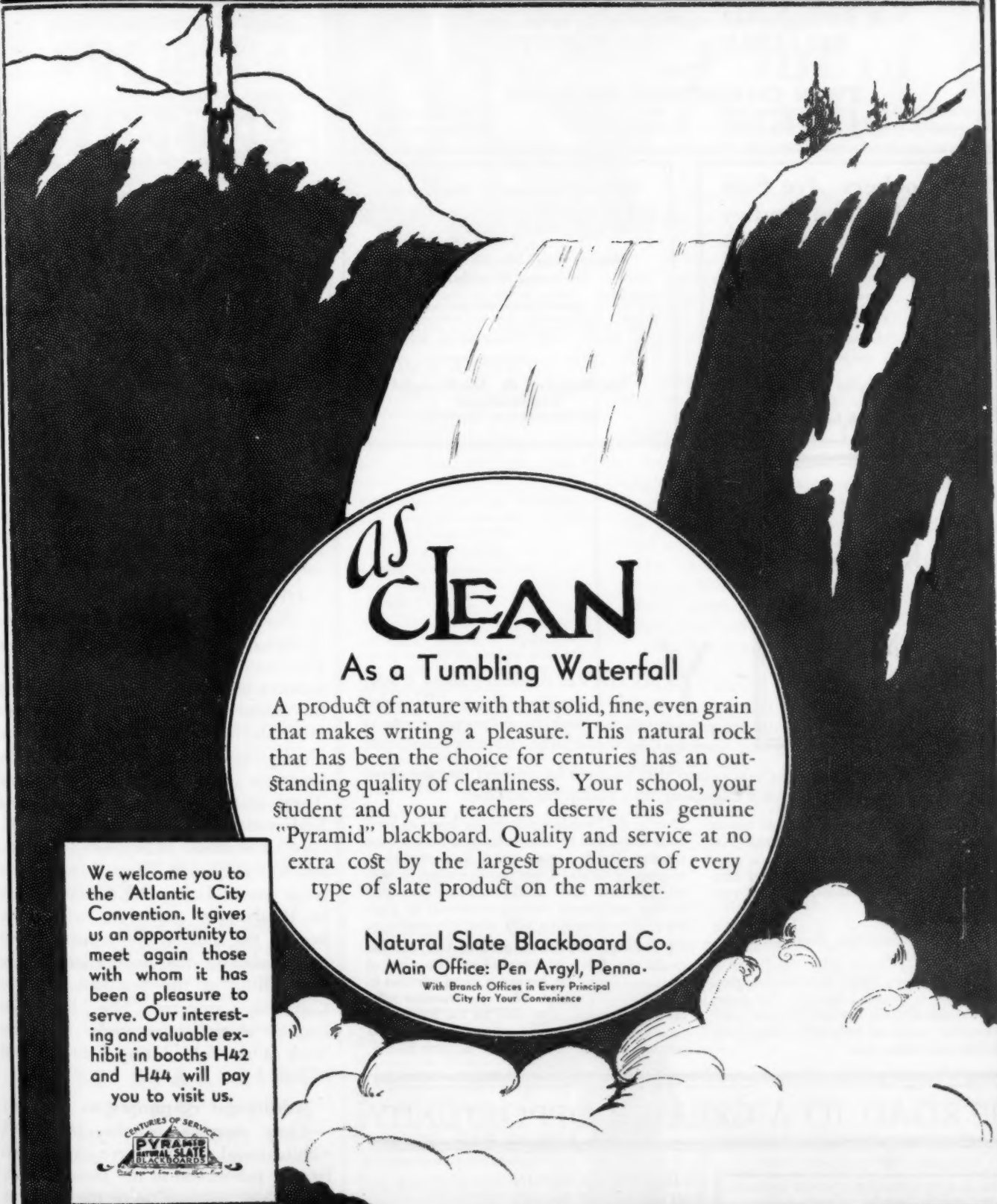
Note these on your calendar—The annual conference of the National Vocational Guidance Association will be held in Atlantic City, February 20, 21, 22. The headquarters of the conference will be the Hotel Chalfonte. Dr. Morris S. Viteles of the University of Pennsylvania, chairman of the program committee, has arranged a program of unusual interest. Each topic to be touched on is an essential phase of guidance and each will be discussed by leaders who will present the latest findings in their particular field.

The Department of Adult Education will hold a dinner meeting in the Ozone room of the Dennis Hotel, Monday evening, February 24, and a conference on Wednesday morning, February 26, at 9 a. m. in the Atlantic City auditorium.

Schoolmasters Rotary luncheon—According to Frank D. Boynton, president of the Schoolmasters Rotary Club of the National Education Association,

(Continued on page A-54)

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(Continued from page A-52)

a Rotary luncheon will be held at the Chelsea Hotel, Atlantic City, Thursday, February 27—12 noon sharp. Those who will appear for five minutes each on the program are: President Frank Cody, A. E. Winship, William John Cooper, Frank P. Graves, E. W. Butterfield, Francis G. Blair.

All members of the Department of Superintendence who are Rotarians at home are invited to attend this luncheon.

Summer convention plans near completion—President E. Ruth Pyrtle spent a part of January in Washington perfecting arrangements for the Columbus meeting, June 28 to July 4. The program promises to be one of the strongest in many years.

Secretary Crabtree cites NEA progress—In his holiday letter to superintendents and principals, Secretary Crabtree gave this encouragement:

What wonderful progress has been made! Membership has gone from 7500 to 200,000 in a decade. Salaries have improved fifty percent. Tenure is much better. Retirement regulations have been improved one hundred percent. Twenty lines of service are operating. Keep the good work going.

Of interest to classroom teachers—Miss Eula F. Hunter of Fort Worth, Texas, president of the Department of Classroom Teachers, was granted a month's leave of absence with salary by her school board during October and November to carry on field work for the Department. She was a speaker on the programs of the Iowa, Louisiana, and Texas State Teachers Associations and held conferences at Kansas City, Chicago, Columbus, Cincinnati, Atlanta, and several cities in Texas. Miss Hunter spent several days at NEA headquarters in Washington conferring with members of the staff on Department activities, including the publication of the News Bulletin, the Yearbook, and the Columbus program. She has been granted several more weeks' leave for work in the field during February and March.

Additional responses to roll call—These answers to the JOURNAL's eighth annual roll call were received too late for publication in the January issue. Illness and distance were the cause of their tardiness. They report the following outstanding educational achievements during 1929:

Arizona—New certification regulations of the state board of education which, among

(Continued on page A-56)

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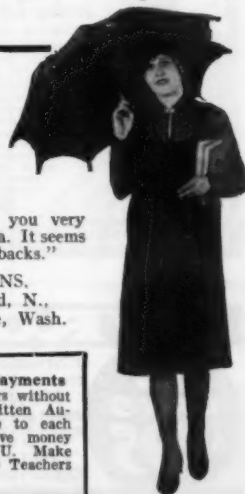
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Miss Loretta Iwen of Shawano, Wis., wrote recently:

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(Continued from page A-54)

other requirements, provide for a minimum of three years teachers-college training for elementary teachers.—E. W. Montgomery, NEA state director, Phoenix.

Philippine Islands—Greatly increased extension of educational opportunity through expansion of the public-school system in the elementary grades without lowering standards of efficiency or sacrificing quality of instruction.—Luther B. Bewley, director of education for the Islands, Manila.

Samoa—Appointment of district supervisors to take care of the minor difficulties that are bound to come up and would otherwise take the valuable time of the director or the superintendent of education.—Paul T. Diefenderfer, director of education for Samoa, Pago Pago.

Educational Research Service—The NEA Department of Superintendence in collaboration with the Research Division conducts the Educational Research Service for the information of school systems. The service is supplied at a charge of \$25 a year.

Circular No. 9, December 1929, stresses the survey given of material to be found in magazines recently on the subject of the "football disease" in American colleges, inspired by the Carnegie Foundation report entitled, "American College Athletics."

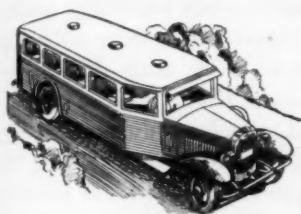
Other outstanding educational articles are listed under the following subject-headings:

Education and Main Street
What price professors?
The undergraduate
Colleges for women
Nature and nurture.

Association officer writes historical novel—L. W. Rogers, chairman of the budget committee of the National Education Association and first assistant state superintendent of Texas, is the author of *His Own People*, the story of a pioneer minister's family in Texas. This book published recently by Laidlow Bros., shows the indomitable spirit of the frontier when courage, devotion, and a heroic faith were helping to build America.

Educator expresses approval of leisure program—I have been greatly impressed with the editorial, "The Leisure of Tomorrow" in the January JOURNAL. It seems to me that a complete study of the use of leisure by the American school child would be one of the most vital and intelligent "surveys"

(Continued on page A-58)



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(Continued from page A-56)

that could be fostered by the NEA. My work here at Rollins has been almost wholly an attempt to develop interests and habits that will enable people to use their leisure time to yield them the largest happiness in living.—Edwin O. Grover, Rollins College, Winter Park, Florida.

Challenge to teachers colleges—

The following extract from a letter to the Editor is a challenge to the teachers colleges to provide welltaught courses in children's literature. How can we pass our heritage on to the children if teachers themselves are unfamiliar with it. Here is the quotation:

The past summer I taught children's literature in the — Normal School. Out of a large class of experienced teachers, as well as younger ones, none of them knew anything at all about either the up-to-date best books for children or the old standards. The situation is very tragic and also very general.

In the Editor's mail—Once again the JOURNAL of the National Education Association has arrived and I am enthusiastic in my appreciation of it. When one begins to look forward to the ar-

rival of a professional magazine with the same zest that one looks forward to the arrival of *Harpers* or the *Forum* that professional magazine is meeting a "life need." You have succeeded in making a vital educational contribution through the JOURNAL.—Effie MacGregor, principal, Burroughs School, Minneapolis, Minnesota.

Boy Scouts anniversary—The Boy Scouts of America, committed to a program of character building and citizenship training for boys, will celebrate its twentieth anniversary, February 7-13, 1930. Principal events of the week will occur on February 8, the twentieth anniversary of the incorporation of the Boy Scouts of America. During the week Boy Scouts will participate in many civic and community activities.

Are you planning for commencement?—The Association has brought together the best material available pertaining to vitalized commencements. Schools interested in making their commencement exercises a vital part of the year's program may receive aid by writing to headquarters.

Build that school building now—More municipal bonds were sold during December 1929, than during any December since 1921. This is a good time to build school buildings.

The NEA is cooperating with the U. S. Department of Commerce in an effort to encourage school building thereby promoting the welfare of the nation's children together with stabilizing industry and employment

"This is your country—beautify it"—This is the prize-winning slogan won by a Detroit school girl in competition with more than 6000 slogans submitted for the prize offered by Mrs. John D. Rockefeller, Jr., for the phrase which would "most stimulate interest in the beauty of the countryside and enlist popular support in preserving and beautifying it."—*Journal of Education*.

Benefits of radio—"Radio arouses and stimulates curiosity, breaking down error, prejudices, and other evils through the broadening and illumination of men's horizons. It is this, rather than direct instruction, that is the big thing."—W. H. Lighty.



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