

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

The Growth of Our Association— <i>Editorial</i>	69
School Finance Legislation in 1929— <i>William G. Carr</i>	70
Interpreting the Public's Schools:	
The Problem; New Emphasis Necessary; News Versus Propaganda; What Is News?; The Newspaper's Attitude; Writing the Story; Schools An Economic Necessity; New Duties of the Schools; The "Frills and Furbelows"; The Use of Comparative Statistics; The Language of Busi- ness; Other Forms of Publicity; A Few Good References	71
Europe-Minded Reading— <i>Margery C. Quigley</i>	83
Celebrating the Covered Wagon Centennial— <i>Illustrated Feature</i>	84
Vitalized Group Study and Faculty Meetings	86
The Press and the School	87
Education for a Better World— <i>Ross L. Finney</i>	91
The Mental Health of the Adolescent— <i>J. Mace Andress</i>	93
Educational Opportunities in Radio during March	94
4-H Club Work— <i>C. B. Smith</i>	95
Growth of Education Associations— <i>Statistics</i>	98
Builders of Our Profession	99
Notes and Announcements	A-78

PUBLISHED MONTHLY, EXCEPT JULY, AUGUST, AND SEPTEMBER, BY THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS MATTER OCTOBER 28, 1920, AT THE POSTOFFICE AT WASHINGTON, D. C., UNDER THE ACT OF AUGUST 24, 1912. ACCEPTANCE FOR MAILING AT SPECIAL RATE OF POSTAGE PROVIDED FOR IN SECTION 1103, ACT OF OCTOBER 3, 1917, AUTHORIZED JANUARY 26, 1921.

Clark-Otis-Hatton MODERN-SCHOOL ARITHMETIC

By John R. Clark, Arthur S. Otis,
and Caroline Hatton

MISS KATHARINE LEONARD, Head of Mathematics Department in State Teachers College, Moorhead, Minnesota, writes in the Minnesota Journal of Education concerning this improved new series: "The teacher will like them because of the abundance of drill material, the psychological presentation, the excellent diagnostic and remedial practice, the challenging progress tests, and the close relation to real activities of child life."

The books for Seventh and Eighth school years are now ready, completing the series for grades 3 to 8.

Send for complete description

World Book Company
Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago

About Ready

DO AND LEARN READERS

A First Primer: *Boys and Girls at School*
Primer: *Boys and Girls at Work and Play*
First Reader: *Our Friends at Home and School*
Second Reader: *Stories of Animals and Other Stories*
Third Reader: *Interesting Things to Know*
Two Teachers' Manuals

BY

MARGARET WHITE, A. M., and ALICE HANTHORN, A. M.,
General Supervisors, Elementary Schools, Cleveland, Ohio

Profusely illustrated in four colors

A VERY attractive series in which project activities provide the foundation for learning to read, and furnish the subject matter of the reading lessons. Also adapted to other methods. Fresh, absorbing stories dealing with animals and the things children like to do. A carefully developed vocabulary.

American Book Company
New York, Cincinnati, Chicago, Boston, Atlanta

WINSTON

A COMPLETE ARITHMETIC PROGRAM

To satisfy your every need in elementary arithmetic



I. THE TRIANGLE ARITHMETICS

A modern, basal series—published in both three and six-book editions—with or without answers—for grades 3 to 8 inclusive. A complete series—requiring no additional material.

II. DIAGNOSTIC TESTS and PRACTICE EXERCISES in ARITHMETIC

Not just another series of work books in arithmetic, but exact instruments of pupil diagnosis. They provide preventive treatment against arithmetic disorders. A pad for each grade from 3 to 8. For use with any basal series.

III. CURRICULUM TESTS IN ARITHMETIC PROCESSES

These standardized tests are to be used monthly to measure the progress of pupils in arithmetic processes. They include an individual progress chart. A booklet for each grade from 3 to 8. For use with any basal series.

May we send you detailed information about this complete program?



THE JOHN C. WINSTON COMPANY



WINSTON BUILDING, PHILADELPHIA

Chicago

Atlanta

Dallas

San Francisco

FOR TEXTBOOKS

The Growth of Our Association

TWENTY-FIVE TIMES what it was in 1917! That is the story of our Association's growth. More than a thousand new life members during 1929; older departments steadily growing; younger departments gaining in vigor and vision; a fine new building soon to be built to house the activities of the Association—thousands of fine men and women have helped to achieve these results. They have built their lives into the Association and have for it an affection that is deep and abiding. The success of the life membership movement is an eloquent tribute to the profession. It shows dedication and devotion. It fixes attention on leaders who have faith in the future of teaching.

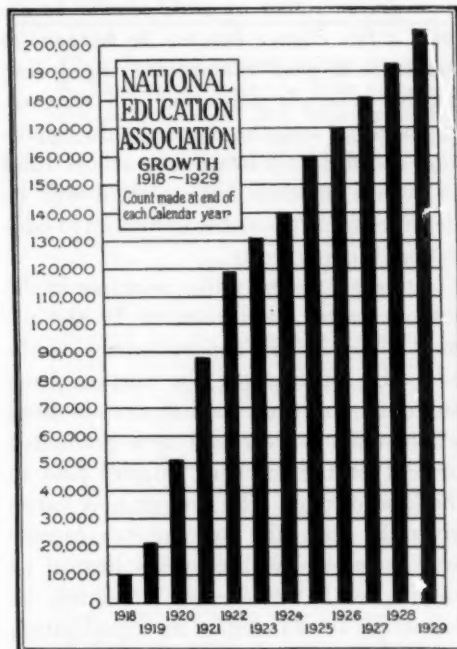
The annual membership count on January 1 as given elsewhere in this issue is well worth reading. This growth in numbers is merely an index of that larger growth of professional activity which is as wide as teaching itself. Among the projects around which this growth has centered are the following:

The enlistment of the profession in local, state, national, and world associations—It is no small matter to arouse great numbers of teachers who have worked merely as individuals to an active and collective sense of the importance of their responsibility. The progress thus far points the way to a time when no teacher would wish to be without his share in the common enterprise.

The extension of professional study—Many of us now active, began our schooling under teachers who were eighth grade graduates or less. No one of professional standing today believes that a teacher can be properly trained with less than fourteen years of schooling and the best thought demands sixteen. The evolution of the normal schools into teachers colleges has come within a few years, summer school enrolment runs into hundreds of thousands, extension classes, regular faculty meetings, better reading, improved conventions, increased travel—all these contribute to a new intellectual life among teachers.

The growth of departments—As educational science develops it is more and more apparent that each group within the profession has peculiar problems which require common action for their solution. Every advance which a depart-

ment makes adds to the strength of the mother association. Among notable achievements of departments are:



The annual conventions and the yearbooks produced by the commissions of the Department of Superintendence

The bulletins and yearbooks of the Department of Elementary School Principals

The standards for teacher training established by the Department of Teachers Colleges

The yearbooks of the Department of Classroom Teachers and its service in arousing interest among this group

The program of the Department of Adult Education for the enrichment of human life

The unification of the secondary school principals into a department of the Association.

The development of the state and local associations—State, local, and national associations have been parts of the all-inclusive body since the reorganization in 1920. The work of all groups has been vitalized, the development of leadership within the states has gone forward, and a fine group of fulltime secretaries has given new impetus to the professional advance.

The building up of the headquarters staff—A man who came to the Association offices after having made the rounds of several offices in Washington commented on its superior efficiency and spirit. This is a frequent experience. It means much to the teaching profession to

have in the capital city—where so many events of vast consequence are now taking place—a body of trained men and women familiar with educational policy and needs throughout America. It is a satisfaction to know that the Association's affairs are in the hands of experts ready to make effective policies developed by the various official boards of the Association.

The interpretation of education—The content of this issue of THE JOURNAL suggests the emphasis which the Association places upon the interpretation of education. No enterprise so vast as our system of schools can go forward effectively without a full understanding of its purposes, achievements, activities, and needs. Through its program of research; through THE JOURNAL, through magazines, newspapers, and radio; and through contacts with other organizations the Association has helped to build up a far-reaching appreciation of the schools. Every teacher has a stake in this work which must go steadily forward.

Improved relations with other organizations and with the government—Through its officers, its departments, its committees, and the varied activities of the staff, the Association comes into cooperation with many other associations and with the different branches of the government. At no time have these relations been more extensive or mutually helpful than now.

Other problems needing immediate attention—All its achievements thus far are merely a preparation for the great work which lies ahead for the Association and the profession. Among outstanding needs are these:

A thorough nationwide survey of teacher status and training

The further enlistment of the profession in its associational work with a still closer cooperation between local, state, and national groups

A remedy for the starvation of rural education, which exists to an extent that seriously threatens the integrity of rural life

The adaptation of the high school to the life around it

The integration of vocational and general education so as to produce efficiency in work along with richness in living

The unification of the educational activities of the federal government

The encouragement of adult education with special reference to the wise use of leisure, homemaking, and community planning.

School Finance Legislation in 1929

WILLIAM G. CARR

Assistant Director, Research Division, National Education Association

THE EFFICIENCY of a state school system depends largely upon the legislation enacted regulating school finance. The state legislatures determine, within limits, the amount to be spent for educational purposes; how, when, where, and by whom this money shall be collected; for what types and levels of education the money may be spent; how, when, and where money may be borrowed for schools; what types of taxes shall be levied for schools, and at what rate; how money shall be apportioned to the local school units; how it shall be budgeted; how spent; how accounted for. The power thus wielded by the legislatures may bring either good or bad results to the schools. If meager funds are provided teachers are illpaid and therefore largely untrained for their important work; school buildings are unhygienic, in poor repair, and obsolescent; equipment is meager; cheap textbooks or no textbooks at all are supplied; the general educational and cultural level of the state falls. If, in addition, unjust and antiquated methods of distributing state school funds are in use, wealthy districts can support elaborate educational programs with ease, while the poorest districts (usually rural) can maintain the threadbare minimum requirements with difficulty. Or, schools at one level may have abundant resources to conduct a vigorous program while other educational levels perform their functions in poverty. On the other hand, we find good schools in those states where legislators have provided adequate school funds and have apportioned the money in accordance with correct principles.

Of the forty-six legislatures meeting in 1929, at least forty considered school finance measures. The dominant issues were taxation for educational purposes and the apportionment of state school funds. Recent legislation pertaining to school finance reveals these trends:

(1) Changing of the method of apportionment of state school aid to recognize more fully the equalization principle.

(2) Increasing state funds available for school purposes.

(3) Levying various types of indirect taxes for educational purposes.

The equalization principle in education declares that no child should be denied a fair chance because he happens to reside in a poor community. According to this principle education is a state responsibility and the state should apportion a sufficiently large state school fund in such a manner that no child will be deprived of a reasonable minimum of educational opportunity.

Attempts to apply this principle in the various states have resulted in the utmost diversity of apportionment methods. In Connecticut the amount from an equalizing fund paid to certain local school units is expressed as a graduated percent of the teachers' salaries paid in the local district. The percent now varies inversely with the average tax income over a period of three years instead of varying with the assessed valuation, as formerly. In Michigan an equalization fund of two million dollars was ordered distributed to certain local units according to the way in which the ratio of children to taxable wealth in the district compares with the same ratio for the state. Indiana now requires that forty-five percent of a seven-cent education tax shall be used to aid the poorer school districts. The method of apportionment is essentially unchanged but more money is now available as an equalization fund. In Utah joint legislative resolutions submit to the people in 1930 the question of providing a state school equalization fund which will yield approximately \$750,000 a year.

That the theory of state responsibility for education is gaining ground is indicated by the increases in amounts of state school aid in several states. For example, Illinois increased the state aid to \$10,000,000 a year—an increase of twenty-five percent. Delaware increased the state appropriation for current and building expenses by thirty and twenty-five percent respectively. Alaska appropriated \$20,000 for the education of isolated children. Ohio set aside \$4,000,000 for the equalization fund. Texas appropriated \$2,100,000 for a similar purpose.

While expenditure and apportionment thus received much attention from 1929 legislatures, the matter of school revenue

was not overlooked. One marked tendency was the decrease of restrictions on local school units in voting school taxes. Methods were provided for raising or removing maximum school tax limitations in California, Colorado, Delaware, and Michigan. *The outstanding movement in school finance, however, is the gradual supplementing of the general property tax by other methods of taxation.* The income tax, the tobacco tax, and the gasoline sales tax received widespread consideration. For instance, a straight net income tax in Arkansas will contribute \$750,000 for schools. In Arkansas also the tobacco tax was improved in its administration so that it will now yield approximately \$1,400,000 annually. In Montana, a measure for levying a cigaret tax from which one half the revenue was allocated to the equalization fund was lost in the senate. A gasoline sales tax for educational purposes was passed in Georgia, Florida, and Texas. In Georgia a one-cent per gallon tax for schools will yield about \$1,250,000. In Florida an additional tax of one cent per gallon was levied for educational purposes. One-fourth of a four-cent gasoline tax in Texas is allocated to the state available school fund.

School legislation of 1929 shows encouraging trends in the field of school finance. States early recognized the value of educational opportunities for all their children. Some soon felt the unfairness of permitting the child's opportunities to depend upon his place of residence. Minimum educational requirements to be fulfilled by the local units were established. It was then found that some local units met these requirements with comparative ease; others, with difficulty or not at all. But more recently the states have begun to assume responsibility for equalizing both the burden of school support and the opportunities for education. To this end, state legislatures are changing bases of apportionment, increasing state equalization funds, and levying newer types of taxes which will yield sufficient revenue to provide all the children a more equal educational opportunity. [Full account in *State School Legislation, 1929*, Address NEA Research Division.]

The Problem

DURING the past decade publicity has become the fetish of every type of organization making an appeal for public support. All kinds of causes, public and private, benevolent and selfish, commercial and altruistic, have organized publicity departments for the purpose of keeping the public informed about their activities. In many instances they have employed trained newspaper men to write copy for them, not because these men knew more about the cause or the business for which they were to work, but rather because they knew how to prepare copy that stood a chance of being accepted by the managing or city editors of the newspapers to which it was sent.

The public school system is one of the few exceptions to the general rule that an institution depending on the public has developed an organized publicity department. This is due, in the main, to two causes:

(1) The expense of such a department

(2) The schools are so close to the public that the newspaper men in every city include the office of the superintendent on their regular "beats," so the school officials have not felt the need of an organized department to handle school news.

The rapid expansion of the public school system in every section of America during the past decade has brought about a new situation, however, which should be met by the school people themselves. The employment of a paid publicity man is still of doubtful wisdom in the vast majority of cases but with the widespread attack on the public school system in every part of the nation it behooves the school people to furnish the public more facts about the schools which will not only counteract these attacks but will help the public to understand the vast changes that have come about and are yet to come in the public schools.

The schools, of course, belong to the public which pays the bills; and school boards, school officials, and teachers are just as much servants of the public as is the governor of a state or the president of the United States. The public, as the owner of this vast enterprise, is entitled to complete information about the schools. America believes in education—believes in it as have no other people in the world at any time in the history of the world. Continued and increased sup-

port of the schools from a financial standpoint will come only when the public understands thoroughly what the schools are doing with and for the children of the

THE SCHOOLS belong to the people.

They touch daily the lives of citizens in ways that are intimate and vital. They can do their best work only in an atmosphere of appreciation, cooperation, and generous support. Without these their educational functions become dwarfed and petty. Only by the closest cooperation between homes and schools can the cardinal objectives of education be achieved in the growth of children. Every educational worker therefore faces the challenge to interpret the schools in many ways. Every child is an interpreter. Every teacher is an interpreter. Every principal, supervisor, or superintendent must meet a legitimate demand for significant and interesting facts about the work of the schools. When this demand is met in the right spirit the public will do its share. THE JOURNAL takes pleasure in reproducing here a most excellent handbook developed for the North Carolina Education Association by the committee on public information. This book is full of specific suggestions and will be helpful to all teachers.—J.E.M.

nation. The reason there has been a nationwide attack on the schools is because the professional people charged with the responsibility for administering the schools, have not lived up to their opportunity to keep the public informed. The teachers have been so much engaged in working with the children—for which they are paid—that they have not worked with the older people as much as would have been good for the cause. The schools, therefore, in thousands of American communities are doing a work today which the supporting public does not understand and will not understand until the teachers take the time and trouble to get this information out in such form that the patrons not only understand but sympathize.

There are literally millions of people in America today who do not understand why their children in the first grade are not taught the A, B, C's, just as they were taught them, who think that music, art, vocational training, and the other new features of the enriched curriculum are fads and fancies, who firmly believe that

one reader a year is enough for any child in the primary grades and that the addition of other books is the result of good salesmanship on the part of book company representatives, who are positive that the vast increase in expenditures for public schools is the result of inefficient management on the part of school officials and teachers, who still believe that the Blue Back speller is the best textbook ever published, who have no conception of the additional duties and responsibilities which society has loaded on the schools, and who are not yet convinced that the youth who went to the little red schoolhouse was not better prepared for life and had more useful information than does the modern youth who graduates from one of the institutional high schools. Such people think an activity program is play. They understand nothing of the spirit of freedom in the schools today. They are positive that the child in the modern school gets a smattering of many things but learns nothing thoroughly.

The natural result is a lack of sympathy because there is a lack of understanding. Professionally, we have traveled far and fast during the past quarter of a century, and we have left the public far behind, groping in the dark in an effort to understand what the schools are doing with the children, why it is costing so much more money than it did when the parents went to school. This is not arraignment of the teaching profession, for teachers, like other professional people, are so much interested in their work that it has not occurred to the majority of them that the public did not understand and was not wholly sympathetic with the main objectives of the modern school system.

Before we can make further material advances or even hold the ground the schools have already gained it is going to be necessary that there be a more complete understanding between the public and the teachers. If it is unwise or impracticable for a system, be it state or local, to develop a department whose duty it is to give the public the facts about the schools, it therefore becomes necessary for the school administrator, be he large or small, and in some measure for every teacher, to take on these additional duties. It is with the idea of helping make this new task easier that this is written.

New Emphasis Necessary

THE MOUNTING COST of operating the public schools makes it necessary to place the emphasis on a new phase of public information about the schools. In the past, news items about schools in general have been based largely on the growth of this typical American institution. This has been favorable publicity because it has been an evidence of the fact that the public is using the schools more and more. The growth has been faster than the population increase.

The schools have grown so fast during the past ten or fifteen years, however, that the mounting cost of operation has apparently slipped up on some of the large taxpayers who are thinking in terms of cost rather than results. It is necessary, therefore, that school publicity in the future emphasize the results, or rather the dividends on the investment that the public is making in education. We have reached the point where it is necessary to explain why the costs have increased so rapidly. The normal growth of the schools will not explain the increased cost in any community. The publicity about increased costs should involve these six features:

- (1) Increased enrolment
- (2) Greater average daily attendance
- (3) Lengthened term
- (4) Better trained teachers
- (5) Depreciating dollar
- (6) Richer course of study.

When legislatures, boards of aldermen, or county commissioners begin to study school costs today they invariably hark back to the cost of schools when they were in school. If they see, for instance, that whereas the state, county, or district was spending \$1 for schools twenty-five years ago it is now spending \$25, the only thing that seems to impress them is an increase of school expenditures of 2500 percent. They never take into consideration the great increase in enrolment, the better average attendance, or the longer term. All three of these things make for a normal increase even if everything else were on the same basis as it was twenty-five years ago. In addition to these elements which enter into increased costs, emphasis must be placed on the fact that as teachers become better trained they have to be paid somewhat in proportion to the amount of money they have in-

vested in their training. The public also needs to understand that in order to take care of the vastly increased enrolment over a period of years it is necessary to provide a more varied course of study.

IN MOST small towns and rural neighborhoods the teacher is the most important person in the community. He may not feel important, he may not wish to be important, he may not be recognized as important, but by the very nature of his occupation he does more to determine the happiness and the future of that community than any one else in it. To dwarf his life by low salary, insecurity of position, lack of understanding and appreciation, is to rob the children for whom he is responsible. This is inescapable. If we desire to improve the children, to build up the schools, let us do better by the teachers. Why not begin by paying them salaries and subsistence during the period of training as we do such other public servants as soldiers and sailors?
—J. E. M.

The public often thinks that additions to the course of study, which make up the enriched curriculum in the modern school, are the result of the desire of school people to add frills and furbelows to the curriculum. Very rarely does it take into consideration the fact that in broadening the enrolment the schools are today attempting to teach a great many different types of children as compared with a quarter of a century ago. In order to meet the needs of all these children it is necessary to put in additional courses of study which were not needed when practically all of the children enrolled in public schools were there for the purpose of preparing for college. The public school has just as much an obligation to the child who is mechanically minded as it has to the child who is interested in securing an academic education. Our compulsory laws force every type of child into the school for a limited number of years. If the law compels children to go to schools it also lays on the schools an obligation to give every child the type of training which his mental ability and aptitudes demand.

The depreciating value of the dollar is also something the public does not consider when it thinks of increased school costs. The manufacturer readily under-

stands and appreciates the fact that he cannot buy raw material or labor for the same price paid for these commodities a quarter of a century ago. The business public generally understands this when it relates to every line of private business but it is rare that consideration is given to the fact that a part of the greatly increased cost of schools is the result of the dollar not being worth as much as it was twenty-five years ago, and, therefore, will not purchase as much as it did then.

It is going to be necessary more and more for school people to emphasize the fact that although the costs are very much larger than they were twenty-five years ago, a part of this increased cost is absorbed in the increased school load, which is represented by increased enrolment, increased attendance, and lengthened term. This, of course, will not absorb all of the increased costs. The additional increase must be taken care of in showing the public that the schools today are being called on by society to do a great many things they have not had to do in the past. Any school publicity which fails to emphasize the dividends on our investment in education falls short of the opportunity to get to the public the kind of information tending to insure continued and increased financial support for the schools. The lack of this information in the minds of the public means that when the fight is made on school budgets the school people are helpless against the attacks of those who think only in terms of cutting the tax rate.

The emphasis, therefore, in future school publicity should be on these phases of school work:

- (1) Dividends on investments in education as evidenced by:
 - (a) Increased property valuation
 - (b) Increased earning capacity or incomes
 - (c) Increased library and magazine circulation
 - (d) Earnings of graduates
 - (e) Better management of public affairs
 - (f) Cultural dividends—music, art, etc.
 - (g) Larger college enrolment.
- (2) Comparing costs with increased job being done by schools.
- (3) Depreciation of purchasing power of dollar.
- (4) Correlation between per capita expenditure and the percentage promotion in school.
- (5) Increased high-school enrolment: why high-school instruction costs more.

News Versus Propaganda

THE NEWSPAPERS of the country are the mediums through which much information about the schools gets to the public. The newspaper is by no means the only form of publicity but it is of sufficient importance to justify a study, during the next few chapters, of ways and means of getting this form of publicity for the schools. Because the newspapers generally are public servants and the schools belong to the public the newspapers are interested in school news. They are, therefore, willing and fruitful mediums of information, not only because of this interest, but because they reach more people in a community than any other single agency.

The newspapers are interested in school news not school propaganda. There is a difference—a difference that is represented by the possibility of first page appearance for news and waste-basket oblivion for propaganda. The utter futility of much of the publicity work done in the country by men and women untrained for this particular effort is due to the fact that news is one thing and propaganda another.

News is an activity, a happening, or a project in which the general public is interested. This interest is motivated by one or more of the following:

- (1) Natural curiosity
- (2) Personal
- (3) Desire for information about public and quasi-public affairs.

If the wife of the superintendent of schools sued him for divorce that would be news because of curiosity. If the schools gave a play or put on a program of any kind, and the newspapers mentioned the names of the children in the play or on the program, that would be news because of the personal interest of that portion of the public knowing the

children. If the school board decides to float a bond issue for the erection of new buildings that action would fall under

THE SOCIAL INHERITANCE—The social inheritance of ideas and emotions to which the individual is submitted from infancy is more important than the tendencies physically transmitted from parent to child. The power of education and government in moulding the members of a society has recently been illustrated on a large scale in the psychological transformation of the German people in the life of a generation. Some (thinkers) are coming to the opinion that enormous differences in capacity which seem fundamental are a result of the differences in social inheritance and that these are again due to a long sequence of historical circumstances; and consequently that there is no people in the world doomed by nature to perpetual inferiority or irrevocably disqualified by race from playing a useful part in the future of civilization—Bury. *The Idea of Progress*.

the third interest classification. The classification of news usually is not as hard and fixed as the above illustrations. Generally, a happening is news because of two or all of these interests.

Propaganda is something in which you are interested, either from personal, selfish, or other reasons, in which you would arouse the public's interest. All advertising is propaganda but not all propaganda is advertising. Much news is propaganda but it is news first. The news element must be present—propaganda may follow—but there must be a news basis if the newspaper editor is to give it serious consideration for his columns. Propaganda, as such, has no real place in the news columns, although the average editor is perfectly willing and anxious to

help along a good cause which has the public or community welfare as the ultimate goal. If the news element is taken care of, the work of the newspaper editor who wants to help a cause along is made much easier. Reverting to the illustration of the school bond issue, the fact that a school board decides to call for such an issue is news. The reasons for the decision carries an element of propaganda, especially if the question has to be submitted to popular vote, because the school officials are trying to get the public around to their way of thinking. The whole campaign for the success of the election, as well as the campaign against it, should such develop, is propaganda of a public nature. Sometimes the newspaper takes sides and sometimes it merely acts as a medium through which the opposing sides present their claims, in the form of propaganda, to the public. The side which can weave into its publicity the element of news is the side that is most likely to get the lion's share of the news space in such a campaign.

Increase in enrolment in a school system is usually a news item of passing interest but used in connection with a campaign for additional school buildings it becomes vitally important. The same statement is applicable to increased attendance, to the growth in school population over a period of years, to the crowded condition of classes in certain sections of a city or county, to double sessions, and to a dozen and one other facts about the schools which the superintendent or school official has at his fingertips. All of these may be used as the news basis for a story presenting the need for additional building facilities.

Keeping the schools or any other community enterprise before the public requires that "news" happen in connection with the schools or the enterprise.

THE educational value of the daily newspaper is beyond calculation. The newspaper is built into the daily lives of millions of people. It supplies the raw materials of thought and action with clocklike regularity and with a speed of manufacture that is one of the marvels of modern times. It makes the whole world one and helps to raise the standard of living by encouraging people to dress well, to live in better homes, to drive finer automobiles, to eat a more wholesome variety of food, to let their interests go out to a wider range of affairs. Newspapers have been made possible by universal education and as the schools improve, the press will likewise grow better. Newspapers have made a most significant gain by refusing to play up scandals as extensively as formerly. Press associations and newspaper syndicates are giving more attention to education, health, science, politics, and geography. What eyes are to the individual, the newspaper is to society. They also teach who follow the reporters' beat, who write against time in editorial offices, who know not sleep, nor distance, nor fear, nor fatigue in their heroic search for news. To this faithful army of newswriting men and women the great English author Bury might well have dedicated his *History of the Freedom of Thought*, for the American newspaper with its annual distribution of twenty billion copies makes thought more nearly free than ever before.—J. E. M.

What Is News?

IN the previous chapter we defined news, from the newspaper man's standpoint, in terms that the teacher or the average educated layman will understand. In this chapter we will be more specific in illustrations of what constitutes news. A trained and experienced newspaper man made up the following list of seventeen classifications of news. Another man might make up a different list, but for the purpose of this discussion, these cover the field. News, of course, is all embracing. Anything from a personal item to a presidential election is grist for the newspaper reporters' mill. Anything that happens is news *when it happens*.

The seventeen classifications suggested in the paragraph above are:

- (1) Personal and society items
- (2) The novel or unusual
- (3) Novel and unusual features about the commonplace
- (4) Meetings of all kinds where something happens that is of interest to a part or all of the reading public
- (5) Speeches—to a limited degree, depending on the subject and the speaker
- (6) Building activities
- (7) Periodic reports—summary of month's or year's work of public and quasi-public organizations, institutions, or people, showing comparison with previous period
- (8) Official action of any kind—the value depending on the importance of the action
- (9) Crop conditions
- (10) Storms or unusual weather—value depending on damage done
- (11) Death—news value depending on prominence of the person
- (12) Industrial, agricultural, or market development of any kind
- (13) Discoveries, scientific or otherwise
- (14) Human interest stories
- (15) Interviews, news value depending on authority of person interviewed and importance and timeliness of the subject discussed
- (16) Sporting events
- (17) Crime.

Even a casual consideration of these seventeen classifications of news will indicate that news about the schools can and does fall under over half this list. It will also be evident that a news item may fall under several of the classifications.

A newspaper reporter does not classify and pigeonhole the items of news that he writes from day to day. His training and experience enable him to know instinctively whether or not the things he hears and sees have news value. The reason the list is put down here is in the hope that it may suggest to school men fields in which the schools may secure legitimate publicity that they do not have at the present time. More detailed discussion of these classifications need be given only to those under which school news will fall.

Personal items about teachers or others connected with the schools probably interest a larger percent of the readers than does a personal item about some other person in the community. This is due to the fact that the teacher is known, directly or indirectly, to a larger number of people. Novel or unusual happenings or records in a school system that tend to help interpret the school to the public are valuable. Meetings of all kinds from the local parent-teacher meeting to the commencement exercises will furnish news and the probabilities are that the parent-teacher meeting will be more important from the standpoint of interpreting the schools to the public than are the commencement exercises at the close of school. The school official who fails to use such meetings as a means of keeping the schools before the public is missing a real opportunity.

Perhaps the most fruitful source of publicity which will interpret the schools to the public is the periodic reports, because through these the school official is enabled to show the reason for the increasing cost in his particular school or state. Such reports are interesting only in comparison with previous records or with other schools or school systems of about the same class. It is of some public interest and therefore has some news value to know that the attendance in a school system was 5274 during a year but it is of much more interest to compare this attendance with that of the previous

year or that of ten years ago. If there is an increase this enables the school official to explain the difference in the cost. It likewise enables him to show the public why there has been a necessity for adding new courses of study to take care of the greater variety of children who are in school in a given year as compared with previous years.

Community pride also makes it of additional news value if it is possible to compare the record of one school with that of another school, of one city with another city in the same state, or of one county with that of another county. National statistics, compiled either by the National Education Association or the U. S. Office of Education make it easy for such comparisons to be made.

The interpretation of statistics should always be suggested by the school official. This is true, not because the newspaper reporter is likely to be less alert than the school official, but because the school man knows more about the statistics than the newspaper reporter. Newspaper men, as a class, are the most open-minded people on earth, because they have to listen to all sides of all questions. They are, therefore, interested in the school viewpoint of any statistics that form the basis of a story.

One other question about news should be considered here. That is: When is a happening news? The answer, of course, is *now*—the day, the hour it happens. This is more important from the viewpoint of the newspapers than the average layman thinks. A newspaper reporter is supposed to comb his beat clean every day. Something that happened last week, therefore, loses its news value, despite the fact that it may not have been published. Happenings that occur in the "time field" of the afternoon papers should be given to the reporter for the afternoon papers. If it happens in the "time field" of the morning papers it properly belongs to the morning paper reporter. Favoritism cannot be played without inviting trouble.

FROM ANOTHER STATE—This coming session, 1931, the fight is on. The governor and the taxpayers' league have appointed a commission and devoted a large sum of money for the purposes of investigating the schools with the object of curtailing expenses and to see if teachers are earning the large (?) salaries they receive and if it is not possible to reduce expenses.—J. E. M.

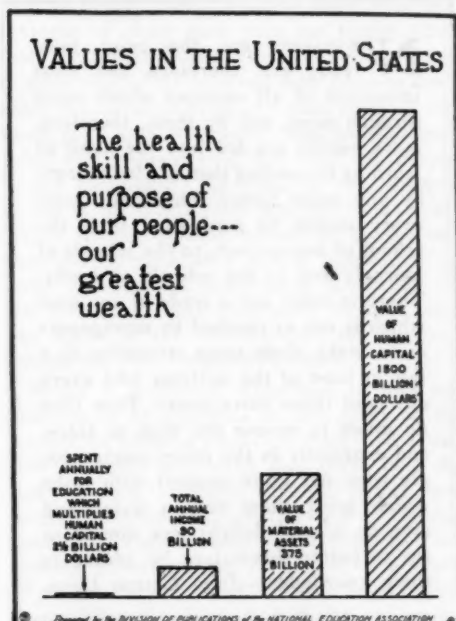
The Newspaper's Attitude

EVERY newspaper is constantly looking for news. The newspaper reporter, necessarily, has to be the judge of the value of a news item and his judgment as to its value may not always be the same as that of the school man. It isn't always a question of relative public importance which decides the prominence of a news item, though this enters into it. It is a question of the relative interest which a news item may hold for the public. An item, therefore, that may seem very important to the school man may not seem so important to the newspaper reporter.

The possibility of getting publicity about the schools through the newspapers is greatly enhanced if the newspaper reporter who makes your "beat" thinks he has a reasonable chance for getting some item for his paper at least every few days and if he knows that the school man has an idea of news values. It is not necessary, of course, to write the story but this will help because it means that the reporter will have that much less work to do when he gets back to the office. The chances are better for getting the less important item into the paper if it is written. Typewrite copy, double-spaced, on one side of the paper only. Ample margin should be left for writing guide lines and heads. It should be written, of course, in regular news form with the most important part of the story put in the first paragraph. Such details as are necessary for the amplification of the story should follow—the more important details being placed first and the less important last. This will enable the managing editor or the city editor who handles the copy to cut the story to fit the needs of the paper on the particular day.

The fact that a news story written by the school man may be cut is no reflection on the writer, because it is often necessary to shorten news stories prepared by paid men on the staff. A news item that may get a column on one day may be cut to a half column the next day because other items come into the newspaper office which have to be printed. The stories, therefore, have to be subjected to the blue penciling of the managing editor who decides what items shall go.

Another thing that all people who desire publicity for a cause have to avoid is the appearance of getting their own name in print too often. In the first place



Copies of this chart in classroom poster form, printed on art paper, may be had from the NEA—20 copies, \$1; \$4 a hundred; \$30 a thousand.

the newspaper reporter has a well merited antipathy toward the publicity hound. If he thinks, therefore, that a man who represents the schools, or any other cause, is using the schools merely for the purpose of selfglorification, ultimately that man will have hard sledding in getting legitimate publicity. It is always better for the schools or for the cause to avoid the personal element as much as possible. Constant reappearance of a man's name in the columns of a newspaper at any time does not tend to help the cause with the public. This is true for the very simple reason that the public may get the idea that the man directing the schools is seeking personal publicity.

The newspaper, of course, must feel that the facts given in connection with the story can be relied on. That is a simple matter of honesty being the best policy. As simple as this may appear every newspaper reporter has been through scores of experiences in which the informer has not been absolutely square in giving him all the facts. Nothing can undermine chances for favorable publicity more than this. It is very important that facts about even unfavor-

able happenings be given the newspaper man. If there is an attempt to hide such facts the newspaper reporter is put on his mettle and usually he unearths them. It is much better to give the reporter all the facts and let him use his judgment in connection with the presentation of such facts. If you represent a public institution such as the schools, the public has a right to know everything about this institution.

It is true that often publicity may not be desired at certain times although such publicity is real news from a newspaper man's standpoint. The best way to keep such items out of the paper is to be frank with the reporter, give him all the facts, and give him your reasons for desiring that such facts be withheld from the public until they may be published without doing too great damage to the cause. This is the exception, however, rather than the rule, but even one attempt to withhold information that constitutes news hurts the cause and makes the newspaper reporter feel that he cannot rely on you as a faithful chronicler of happenings in your field.

The schools are such a vital part of the public life today that all newspapers want to carry school news. School publicity, therefore, is legitimate news, having a real news value, and it is not difficult to get information about the schools to the people who read newspapers. It is important that the school people be alert in helping the reporters see the news value of official reports, school statistics, new courses of study, new school activities, and the score of other items which will help interpret the schools to the public. The newspaper has a right to expect complete information about official meetings of school boards, since such boards are dealing with the public business. It is always possible that some phase of the business translated by school boards has to be transacted without publicity while consideration is pending. An example would be the attempt to purchase a school site, publicity about which might tend to boost prices and force condemnation proceedings. The thing to do in such cases is to give the reporter full information and request that he consider it confidential. The reporter who will violate such confidence is rare.

Writing the Story

AS WAS STATED in the previous chapter the man who has *done it right* out makes no mistake in the story provided it is written in news form. Every news story must answer three questions and, if possible, two other questions must be answered. The three questions which every story must answer are: *What happened? When did it happen? Where did it happen?* The other two possible questions that need to be answered in every news story are: *Why did it happen? How did it happen?* It is always possible, of course, that the last two of these questions cannot be answered but the first three constitute a necessary part of every news story.

The climax of your story should be put in the first paragraph. This is what newspaper men call the "lead." This is necessary because should the space available on any given day be limited, it will be possible to cut the story down to the "lead" and this will give the public all the important information in connection with the happening. It may take some practise, coupled with the study of newspaper stories, to enable the inexperienced writer to determine what should go into the "lead." If, however, inexperienced writers remember that the *what* or *who*, the *when* and the *where* of a happening must be answered in the lead sentence or paragraph of the story, this will help in the preparation of copy. After getting the important features of a happening into the "lead" the details may be added. The only structural difference between the long news story and a short one is the matter of detail. It is always possible that news items dealing with a public institution like the schools may not involve the personal elements that are involved in answering the questions suggested above. An illustration of this would be a news item about the increased enrolment in any given year. That would be merely a story involving statistics but the cause of the increase in enrolment and the effect on the schools would be more important than the other features of a news story which involve personalities. The same thing would be true of almost any story built on statistics, which probably will constitute the majority of items about schools, with the exception, of course, of those meetings and happenings which naturally make news. The value of statistics as news items depends altogether on comparisons of other years, other months, or other periods of time. It is no particular news to know that in a certain city the average daily attendance for the past year was 87 percent unless information is also given as to how this average daily attendance compared with that of other years or other schools. Information about school budgets, the number of teachers, and school expenditures are never worth much as news unless there is coupled with this in-

formation a comparison with other years. This gives the school man an opportunity to put out information as to why there has been an increase or a decrease and to give the

NEWSPAPERS are the print most read; are, therefore, the most important of all agencies which teach through print, and by them, therefore, more people are led into the habit of learning by reading than are led thereto by any other factor. Thousands must every month be graduating from the school of newspapers, to the schools of journals and to the schools of books. There is today not a trade of any kind which is not so touched by newspapers as to make them seem attractive to a few at least of the millions who every day read those newspapers. Thus they do much to arouse the wish to learn, and especially in the many young people who, not quite content with tasks which bring them only a living and give no special delight, are moved to try to better themselves by adding to their knowledge.—John Cotton Dana.

public valuable information about the schools which otherwise might be considered poor propaganda. As has been stated previously, propaganda has an important place in the news column provided it deals with a public question in which the public will be interested.

Perhaps an illustration of the kind of "lead" that should be used in reporting a parent-teacher meeting will help the inexperienced writer more than several pages of talk about it. An illustration of how the "lead" sentence about a parent-teacher meeting should not be written is as follows:

The Smith School Parent-Teacher Association held its regular monthly meeting last night. Twenty-seven members were present. The meeting was presided over by the president who introduced the speaker, Mr. John Doe. Mr. Doe talked about the crowded condition of the school, declaring that the children were so crowded in the rooms it was impossible for either the teachers or the pupils to do their best work. At the close of Mr. Doe's talk the Smith Parent-Teacher Association adopted a resolution asking the school board to remedy this condition.

It is apparent that the important feature about this meeting is the resolution calling on the school board to provide additional rooms for the children. That information, therefore, should be in the opening paragraph of the story. If the story is written as given above it will have to be rewritten by the reporter in some such form as this:

Resolutions calling on the school board to provide additional rooms for the Smith school were adopted at a meeting held in the school building last night at 8 o'clock. This resolution followed a speech by Mr. John Doe who pointed out that the crowded conditions in the school building made it impossible for either the teachers or the children to do the best work.

This "lead" sentence will tell the important news about the meeting. It answers the first

three questions which should be answered about any meeting of this kind. It tells what happened, where it happened, and when it happened. Details might be added which would lengthen the story. Such details would involve more of the speech of John Doe and possibly more concrete information about the crowded conditions in that particular school.

Newspaper paragraphs are shorter than those used in books or pamphlets. The narrow column necessitates the shorter paragraph. That perhaps is the most important style feature of newspaper writing, which, of course, should be characterized by its clearness. Use of simple words is necessary because the newspaper is written for the masses. Avoid the use of technical terms, unless the public in your community understands their educational terms—and the chances are that the readers will not understand them. It is confusing to write about I. Q.'s, media, remedial tests, activity programs, or extra-curriculum when the public does not understand what these terms stand for or mean.

Much information can be legitimately given in the form of interviews. This is especially true of explanations about school policies, the interpretation of statistics, and new courses of study. This necessarily means that the name of the superintendent or some other school official will appear in print and this is never in bad taste. Many statements about the schools and much information which the public should have can be best presented in the form of an interview. Possibly the most effective method of preparing interviews is the use of the direct quotation in the "lead" sentence. This form is much better than a prepared statement, as a rule. For example:

"Increasing demand on the part of patrons that the schools provide commercial training for the large number of children who are enrolling, has caused the school board to decide to offer a full commercial course in the high school next year," declared Superintendent — today. "Teachers will be employed at once for this new course and the necessary equipment purchased in time for the opening of the schools next fall."

Coupled with this statement should go complete information about the cost and also an exposition of the need for such a course, due to the fact that with the increased high-school enrolment there are many children in school now who do not expect to go to college and, therefore, have no need for the usual academic course. A comparison of the cost of giving such a course in the public schools, with what it would cost these children to get the same training in a private school, will also help convince the public of the wisdom of this additional expenditure.

With this brief description of the technique of writing news stories and a discussion of newspaper publicity especially from the school viewpoint, let us now consider some features about schools which need emphasizing in all publicity. The times in which we are living demand a new emphasis. They demand the interpretation of the schools in terms the public understands.

Schools an Economic Necessity

IN NEARLY every community in America expenditures for the operation of the schools and the money invested in capital outlay have reached proportions that make the schools the biggest single business and professional enterprise in that community.

Since this is true it is going to be more and more necessary for the schools to justify their need for additional revenue on the basis of the economic necessity for larger educational expenditures. Another factor also makes it increasingly important that the school people begin thinking of the schools as an economic necessity. Not only some of the bigger business interests of the country but some of the school men, holding important and influential positions in the educational world, are questioning America's ability to educate all of the children.

These men, most of them of the older school of thought about public education, believe that should America attempt to furnish an educational opportunity to all of the children the expenditure would bankrupt the nation. For the most part these men have not caught the vision of the public school man who has learned to think of education as democracy's surest means of survival. The educators who hold these disquieting views about public education are not selfish men. They are honest in their convictions. Their position lends a certain authority to their utterances and a public which wants schools, but is inclined to think they are costing too much, listens with bated interest and awed respect to the fulminations of the college professor or president, or the head of a great foundation, whose ideas and ideals about public education were born in a day when only the leaders were supposed to get more than an elementary education.

Since the expenditures for schools have reached the proportions of big business and since big business interests are looking on these expenditures as they look on other investments from which business expects a dividend; since some of the important men in the education world are raising the question as to the ability of the states to support an educational program commensurate with a democracy's ideal of an educational opportunity for every child, it has become even more important than ever before that the public school men think of education as an economic necessity.

Can we justify these expenditures on this basis?

Do the facts justify an attempt to predicate the need for increased appropriations on this basis that business understands and appreciates?

An attempt to justify the education of an individual as a means of increasing his earning capacity is a hazardous business, because there are too many individuals without formal education who have achieved financial success and too many individuals, whom

these business men know, who are highly educated who are business failures. *Education is not intended to produce millionaires.* A study of the list of the business men in a community who have accumulated a great deal of money will doubtless show that the majority of these men were not highly educated so far as formal education goes.

Since this is the case we will have to consider the question from the standpoint of the community as a whole—we will have to consider the prosperity of the mass of people in the community, the state, or the nation—to see if there has been any appreciable increase in the earning power or in the accumulated wealth of a people which may in some measure be considered dividends on the investment that community or that state has made in the education of the children during the past twenty-five years.

While it is always dangerous to pick out individuals as evidence of the effect of the schools on earning capacity, there are available statistics indicating that there is a direct relation between earning power and mental development, represented by education. Studies made show conclusively that the earning power during a lifetime of a group of people who graduated from high school is considerably higher than of a similar group who quit school at the completion of the elementary grades. That might be conclusive evidence if we had any way of demonstrating that the physical, mental, and moral characteristics of the group of high-school graduates, which made them go through high school would not have enabled them to have gone just as far towards financial success had they also left school upon completing the elementary grades. These qualities are difficult to measure. The probabilities are that those characteristics which put a child through high school would also have served him just as well as income producers had he left school earlier.

This point may be argued with stubborn effectiveness. Is there an even broader viewpoint which will be more effective? What is it, after all, that makes one community, one state, or one nation wealthy, prosperous, and independent? What is conducive to the accumulation of wealth—that is, moderate wealth and prosperity for the mass of people—not the production of a few wealthy people? Three elements enter into the wealth of any community. They are: natural resources; racial heritages of a people; mental training or development—the thing we call education.

One expects a state that has immense mineral deposits or other forms of natural resources to show a higher per capita wealth than some other state that does not have these natural resources. One also understands that it is very probable that a state that is populated by descendants of the white races of northern Europe will have a higher per capita average wealth than a state, half of whose population is Indian or Negro. These first two elements are largely static. Little

change can be brought about in either the natural resources or the racial heritages of a generation. The only variable element of the three is the amount of training that may be given a people.

During the past twenty-five years America's total investment in education is large. That is about the only contribution we have made to increased prosperity, because our natural resources are the same and there has been little change in the kind of people who live here as compared with the beginning of the century.

Yet it is during the period when we have invested so much in education that some of our leaders have feared the states would drift on financial rocks, that we have so enormously increased the earning power and the total wealth of the country as compared with other nations of the world. Every form of saving and investment has increased, even after we have spent this large sum for the mental development of our children. We own more homes, more automobiles, more bank stock, more factories and buy more of the so-called luxuries than ever before. The only class in the nation that has not enjoyed unprecedented and even unexpected prosperity is the farmer and *we have spent less on the education of this class than on any other group in America.*

The war, of course, drew many millions of European gold to America and that is a partial explanation of the increase in wealth. It does not, however, explain the fact that Massachusetts, with its comparative paucity of natural resources, has the highest average per capita wealth in the nation. It does not explain the fact that while North Carolina was increasing its expenditures for education over three hundred percent since the war, its wealth increased over five hundred percent. The war does not explain the difference between the per capita wealth of the United States, which spent millions in that conflict, and Mexico which did not invest in the conflagration. One nation has a welldeveloped system of public schools, through which it is investing millions in training its people, and the other does not have these schools. The nation which is investing in education has wealth. The other does not. The key to Mr. Hoover's plan to perpetuate prosperity may be found in universal education.

Such progress as Mexico has made in the development of its vast natural resources and the increase of its per capita wealth has been made by people other than Mexicans coming in and developing its natural resources. An examination of the various states in the United States will indicate that this is true to a certain extent of those states which have not invested in the training of its people. The continuation of such a program will ultimately mean that the state and the section which is making the investment in education will produce the people who will own the wealth of the nation.

America's pace is fast in this twentieth century and only the mentally trained can keep step.

New Duties of the Schools

THE GENERAL PUBLIC does not realize it but much of the increased cost of the modern school is the result of the demands of the public that the schools perform many functions and carry on many activities which the school of twenty-five years ago did not consider it a part of its business or duty. These new duties are not the result of conscious effort on the part of the public to turn over to the schools duties that have hitherto been the functions of the home and the church—at least the home and the church have not been altogether responsible for crowding these new duties on the schools. The organization of society in the twentieth century is responsible for the fact that the home and the church have found it impossible to carry on the kind of training that these institutions gave youth before the beginning of the century.

Back in the old days when the schools were charged only with the responsibility for teaching children the tool subjects, with such moral precepts as could be instilled along with these subjects, the operation of the schools was a comparatively inexpensive and simple matter.

Since the turning of the century, however, life has changed and these changes have put new duties on the schools. The effects of these social changes on the schools have not been called to the attention of the public sufficiently often for the taxpayers to understand that they have increased the duties of the school. The new duties are apparent to every man who stops a moment to think. They are so simple that they have been overlooked. School men recognize the causes for the imposition of these new duties but teachers have not called them to the attention of the public often enough for the public to know that the new duties are responsible, partially at least, for the increased cost of schools. The social changes which have come in during the present quarter of the new century may be classified as follows:

- (1) Slackening of home training
- (2) Slackening of church influence
- (3) Countless distractions
- (4) Mechanical chore boys
- (5) Quickening of means of transportation
- (6) Changing conceptions of youth
- (7) Urbanization
- (8) A broadened conception of educators of their duties and responsibilities to children.

There is doubtless overlapping in this list. Another person might and doubtless would make the number greater and others would make it shorter. This list of eight, however, will serve for the purpose of this discussion of the reason for the imposition of additional and expensive duties on the schools. *There is no intimation that there is a moral breakdown of either the home or the church.* Both are as

strong in the minds of the average American today as they ever were. Their task, however, is much more difficult.

One cause for a slackening of home training is the many outside attractions and dis-

BUILD THAT SCHOOL BUILDING NOW—More than four thousand letters have been received at Association Headquarters in reply to the inquiry sent out by Secretary Crabtree on the suggestion of Secretary of Commerce Lamont, asking for information on school building conditions. These letters show widespread need for better school housing facilities. In many cases construction is being held up for reasons that can be overcome by reasonable effort on the part of school officers and interested citizens. Let committees be appointed to work out a program of immediate action wherever possible. Throughout the nation there is a movement to improve economic conditions in the interest of all the people.—J. E. M.

tractions. Children are home less than they ever were and so are parents. They simply do not come in contact with one another as much as they did prior to the present time. Too many outside influences are bidding for the time and attention of both. The same may be said of the churches. Sunday-school buildings have been erected but little has been spent on trained leadership to use these fine buildings. They have not kept pace with what people have learned about the psychology of childhood. They have not invested enough money in the ethical and religious education of children to do a good job. In the vast majority of churches the Sabbath school and other attempts at religious and ethical education is still left in the hands of volunteers, whose conscience forces them to perform a duty which they are untrained to handle and often temperamentally unfitted to undertake. Church authorities apparently have not been sufficiently impressed with this to cause them to change it. They know that something is needed, so they turn to the schools. The result is that there is hardly a state in the nation in which there have not been demands on the part of church people that the schools give some form of religious training. And the schools have responded.

The mechanical chore boy leaves modern youth with much leisure on his hand. The average father remembers when it was his evening duty to cut and bring in the wood, to milk the cow, to feed the pig, to mow the lawn, and work the garden. Today these jobs are done by machines and youth is left with more time on his hands than ever before. Rapid urbanization and the quickening of means of transportation and communication have played a part in the elimination of the old time chores. The schools have been

called on to help the child use wisely this new leisure. And the schools have responded.

The public's imposition of these new duties on the schools has resulted in a quickening of the thinking of teachers. Professionally-minded men and women have attempted to formulate and put down on paper the important things they are trying to do for children in the modern school. The formulation of these objectives was not made by the school men in an effort to increase their work or to add theoretic duties to their job. It came after the demands of the public had made it necessary for the schools to take on these new duties. Every school man and woman who has done any reading during the past ten years knows the seven objectives of education, the seven things that every high school tries to teach children. School men know these but the public does not.

The seven objectives, formulated as a result of the new demands of society, need emphasizing in publicity. The modern secondary school and to a certain extent the elementary school, is supposed to teach children:

1. How to keep well
2. Their responsibilities to the home
3. To master the tools, technics, and the spirit of learning
4. Their responsibilities as a citizen
5. Effectiveness in vocations
6. How to use their leisure
7. The fundamental principles of ethical character.

Not one intelligent citizen in a hundred you meet on the street, on school boards, or anywhere else knows the modern secondary school is attempting to meet public demands by teaching in these seven fields instead of in the old field represented by mastery of the tool subjects. The reason the public does not know this is because the rank and file of the teachers have not taken the trouble to give the public this information. There is even greater ignorance of the objectives of the elementary school, because these objectives were formulated later, and the teachers themselves are not so familiar with them. The objectives of the elementary school were also formulated as the profession's response to the new duties which society was imposing on the elementary school. Elementary teachers are still studying their job. The objectives they submit, therefore, are tentative. As thought through to date they are:

1. To advance the child in ability to read, write, and speak English and in elementary arithmetic.
2. To advance the child in knowledge and observance of laws of mental and physical health and appreciation of life and nature.
3. To advance the child's knowledge and appreciation of history and geography of his community, state and nation and world at large; and to help him realize his share in the civic, social, and industrial order of our democracy.
4. To advance the child's ability to share and appreciate the fine and useful arts, such as music, drawing, literature; and the manual and household arts as they relate to the three universal needs of food, shelter, and clothing.

The continued support of schools depends on public understanding of both these lists of objectives, which have increased the cost of schools. Publicity, therefore, should be aimed at giving such information to the people who use the schools and pay the school bill.

The "Frills and Furbelows"

ONE of the anomalous features about the attack made on the schools during the past few years, is the criticism of some of the courses more recently put in the schools in response to the demand of the public for more practical studies. These are the ones that are attacked as costly "frills and furbelows." Justifying the expenditure of money for these courses is much more easily made than is a defense, for instance, for teaching Latin and higher mathematics in the high school.

Let's examine some of the "frills and furbelows" that have run the cost of the schools up during the past decade and see if it is possible to defend these so the public will understand. It is difficult to get the person making the assault on these "frills and furbelows" to specify what he means—to put his finger on the course of study that he thinks an impractical frill, costing much money but worth little or nothing to the child or to the community. If it is possible to pin down one of the critics as to what he means by the "frills and furbelows," it will generally be discovered that he is thinking about one or some of the following: Music, art, physical education, industrial art, domestic art, vocational courses, activity programs, the science courses, dramatics, athletics—sometimes.

The inconsistency of the critics of these courses is that the criticisms are made often by those who think they are speaking for the hard-headed business men of the community or the state. And often the hard-headed business man makes the criticism himself, demonstrating that before he is a business man he is hard-headed, so much that he is unable to see that these are among the most practical courses that the school of today offers. The reason he does not sanction these additions to the course of study usually is that he is too hard-headed to think of the reasons. They have been added since he went to school and he continues to think of schools in the image of those he attended.

When the present generation was in school, especially in the secondary school, only those who had some idea of going to college took the trouble, time, or expense to go to the high school. The course of study, therefore, was designed to prepare this comparatively small group for college. The curriculum met the college entrance requirements. That was usually as far as it did go, because there was no public demand for the expenditures of tax money to prepare students to make a living at the close of their high-school career.

One of the significant developments of the public-school system during the past two decades has been the increase in the high-school enrolment. Today thousands of students in every state in the union are going through high school who have no ambition, desire, or necessity for going to college. There could be no possible justification for giving all of them the same college entry course of study, even if all of them were mentally, physically, financially, and by aptitude prepared for it.

The increased enrolment in the high schools has brought in, not only a larger number of children who want to go to college, but a much larger number who want to go to work when they have completed the high school. The secondary school, therefore, must offer the courses which will prepare the child for college and the other courses which will help the child who will earn his own support when he leaves school. Even among the prospective college students there are those who expect to go to the old time colleges of liberal arts and those who expect to go to the technical institutions. This creates the demand for additional courses of study even for the college-bound group.

The others—that is those not going to college—constitute a majority of the high-school students. As prospective citizens they have just as much right to expect the schools to give them the course they desire and their aptitudes call for as does the minority which goes to college. The school has an obligation in connection with the training of the girl who wants to go into business offices and earn a living just as much as it has to the girl who wants to go to college. From the practical, dollars and cents standpoint, it is much easier to justify the course in commercial studies than it is to prove that the school should give four years of Latin or higher mathematics. The same statement is true of music or of the vocational courses. It is along these and similar lines that school publicity must be developed. School people themselves are so familiar with the facts here suggested that it rarely occurs to them that the public is not also fully aware of them. Such is not the case. Very few people have any conception of the effect on the cost of the increase in high-school enrolment. Practically none understand the philosophy underlying the enriched curriculum.

Music has been in many schools long enough for the school authorities to get a definite idea of its value to the children who have become professional musicians, or who make some money as a result of the musical training received when they were in the high school. The same, of course, is true of commercial subjects. There has been less criticism, perhaps, of the courses in home eco-

nomics for the girls and industrial arts for the boys than on some of the other courses added during the past decade or so. Sometimes more difficulty is experienced in defending the course in fine arts to the practical business man who declares that he does not think his boy will ever be an artist.

Superintendent Willis A. Sutton, of the Atlanta schools, has a story which he uses to defend art in his schools. Dr. Sutton says that on one occasion he visited an exhibit of fine pottery. He asked the price of a vase, weighing about five ounces, as he wanted it as a gift for his wife. The salesman told him the price was \$25.

"Would you mind telling me what this is made of?" the Atlanta school man asked. "It is made of pottery clay, which is shipped to our plant from Georgia," the man replied. "Would you mind telling me what you pay for the clay?" was the next inquiry.

He found that it cost a few dollars a ton, plus the freight from Georgia to the middle western city where the plant was located. Even with the freight the amount was not large. Yet this same product was offered for sale at five dollars an ounce. The difference between the Georgia clay and the finished vase was that some one trained along artistic lines had turned the mud into a work of art. One of the important reasons Georgia was selling this clay at a few dollars a ton instead of five dollars an ounce was because Georgia had not given its children of the past generation training in the fine arts.

The next time some hard-headed, practical business man complained to the Atlanta superintendent that art was one of the frills which was costing money and was practically valueless, the school man told that story of the five-dollar-an-ounce Georgia clay. After that he had no more trouble about it.

It is easier to get public sentiment for athletics which trains fifteen or twenty boys or girls than it is to get an appropriation for physical education which trains all the children. Physical education can be sold to the public as an investment in health. It has a monetary value, just as have practically all of the other courses that have helped to increase the cost of education. The school man usually has in mind more than the monetary value of a course when it is put in the school. He usually has sound educational reasons for installing the course. But if it is both good business and good education, as it usually is, and the public easily understands one and has difficulty in understanding the other, it is much better to approach the public from the standpoint of "good business."

If the business man wants to talk in the language of monetary values, let's talk to him in the language he understands.

E DUCATIONAL STATESMEN—I believe that by the right training of men, both as to the hands and the mind, we add to the wealth of the world. The far-reaching quality of the work that energetic educators are doing lifts them out of the ranks of mere school masters and puts them on the level of constructive statesmen. They are the servants of democracy in a sense that no other public servants are.—Walter Hines Page.

The Use of Comparative Statistics

THE DEVELOPMENT of the departments of research in the state school systems, state teachers' associations, and in individual school systems during the past few years is making available a vast storehouse of information for publicity purposes that has not hitherto been open to either the school men or to the public. The collection of statistics about school systems can be made very much worth while as a source of information and publicity material if the school man sees to it that the interpretation is made with all the facts in view. Too often an interpretation of statistics is made with important elements eliminated and the result is a story based on incomplete statistics which results in the wrong interpretation.

The development of the NEA Department of Research and the statistics available from the Office of Education and other federal sources, make it possible for a state or a school system to get comparisons of its expenditures, attendance, scholarship of teachers, and practically every other item, with other states and with the nation at large. This is important as publicity material, because it helps the school man get across to the public the fact that this is not the only system which has increased its expenditures during the past decade. State and national figures can be compared, community and state figures can be compared, and city and rural figures can be compared. The same correlation can be made all the way through so that a district can see how its expenditures, attendance, scholarship of teachers, and other important factors in a school rank with other districts in the state and entire nation.

If the state figures are under the national figures in expenditures, the public will consider this some evidence that the school system is not being run extravagantly. Too often, however, the point is made that a comparison between a state and the nation does not afford an analogous situation because the conditions in the state are peculiar to that state. Usually this criticism of comparative statistics is not sound but the critic can get away with it when the public is ready to believe that too much money is being spent anyway. The only thing that can be done to meet this kind of criticism is to make the comparison between a state and the neighboring states in which conditions are like.

Where the state is spending more per capita than the nation as a whole, or even more than nearby states, the obligation rests

on the school man to show a critical public that the schools are worth the difference or that the cost of living in a state whose teachers are largely employed by urban communities is higher than in the entire nation.

These comparative figures are available and if the school people themselves do not make use of them the newspapers and public officials who are thinking about tax reduction will use them to the hurt of the school. It is important, therefore, that school men make use of these statistics, not because they can twist the figures in such a way that they do not tell the true story, but rather because the school man is the only person in the community, or in the state, who thoroughly understands what the figures mean. It is up to the school men, therefore, to interpret so far as possible, the figures which are available.

One illustration will serve to show the importance of school people interpreting school statistics for the public.

Following a session of the legislature in one of the states this year in which a fight had been made on the expenditures for public education, one of the newspapers of a capital city got hold of the NEA *Bulletin* on the "Ability of the States to Support Education." One of the defenses of the school people to the charges of extravagance which were made by members of the legislature was to show that the state was well under the average per capita spent on education.

When this newspaper in the capital city studied the NEA *Bulletin* it found that this particular state was spending well above the average of its available income for education. In other words, the percentage of its total income spent on education was considerably higher than the national average, thereby putting that state near the top of the list so far as educational effort was concerned. The newspaper at once misinterpreted this in connection with the statement made by the educational forces of the state. It was not a deliberate misinterpretation but a perfectly natural one because the newspaper reporter had no way of knowing that the reason the state had to spend a larger percentage of its income on education was because a larger percentage of its population was children of school age as compared with the nation at large. The newspaper reporter who wrote the story had no possible way of knowing from the bulletin on which the story was based that the state's educational load was considerably heavier than the nation at large. What he did find out was in spite of the fact that the school people had said that the state was spending less than half the national average per school child enrolled, the facts printed in the bulletin of the national association indicated that it was spending a much larger percentage of its total income than the nation as a whole.

The point here is that this misinterpretation could have been avoided if the school people had explained to the reporter why the percentage spent was higher than the national average.

School people must develop another measure of school efficiency which does not depend so largely on the financial factors. Both the Phillips and Ayres scales for ranking state school systems and individual school systems give half of the total credits to the financial factors involved. This leaves the school people open to the charge that they believe the best school system is the one which spends the most money. The Ayres and the Phillips scales both tend to substantiate this charge. In this connection recently in one of the states, members of the legislature compared two school systems—one of which was spending twice as much money per capita as the other. The legislators came to the perfectly natural conclusion that the school which was spending one-half as much as the other school and on this expenditure was preparing children for college, was a better school than the one which was spending twice as much money and doing the same job.

They were considering the financial factors only and when school men pointed out the fact that the school system which was spending more money per child was doing a much better job, the critics immediately said that the reason school people said this was because they measured the efficiency of schools by the amount of money spent. The trouble with the comparisons made by the legislature in this particular case was that they took no consideration of the facts:

- (1) The retardation in the school which spent the smaller amount of money
- (2) The acceleration of pupils in the school which spent the larger amount of money
- (3) The results of achievement tests in the two schools showing the difference in information of the children of the same chronological age in the two schools
- (4) The difference in the curriculum of the larger school and the smaller school
- (5) The necessity for the increased number of courses offered in the larger school which resulted in an increased per capita
- (6) The difference in the cost of living on the part of teachers in one school as compared with the other.

These factors were not considered largely because school men have not made them available to the public in such convenient form that they can be used. The standards that have been made available for ranking the efficiency of school systems involve the financial factor so heavily that any critic of a school has a right to feel that this is the important factor. He also has a right to believe that if one school can prepare children for college for one half the cost of the other school, that from a business standpoint, the school which spends the least is the best.

THE ECONOMIC EFFECTS of public education are scarcely capable of exaggeration. As producers and claimants of their respective shares of the product and as consumers of wealth, the whole character of a people is governed by the degree and the nature of the education which it enjoys.—F. R. Fairchild.

The Language of Business

THE RAPID INCREASE in the expenditures for public schools since the close of the World War has put education in the class with big business and for the first time in the history of the schools big business is considering the economic and social value of education as an investment in which it is called on to make substantial contributions. This is perfectly natural. So long as the education of the children of a state was largely a local matter and so long as the amount spent on schools was comparatively small, the bigger business interests of the state paid little attention to it. When, however, the amount that these business interests were asked to contribute in the form of taxes ran into the millions, the representatives of big business in the legislatures, in the aldermanic chambers, and in the chambers of commerce began to look at education from the coldly analytical standpoint they would consider any other proposition in which their companies were asked to invest large sums of money.

Here are some of the questions that business interests in every section of the country have asked and are asking about the increasing amount being spent on education:

- (1) Are we getting value received?
- (2) Is this a good investment?
- (3) Are the dividends commensurate with the increased cost as compared with the dividends on the smaller amount we invested a decade or more ago?
- (4) Is there not tremendous waste in the operation of the schools?
- (5) Could we apply "business principles" to the schools and get better results with less money?
- (6) Could economy be effected by centralizing authority for administration, the purchase of supplies, and the supervision of budgets in the hands of a state official or a state board, composed of business men?
- (7) Are not the schools scattering their shot so much that modern children are getting a smattering of many things and not really mastering a few fundamental subjects?
- (8) Are not these additions to the course of study costing more than they are worth to the community or the child?
- (9) Is not the demand for this enriched curriculum the result of teacher propaganda, rather than the result of a public need?
- (10) Are not nearly all school men poor business executives?
- (11) Should not the state levy all school taxes, collect them, and disburse them, or is the theory of dual support backed by sound

principles of business, or does it encourage extravagance?

(12) Are not the teachers so well organized that the public has to be constantly on guard against their propaganda and their organization?

Some of these questions, perhaps all of them, have been asked in every state in the nation during the past ten years. It is perfectly natural that they should be asked—and they will continue. School people, therefore, may just as well make up their minds that they are going to have to answer these questions in the language of business, in terms that the average business man and taxpayer can understand.

It may just as well be admitted that, on the whole, we have not been able to answer these questions in the language of business. As the old negro hauled up in court on some charge denied the allegations and defied the "allegator," we have denied and defied but we have not been able to answer the questions in terms that were convincing to the average business man. Yet there is perhaps less than a handful of school men in the whole country who are not absolutely convinced that every penny being spent on the schools today is a wise investment and will yield reasonably high returns. On the whole, *the school men are the best executives connected with the governmental affairs of a community.* That is generally believed by school people and by others who have made a study of the different departments of government. The admission isn't a matter of the school people patting themselves on the back but the result of their knowledge of the way other public affairs are conducted. It is likewise based on their knowledge of the way the average private business is run.

There are, of course, exceptions to the general rule that school people generally are good business managers. There are some poorly equipped business executives in the schools, just as there are in business, in medicine, in manufacturing, or in law. Despite this the public is still inclined to believe that a master's degree in education usually makes a poor business man out of a school official.

This misunderstanding and lack of understanding—both of which are barriers to school progress—is the result of school men failing to talk to the public

in the language that the public understands. We generally divide the school expenditures into seven classifications, only a few of which are expressed in terms that the average business employs.

More and more it is going to be necessary for the school official to balance results against expenditures. Instead of talking about the per capita cost, would it not be better to talk about the cost of promotion, just as the manufacturer talks about the cost of production? There is usually a correlation between the amount of money spent in a school system and the promotion record of the school. If it can be shown that by spending \$5 more per child the efficiency of the school, measured in terms of the percentage promoted, is increased, this is a line which business understands because it is familiar.

Three elements entering into the cost of schools have been given little consideration by the average school man in his plea for increased appropriations. They are the relation between the amount of money spent per child and the greater efficiency of the school as measured by these three results:

- (1) Smaller percentage retardation, and therefore fewer children retaught at the average annual per capita cost.
- (2) Greater acceleration, larger percentage of children to make more than a grade a year. Every grade gained means the community or other spending agency has to put up that much less to get the child through school.
- (3) The effect of the combination of smaller retardation and the greater acceleration on the building needs of the future.

When the per capita expenditures are not unreasonably high—and most of them in the nation are not—translation of these three measures of efficiency into dollars and cents will reveal that a reasonable increase in the per capita expenditures will result in an actual saving of money.

The value of supervision, of better trained teachers, and of teaching supplies can all be justified on the ground of economy when these three items suggested above are taken into consideration. It can be shown that there is a monetary value in supervision, in better trained teachers, and in the other items which enter the usual school budget.

Other Forms of Publicity

THE NEWSPAPER is by no means the only form of publicity which the school should use; it is merely the most convenient medium, the one which the public sees the most often and the one which is generally the most interested in getting information about schools to its public. In some respects the newspaper may not be as valuable as the personal contact with people but it is physically difficult for the superintendent or the school official to make this personal contact with a great many people. Too often the school official does not hear the complaints made about the schools. What friends say are said face to face but the complaining and the criticism is often done behind the back.

Successful school publicity is the result of constant vigilance, constant contact with key people in a community. The teachers hear much the superintendent never has a chance to hear. The teachers, for this reason, should know more about the financial affairs of the school than they do know in the average system at the present time. They should know how to answer criticism, how to present the dividend paying side of the school to those who do not understand and who, therefore, criticise.

Meetings of all kinds from commencement occasions for the whole system to the smallest parent-teacher group meeting are valuable forms of publicity. These have never been used as a means of getting important and vital information to the parents. Commencement occasions are too often merely meetings in which some imported speaker, who knows nothing about the school system and conditions, is given an opportunity to talk about matters that have little bearing on the school life of a community.

Visitors in the schools, who see what the teacher and the schools are doing with and for children will often do more to transform a critic into an active supporter than any other one thing. This is publicity. Talks before civic clubs, most of which are always interested in at least one school program a year, furnish a medium for getting the schools before one of the most influential groups in a community. School papers, school exhibits, school clubs, school programs of any kind to which the public is invited, are all valuable forms of publicity.

No matter what the medium used, the important thing for school people everywhere to remember is that the continued

support of the schools depends to a large extent on the ability of the school man to show his public that school tax is an investment which will yield good dividends, not only in the lives and character of the children of the community, but in dollars and cents—that the most costly kind of economy that can be practised is cutting the budget to a point where the efficiency of the school as a working institution is so impaired that it cannot turn out a good product.

Too little attention to the publication of vital school facts is given by school publications. The majority of these school papers are published weekly and are sent to parents. Some space in each issue could be devoted to the presentation of vital facts about the schools of the community. School news and personal items about the students are good but interpretative information about the schools should occupy a place in every issue. In this way accurate information about the school reaches the home.

Finally, the effort to interpret the schools to the public should be persistent and consistent. Don't let your public feel that the only time it ever hears about the schools is when a bond issue is in the offing.

A Few Good References

THE excellent material in these pages suggests the possibilities for interpreting the schools, which are before every teacher every day. Teachers who wish to pursue the subject further will find in the following books a rich wealth of practical suggestion:

- ALEXANDER, C. Publicity work for better support of rural schools. *Journal of educational research*, 7:1-13, Jan. 1923.
- ALEXANDER, C. Relative importance of current objections to secondary education. Unpublished; mimeographed, 1926. Obtainable from author, Teachers College, Columbia University.
- ALEXANDER, C. School statistics and publicity. Silver, Burdett & Co., 1919. 321p.
- ALEXANDER, C., AND THEISEN, W. W. Publicity campaigns for better school support. World Book Co., 1921. 158p.
- BRUCE, W. C. School publicity and publicity campaigns. *American school board journal* 63:8, p64, Aug. 1921.
- CROSSWHITE, C. C. The city school house organ. Typewritten master's thesis. University of Missouri library, 1926.
- DEFFENBAUGH, W. S. Methods of advertising school bond issues. Pamphlet, U. S. Bureau of Education, 1926.
- FARLEY, B. M. What to tell the people about the public schools. Bureau of publications, Teachers College, Columbia University, New York City.

GARLIN, R. E. Giving publicity to city school surveys. *School and society*. 26:277-280, Aug. 27, 1927.

GARLIN, R. E. AND PITTINGER, B. F. Educational publicity in a daily newspaper. *American school board journal*, 63:6, p47, Dec. 1921.

HINES, C. H., AND JONES, R. G. Public school publicity. Macmillan Co., 1923. 72p.

MILLER, CLYDE R. AND CHARLES, FRED. Publicity for public schools. Houghton Mifflin Co.

MILLER, WILLIAM J. Advertising the schools. *American school board journal*, April, 1921, p46.

MOEHLMAN, ARTHUR B. *Public school relations*. Rand McNally & Co., 1927.

NATIONAL EDUCATION ASSOCIATION JOURNAL. American education week. 17:223-230, Oct. 1928; 18: 235-238, Oct. 1929. The need for educational interpretation. 19:37-38, Feb. 1930.

NEALE, M. G. School reports as a means of securing additional support for education in American cities. Missouri Book Co., Columbia, Mo., 1921. 137p.

PECK, R. R., AND STEVENSON, P. R. Rural publicity. Ohio State University Educational Research Bulletin, 2:315-320, Nov. 28, 1923. Ohio State University, Columbus, Ohio.

REYNOLDS, R. G. *Newspaper publicity for the public schools*. A. G. Seiler, 1922.

ROUTZAHN, E. G. The ABC of exhibit planning. Russell Sage Foundation, New York, 1918. 234p.

ROUTZAHN, M. S. Traveling publicity campaigns. Russell Sage Foundation, New York, 1920. 151p.

RYAN, W. C., JR. Recent developments in educational journalism. U. S. bureau of education bulletin, 25:1-14, 1923.

STEVENSON, P. R. A co-operative study of school publicity. Ohio State University Educational Research Bulletin, 3:167-178, Aug. 16, 1924. Ohio State University, Columbus, Ohio.

STEVENSON, P. R. Campaign publicity for schools, a manual. Ohio State University Bureau of Educational Research Monographs, No. 5, 1926. 59p. Ohio State University, Columbus, Ohio.

Examples of Bulletin Publicity

WUNDT, CARL. What have you in your tool kit? Board of Education, Bryant, S. Dak.

. . . An illustrated course of study for the Cleveland public schools, Board of Education, Cleveland, Ohio.

Those interested in newspaper stories may obtain from the Board of Education, Denver, Colorado, a good collection of reprints of school news stories from the Denver papers; also from the Board of Education, Rochester, N. Y., a collection of school stories from the *Rochester Democrat-Chronicle*. Interesting school pages may be found in *The New York World*, *The New York Sun*, *The Elizabeth Daily Journal*, and *The Denver Rocky Mountain News*.

Europe-Minded Reading

MARGERY C. QUIGLEY

Librarian, Montclair Free Public Library, Montclair, New Jersey

NOT SO LONG AGO it was the fashion to collect seed catalogs and by studying the planting directions to live in a dream world in which all the seed packets came into bloom. Nowadays armchair traveling has taken the place of this armchair gardening and the pamphlets one sees in the early winter on almost any living room table are those issued by tourist bureaus and steamship companies. The charts studied are not planting tables but instead are locations of cabins and price lists of trans-Atlantic tickets. Books such as *The Frantic Atlantic*, *Ladies Third*, *French France*, *A Thread of English Road*, and *Paris Salons, Cafés, Studios* supersede, temporarily, at least, those of Liberty Hyde Bailey and Mrs. Francis King, on gardening.

I am convinced from actual experience that the way to make oneself thoroughly unhappy over going abroad is to decide to read quantities of "background books" in the winter and spring before setting sail, then never quite to attain one's aim. To read a chapter each night before going to bed in books of the *You-Simply-Must-See-Holland* or the *Just-Pop-Over-to-Austria* type is heavy surtax on one's ticket. Most of the information such sugarcoated pseudo-guide books impart beforehand simply will not stay in one's mind. What they can tell one on the spot is usually so inadequately indexed that a Baedeker or a Blue Guide is a much better investment. The bookstalls along the Seine are full of those chatty bon voyage travel books, from which their owners have gladly parted for a franc or two. We must admit however, that there are two books one will not forgive oneself for having left unread before going to Europe. One is a good, simple volume on the history of architecture and the other, a history of Europe. Buell's *Europe: a History of Ten Years*, is recommended for the latter.

Long lists of biographies, unless biographies have always been one's favorite reading, will prove discouraging. A much better way to study up on Europe, I think, is to read anything one wants and to be Europe-minded while reading. Newspapers, magazines of current events,

even detective stories yield, in passing, rich stores of information about Europe. "When I left off thinking quite so much about the victims of the murders in Fletcher's books," said a tourist in Devon, "and paid some slight attention to his descriptions of English villages and barbacans and ruins and heaths, I found I had a fine equipment to understand this part of the country in its many moods, historical, architectural, rural."

The novel with local color, no matter how thoroughly our instructors taught us to scorn the local-color device, makes almost perfect groundwork for a European trip.

But beware; don't read a semi-modern novel. Pick post-war ones instead. For instance, if you are going to Russia, skip Turgenief and read *The Embezzlers* (Moscow 1929) or *The Diary of a Soviet School Boy* instead.

A little poetry, too, comes in handy in preparation for a trip to Europe. The *Spires of Oxford* and *In Flanders Fields*, of course, are reread many times in that period between engaging passage and the actual date of sailing. If you are going to England, reach for your old copy of Mother Goose instead of a sweet sugarcoated travel chat, for Mother Goose links up with every stretch of the Thames from London to Richmond. "When good King Arthur rules the land"—and Winchester comes into view. "It was a jolly miller lived on the river Dee"—and you find from observation that the river Dee really existed. *Parnassus en Route*, a new collection of poems connected with almost every European country except Russia, will be a delight to readers who like poetry and who hope to set sail overseas.

An ably written play, whether seen or read, will also give a sense of familiarity and understanding when one's feet are finally on the ground where the drama has been set. It is almost unbelievable to see for oneself how perfect the Dartmoor of Galsworthy's *Escape* was; to come upon replicas of Drinkwater's Bird-in-Hand Inn; to see the characters of *Caprice* in the parks of Buda-Pest. Venice is more romantic (if that is possible) for one's having met *Marco Millions* between the covers of O'Neill's book.

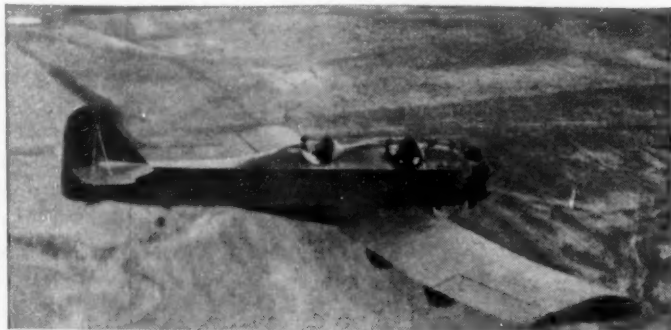
Pictorial maps are eye-openers also.

As soon as you set foot once again on American soil, you will make dozens of pilgrimages to the public library for books on new special interests acquired on the trip—books on Napoleon, Marie Antoinette, the Borgias, Capri, for example. No one can make out a reading list on Europe for you; once you are home you know too exactly what you want to read next.

"I can hardly wait to get home to my *Encyclopaedia Britannica*," I heard an old gentleman say when we were being whisked through the ruins of Melrose Abbey. "Then I will know who these Cistercians were and what they were doing in England and when they were doing it." This seasoned old traveller knew his reference books. There is nothing like the *Britannica* on winter evenings after a holiday trip to set one straight on what one saw in the summer. It is better than all the picture postals one can collect at the exits of museums or at railroad-platform bookstalls.

About two thousand years ago a man about town in Rome who evidently knew almost all there is to know about tourists, one Horatius Flaccus, heaved a sigh and said, "They only change their skies and not their attitude of mind who sail across the seas." He would probably say it again if he could see many who have bought tickets in Tourist Third. He could not, however, set this charge of provincialism down against teachers who have followed with any sympathy and understanding the important children's publications and especially the picture books of the last two or three years. The teacher who has worked with and enjoyed such recent children's books as *Miki* (Hungary) by Petersham; *The Runaway Sardine*, by Brock or *Nanette of the Wooden Shoes* by Brann (both about Brittany); *Coco the Goat* (Spain) by Wells; *The Trumpeter of Krakow* (Poland) by Kelly; the new edition of *Greyfriars Bobby* (Edinburgh) by Atkinson; and *Malou* (Switzerland) by Criss really knows in advance what can be found during vacation in the homes of families in European countries and will be ready to fit in there.

Celebrating The Covered



The Trails of Tomorrow

THE trails of tomorrow are in the air. The Lindberghs of today are the modern equivalent of the trail blazers of a century ago. May we not expect during the century ahead a system of airways that will unite the earth as our highways and railroads now unite America. The future of America is in the children and the children are in the schools. Let every child understand the heroic history of his community, his state, and his country.

What the schools can do—(1) Commemoration Day program—Covered Wagon Centennial: preferably April 10th or some other significant date. This program should be given in the auditorium, out-of-doors, or in classes. Its purpose is to honor our pioneers.

It should involve the following:

- The Oregon Trail, its geography and history.
- Stories of the pathfinders and pioneers—Indians, explorers, fur-traders, missionaries, home-building settlers, and ranchmen. To be presented through narration or dramatization.
- Songs and other music of the Covered Wagon days.
- Introduction of living Oregon Trail pioneers resident in your community.
- Address: A tribute to the pioneer builders of the west.

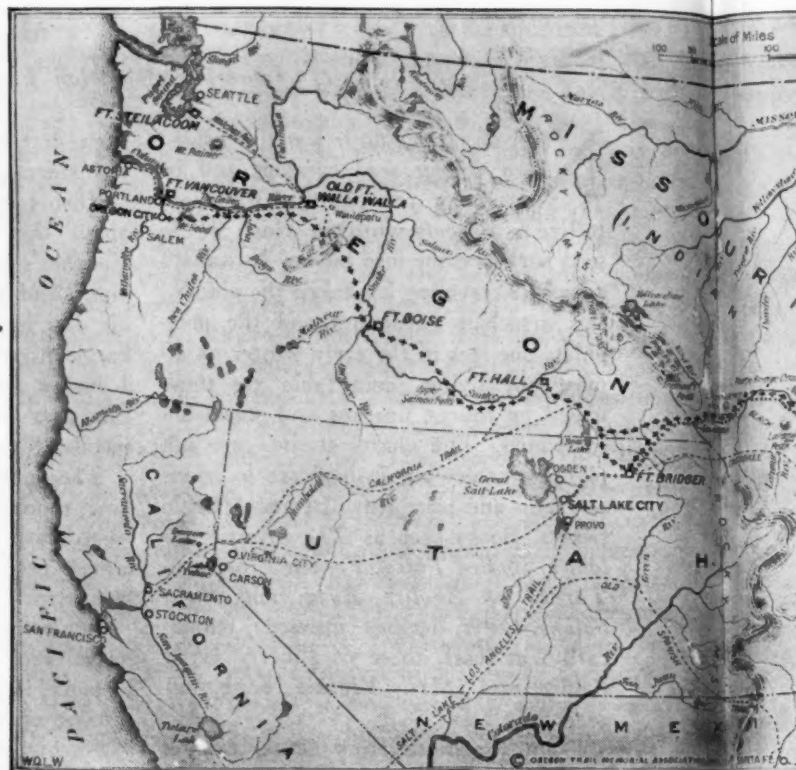
(2) Follow-up studies—

In connection with the history, geography, English, art, and music departments carry on the following activities:

- Gather from living pioneers their stories, preserve relics, documents of pioneer days.
- Make collections for libraries of reliable books, pamphlets, and articles that tell the story of the Oregon Trail and our westward march.
- Express in art, music, drama, and creative language work the choice stories and the spirit of the western pioneer.
- Essay contest.
Prepare to participate in the state essay contest for the Oregon Trail Memorial Association medals, which will be awarded, in each state, one to a boy and one to a girl and one to their school for the best essays on the theme: *The part my state has played in the opening and building of the West*. After the study of the history of the great west, as a part of our national expansion and achievement, students of junior and senior high schools will be ready to deal in a concrete and truthful way with this inviting theme. The details of the essay contest can be secured from the Oregon Trail Memorial Association, 95 Madison Avenue, New York.

References for study of the Oregon Trail—

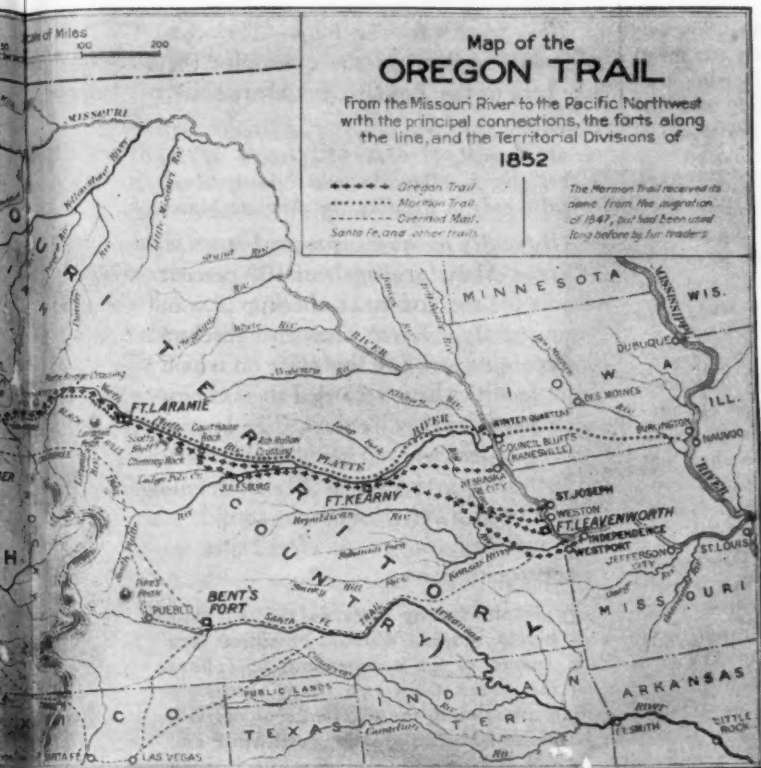
Boy Life on the Prairie—Hamlin Garland
Bozeman Trail—Hebard and Brininstool
Covered Wagon—Hough
Frontier, the Genius of American Nationality—Hulbert
Hidden Heroes of the Rockies—Russell
Oxteam Days on the Oregon Trail—Meeker
The Astorians—Washington Irving
The Oregon Trail—Parkman
The Overland Trail—Laut
The Pioneer Photographer—Jackson
The Road to Oregon—Ghent



APRIL 10, 1830 a covered wagon train left frontier St. Louis along the old Oregon Trail. This significant event marked the time when fur traders swapped their "mackinaw boats" for the "prairie schooners" and invited settlers to win and hold our west. Our plains and mountains are the result of the covered wagon and the patient oxteams. ¶This year is the Covered Wagon Centennial. The Association issues the invitation to the people of the nation and to all who wish to participate in this nationwide historical commemoration. Upon the occasion passed by Congress, rests responsibility for this movement. The starting of the first wagon train, is the opening date of the anniversary of the birth of Ezra Meeker, the dauntless pioneer. ¶The Covered Wagon Centennial is of vital interest to our country. It is a transplanted east, the blended north and south. It was won by the sons of the Mississippi. Not only the sons and daughters of those who fought in the later day played valiant parts in this great oxteam migration. ¶Precious few of these pioneers yet live to tell us their stories. We must find the old trails shown in the above sketch made for us by a covered wagon. We must search every part of our land. One tender tribute planned is the making of a list to search out those who yet live and pay them the honor due. This is a noble and give definite help in preserving our national traditions and practices.

NOV. 18, 1847—My husband is sick. It rains and snows. We start this morning to carry my babe and lead, or rather carry, another through the snow, mud, and team could possibly travel. I went ahead with my children and I was afraid of the mud and water with everything in them. My children gave out with cold and the oxen and bring them and carry the children on to camp. I was so cold and tired at all. We started this morning at sunrise and did not get to camp until after dark. My babe. I had carried my babe and I was so fatigued that I could scarcely walk. Welch's wagon, very sick. He had brought Mrs. Polk down the day before and our wagons are left half way back. I have not told half we suffered. I am not able for the boats to come and take them down the Columbia to Vancouver or Portland.

Covered Wagon Centennial



The Oregon Trail

Two hundred wagons, rolling out to Oregon
Breaking through the gopher holes, lurching wide and free,
Crawling up the mountain pass, jolting, grumbling, rumbling on,
Two hundred wagons rolling to the sea.

From east and south and north they flock, to muster, row on row
A fleet of ten-score prairie ships beside Missouri's flow.
The bull-whips crack, the oxen strain, the canvass-hooded files
Are off upon the long, long trail of 1600 miles.
The women hold the guiding-lines; beside the rocking steers
With goad and ready rifle walk the bearded pioneers
Through clouds of dust beneath the sun, through floods of sweeping rain

Across the Kansas prairie land, across Nebraska's plain.

Two hundred wagons, rolling out to Oregon
Curved around the campfire flame at halt when day is done,
Rest awhile beneath the stars, yoke again and lumber on,
Two hundred wagons, rolling with the sun.

Between the barren buttes they wind beneath the jealous view
Of Blackfoot, Pawnee, Omaha, Arapahoe, and Sioux.
No savage threat may check their course, no river deep and wide;
They swim the Platte, they ford the Snake, they cross the Great Divide.

They march as once from India's vales through Asia's mountain door
With spear and shield on Europe's plain their fathers marched before.

They march where leap the antelope and storm the buffalo
Still westward as their fathers marched ten thousand years ago.

Two hundred wagons, rolling out to Oregon
Creeping down the dark defile below the mountain crest,
Surging through the brawling stream, lunging, plunging, forging on
Two hundred wagons, rolling toward the west.

Now toils the dusty caravan with swinging wagon-poles
Where Walla Walla pours along, where broad Columbia rolls.
The long-haired trapper's face grows dark and scowls the painted brave;
Where now the beaver builds his dam the wheat and rye shall wave.

The British trader shakes his head and weighs his nation's loss,
For where those hardy settlers come the Stars and Stripes will toss.
Then block the wheels, unyoke the steers; the prize is his who dares;

The cabins rise, the fields are sown, and Oregon is theirs!

They will take, they will hold,
By the spade in the mold,
By the seed in the soil,
By the sweat and the toil,
By the plow in the loam,
By the school, and the home!
Two hundred wagons, rolling out to Oregon,
Two hundred wagons, ranging free and far,
Two hundred wagons, rumbling, grumbling, rolling on,
Two hundred wagons, following a star!

[Taken by permission from Guiterman: *I Sing the Pioneer*, published and copyrighted by E. P. Dutton & Co., Inc., N. Y.]

er St. Louis, for the Rockies, the first ever to thread its way
event marks a turning point in our history. When the fur-
the "prairie schooner," they opened the way for the home-build-
mountains and deserts were conquered by means of the humble
the Covered Wagon Centennial. The Oregon Trail Memorial
nation and particularly to the boys and girls of our schools to
tion. Upon this Association, by reason of an act unanimously
movement. April 10, 1930, the hundredth anniversary
g date of the Centennial, and December 29, 1930, the hundredth
ss pioneer who founded the Association, is the official closing
terest to our entire nation. The west, we must remember, is the
as won by heroes and heroines from every state east of the
e who fought for freedom but thousands of Americans of a
migration that has added nearly a score of stars to our flag.
eir stories. Hundreds of them lie in unmarked graves along the
a covered wagon pioneer. Others are at rest in cemeteries in
is the making of a roster of these honored dead; another is to
due. This cause offers a challenging opportunity for all to
ons and promoting our national unity.

art this morning around the falls with our wagon. We have 5 miles to go. I
he snow, mud, and water almost to my knees. It is the worst road that a
I was afraid to look behind me for fear of seeing the wagons turn over into
out with cold and fatigue and could not travel and the boys had to unhitch
is so cold and numb that I could not tell by the feeling that I had any feet
mp until after dark, and there was not one dry thread on one of us—not even
ld scarcely speak or step. When I got here I found my husband lying in
day before and was taken sick here. We had to stay up all night tonight for
red. I am not adequate to the task. Here was some hundreds camped, waiting
cover or Portland or Oregon City.—From the diary of Mrs. Elizabeth Cser.

s, printed on attractive art paper, may be had from the Association: 20 copies, \$1; \$4 a hundred; \$30 a thousand.]

Vitalized Group Study and Faculty Meetings

THE *Principal as Supervisor* is the title of the November 1929 Research Bulletin of the National Education Association. Pages 326 to 331 are a discussion of teachers' meetings. The practise and opinion regarding teachers' meetings are indicated in this bulletin:

When several hundred principals were asked to list their "time consuming" duties, teachers' meetings was seventeenth in 30 items. As a supervisory technic these same principals listed teachers' meetings as fourth in importance. Among a selected group of supervising principals group meetings were third in rank.

Among other suggestions in this helpful bulletin are these points that teachers' meetings

(1) *Be carefully planned, definite, and purposeful*—Without planning the discussion may wander aimlessly among trifling teaching problems. Every meeting should contribute something definite to the teacher's thinking.

(2) *Be organized around the needs of teachers*—Meetings based upon teaching difficulties easily enlist the interest of teachers. Sometimes it is necessary to present a teaching principle in several different ways before it carries over into practise.

(3) *Provide for the maximum of teacher participation under guidance of the principal*—Teachers profit most from meetings when there is an opportunity to discuss problems, ask questions, make reports, and give demonstrations. Without guidance from the principal some participation may contribute little or nothing to the discussion.

(4) *Be related to what has preceded and lead on to new advances*—The worthwhile meeting not only inspires the teacher to new efforts but offers some concrete suggestions as to what these advances should be.

H. J. Hoke, dean of education, College of William and Mary, is not in doubt regarding the professional growth of teachers.

In my judgment there is no phase of an education for a new world more important than the professional growth of teachers. By professional growth I do not mean a narrow growth that results only in skill in teaching; I mean a growth that is broad enough to include the teacher's moral and spiritual growth, her happiness as well as her efficiency.

Faculty meetings based on new material in the journals of state and national associations are enjoyed by an increasing number of teachers. Some JOURNAL readers have written the following:

We found the state and national journals very helpful last year in planning our meetings. We shall have one faculty meeting each month this year devoted to a study and discussion of the problems of the profession.—Florence M. Newton, Warren, Ohio.

The teachers of the Howell school have decided to have one faculty meeting each month based on material in the journals of state and national journals. We have 100 percent membership in city, state, and national associations for 1929-30.—Mary W. Hollingshead, Chester, Pa.

We have made a practise for 5 years of holding professional group study meetings once each month and frequently base our discussions on topics suggested by the JOURNAL. By enrolling in this movement we shall not be adopting any new policy but rather continuing one of long standing.—A. J. Heath, Stowe, Vt.

We had this plan worked out last year. Each teacher will take her turn in presenting a subject. We shall use 3 subjects each time and devote half the time to discussion, each reaction to be 10 minutes long. We are using the JOURNAL "Vitalized Group Study" pages in our teachers' meetings. One of our supervisors said recently: "The NEA JOURNAL is growing to be one of the outstanding professional magazines."—Jessie A. Fink, Greeley, Colo.

We pledge our interest and support by enrolling for the vitalized group study work.—M. M. Green, Jupiter, Fla.

Our program this year will include a more thorough study of the JOURNAL.—J. W. Ramsey, Fort Smith, Ark.

It seems to me that the NEA JOURNAL improves with each issue and is not now excelled by any educational journal.—John O. Chewning, Evansville, Ind.

I believe the professional spirit is unusual among our teachers. They not only have complete enrolment but are very active in keeping in touch with the JOURNAL.—J. J. Hogan, Rock Island, Ill.

Interpreting the Public's Schools—This special feature in this issue will be studied in many schools. It contains material for several meetings. It will be used for

Individual help and growth
Group study and faculty meetings
Classes in writing and journalism
Workers in parent-teacher associations
American Education Week
Classes in teachers' colleges
Filing in teachers' personal libraries.

The principals of Warren County, North Carolina, are making a systematic study of interpreting the schools to the public, using the above material in hand-book form.

The JOURNAL check-up—The votes of many readers on the 5 articles they like best in the January JOURNAL:

First, "The Leisure of Tomorrow," editorial; second, "On the Threshold of the School" by J. Mace Andress; third, "Individual Needs in Reading" by Annette Mann.

All faculty members vote on JOURNAL articles—Many principals of 100 percent schools use the JOURNAL checkup idea in group study. Every month checkup blanks are returned to this office on which entire faculties have recorded their choice of the 5 articles they like best. The largest number of teachers reporting their choice of JOURNAL articles was 51, Bellefontaine, Ohio; S. H. Frampton, supt.

A teachers college faculty expresses its appreciation:

My whole faculty regards the JOURNAL very highly indeed. Without exception they have spoken to me commending it. I have used the JOURNAL on two chapel occasions calling attention to the excellence of individual articles as being greatly worthwhile and have secured greater attention to it than usual. Several students have come to me wanting to get my copy for reading. As suggested by the January issue we are planning two projects here: to make our leisure constructive and to know our county and state. I assure you we are interested in this splendid magazine and are glad to cooperate with you in every way we can.—George W. Camp, president, Bowdon State Normal and Industrial College, Bowdon, Ga.

Your own library—Are you keeping a file of your JOURNALS? A complete file of the JOURNAL and other educational magazines in your school library is a source of invaluable material for professional study. References to articles might be posted on your bulletin board.

Suggestive questions for discussion of articles in this issue:

The Growth of Our Association. Someone whose teaching experience began about 12 years ago, might describe conditions which prevailed in the profession at that time. This would help new teachers to appreciate the contribution of their predecessors.

School Finance Legislation in 1929. What is your state doing to aid the poorer school districts? What sources for school taxes are supplementing the general property tax?

Interpreting the Public's Schools. Re-read the JOURNAL editorial of last month in studying this topic. Oregon Trail Centennial. Are the young people in your classes familiar with the history of their state and locality?

The Press and the Schools. This is a description of one of the many activities of the Association.

The Mental Health of the Adolescent. What are some of the fundamental needs of adolescent children? Why are superior teachers needed for them?

The Associated Press

THE PRESS has done more than any other institution to "make the whole world kin." Because of its rapid and efficient channels of communication the Australian and the Turk, the American and the Abyssinian, the Britisher and the Filipino are neighbors. Distance is no longer read from a geography; it is measured by the clock. The press has only a minute hand. Prejudices as well as distances have been wiped out by the network of cables and wires that daily sweep the events of the world into type. Even the jagged edge of hate stings less cruelly as the newsgatherers reduce the size of the world in which men live.

Leadership in a world rapidly turning to democratic ideals depends more and more upon voluntary cooperation, and less and less upon arbitrary power. Voluntary cooperation is based upon sympathetic understanding and common purpose. The education of the press and the school go hand in hand in the attempt to reduce the aims of men to unity and mutual helpfulness.

A notable service of the press in helping to create active support for the aims, ideals, and achievements of education is the publication of editorials, news, and feature articles setting forth the results, the methods, and the curriculums of the schools.

One of the most powerful organizations rendering this service to education today is the Associated Press. Two years ago the Associated Press Feature Service requested the National Education Association to secure for twice weekly publication articles written by prominent educators, qualified to interpret the work of the schools.

The Associated Press is unique in that it is a successful effort to apply the co-operative principle of newsgathering and distributing.

Its efforts are confined solely to its membership, but inasmuch as this comprises nearly 1300 newspapers throughout North and South America, its scope

is wide and its daily news service is read by many millions.

Because its member newspapers embrace every shade of political affiliation,



KENT COOPER, general manager of the Associated Press, which during the past two years has been releasing a series of feature articles on education to its member papers.

religious belief, and economic theory, its news reports must be kept free from bias or partisanship, and must give a true picture of the daily lives of people of the world, upon which newspaper readers may form their own opinions and draw their own conclusions.

There are approximately sixty news bureaus throughout the United States and its insular possessions functioning under the supervision of the general manager of the organization. In all of the principal capitals of Europe, Asia, and South America similar bureaus are maintained, staffed with one man at Warsaw and Constantinople and with as many as ten men in such bureaus as London and Paris.

These bureaus are connected with each other and with the member papers of the Associated Press by 150,000 miles of wires leased for exclusive use. Much of the copy is automatically written at the rate of 60 words per minute by electrically controlled typewriting machines as it comes in. In some of the larger cities of the country as many as 100,000 words of news and market reports come daily to the member paper.

Presenting the day's news, however, is only one of the major functions of American newspapers. Equally important has become that wide variety of material known as features—human interest stories, daily columns, departments for housewives, mothers, children, puzzle fans, business men, and others.

Operating in this field are the Associated Press Feature Services, one exclusively for morning and the other for evening newspapers. The feature articles written by educators for the Associated Press are distributed in this service to members.

Approximately 75 educators have prepared articles for this service. The articles have covered a wide range of educational subjects. The author's photograph usually accompanies his article.

During 1929-30 two series of articles on education are being distributed through the feature service of the Associated Press. One series consists of articles written by educators. Articles in the other series are written about education by prominent Americans who are not engaged in school work of any kind. This list of authors includes labor leaders, capitalists, editors of magazines and newspapers, actors, fiction writers, social welfare workers, club women, and ministers. This series is entitled "Education from Everybody's Angle." Its purpose is to secure from leaders in many walks of life sane and constructive comments on education that will provoke discussion leading to the improvement of American education.

ONE of the vital services of the National Education Association is its interpretation of education through newspapers and magazines. Beginning as a convention activity this service has developed into an all-year program, invaluable alike to both newspapers and schools. One phase of this interpretive service is described in this article on the Associated Press, prepared for THE JOURNAL by Belmont Farley, assistant director of the Division of Publications of the Association.

Education from the Educator's Angle

THROUGH DISCIPLINE TO FREEDOM—Public education today is between two fires. On the one side, it is tempted by the soft sentimentalism of the extreme freedom theory; on the one side, it is assailed by the hard materialism which stigmatizes the budgets for public education as "sanctified squander."

Public education will solve these problems. It will resist these temptations and these pressures. But it will take hard thinking and some heroic action to do it. In the meantime, it is facing a task the magnitude of which we are only dimly sensing. This vast expansion of education which has so greatly complicated our problem is something more than a mere concomitant of our material prosperity. It is in part a cause of our prosperity; in part, it is an answer to very definite needs which other contributing causes of prosperity have brought about.

It is, indeed, a clearcut expression of the needs of our industrialized civilization. With increasing acceleration, the routine work, the work that can be done without judgment, is being done by automatic machinery.

Fewer and fewer are the opportunities to earn a living in the routine trades; greater and greater are the needs on the stepped-up levels that require intelligent adaptation.

There are nearly two million fewer routine workers in agriculture and industry today than in 1920. There are many more workers on the levels represented by the professional and semiprofessional callings. The crowding of high schools and colleges is no accident. It is the product of some of the most fundamental forces in social evolution.

Even if it is a vague, it is none the less a recognizable demand for a type of instruction, inspiration, and discipline that will mean for the great masses a real intellectual growth. Even though they may be somewhat inarticulate, they are asking for bread—and we cannot, we must not, give them a stone.

From between these opposing forces of soft sentimentalism and hard materialism we can climb to a new plane—the plane of a virile, practical, and dynamic idealism. The only kind of freedom that is thinkable today is a disciplined freedom. We cannot build our democratic structure on the shifting sands of soft pedagogy. There must be iron in the blood of education and lime in the bone. In the individual, as in the race, true freedom is always a conquest, never a gift.

For the motto of an educational theory meet for the needs of democracy in an increasing industrialized civilization, I propose the phrase, "Through discipline to freedom."—*William C. Bagley, Teachers College, Columbia University, New York City.*

PRACTISE IN CITIZENSHIP—We learn by doing—and the only way one can become a good citizen is to practise being a good citizen. If youth is to learn citizenship and develop ethical character, then it must be by practise of the qualities of honesty, fair dealing, consideration for rights of others, unselfishness, cooperation, and industry. These

qualities are made possible by regular studies and by what we are pleased to call extracurriculum activities. The development of character is a matter of growth day by day in all the situations of life.

FOR TWO YEARS the Associated Press has distributed to its member papers—of which there are nearly 1300—features on education written by prominent men and women of the profession. These articles were obtained through the Division of Publications of the National Education Association. The articles and excerpts on this page, written by educators intimately familiar with the problems of the profession, are typical of the statements that have appeared during the past two years. On the following page are articles which will be published during 1930. Statements of this type have been much appreciated.

The making of the citizen commences when this untrained bit of humanity enters the kindergarten, or the lowest elementary grade. Little by little there must be implanted in this child's mind new ideas. He must understand at once that above his fancies there exist certain fixed standards that must mold his life; that the Golden Rule and due regard for others are still dominating this world; that authority is to be respected primarily as a principle, not because of the personality of those presenting it.

Through all the grades the teacher is molding the thoughts and habits of those under his care. The teacher who guides the youth must be able to devise methods so that each pupil may participate in the life of the school. He must inspire the pupil to want to practise being a good citizen until lofty ideals, habits, and right attitudes toward citizenship responsibilities become the real aim of the life of the next generation of adult citizens. The customs, traditions, ideals, and habits of a people are the results of having lived them.—*Mrs. Edith B. Joynes, principal of George Washington and Gatewood School, Norfolk, Virginia.*

COOPERATING WITH THE SCHOOLS—The people of a community can help their superintendent of schools first by proposing what purposes should be served through the educational system, and then by leaving to the superintendent and his staff the question of how to secure these desired ends.

The public determines, in the last analysis, what changes are to be made in the boys and girls who attend the schools. But there are many publics, or at least many groups of citizens with different interests and needs. Every community has its bankers, its plumbers, its housewives, its salesmen, its machinists, its farmers. Each group has par-

ticular needs which should be met by the schools. If these needs are not now met, the group is responsible for expressing them to the superintendent.

After the goals of the school have been set, on the basis of the needs of the public, the superintendent expects to be free to choose or devise the best ways of attaining these goals. Teaching is both an art and a science. The superintendent of schools expects the public to state its wants but then to permit the superintendent to decide on the details of the organization and method which will satisfy these wants.—*Frank Cody, superintendent of schools, Detroit, Michigan.*

THE SCHOOL AND THE HOME—The success in life of the boys and the girls of today depends on the cooperation of the elementary school and the home. The mode of living has so changed that the responsibility of making our future citizens has to be shared. The child who is so fortunate as to have this condition exist may well be expected to take the leadership in all crises which may arise.

The school and the home which teach the laws of selfcontrol, reliability, good workmanship, teamwork, loyalty, duty, and self-reliance will find that the many problems of misdemeanor, mischief, and maliciousness will not exist. A child who is taught good citizenship, kindness, patriotism, and obedience will not go far wrong and whatever the past may have offered to stimulate character education, it pales before the promise of the ideals being worked out by school and home for the future. Both the school and the home have turned the scrutinizing eye of education inward, with a resulting revelation of defects, it is true, but also of possibilities of creative achievement heretofore undreamed of. To the eager army of youth, with its aspirations, its zeal, its new understanding of the reason for things, the world looks for its new undertakings and on no two groups does the responsibility for the future fall as it does on the school and the home; therefore, it behooves these groups to form a closer relationship in order better to heed the call that cannot be denied.—*Eva G. Pinkston, principal, Sam Houston School, Dallas, Texas.*

NEEDS OF THE RURAL SCHOOL—One of the greatest needs of the rural school today is a modern curriculum based upon the combined results of research and clear thinking and adapted to the educational needs of rural children growing up in a modern world. It needs a curriculum in which the rural child's background of experience gained through his intimate contacts with home, community, and nature will be an asset to learning rather than a liability. It needs a curriculum glowing with the freshness and richness of life, not to be confined within the covers of a textbook or the four walls of "the little red schoolhouse."—*Emery N. Ferris, professor of rural education, Cornell University, Ithaca, New York.*

Education from the Educator's Angle

WHAT EDUCATIONAL RESEARCH DOES FOR A PUBLIC SCHOOL SYSTEM—Research does for public education exactly what sight, hearing, and the other senses do for man. Man *can* live deaf, dumb, and blind; but how much more gloriously he lives when in full possession of his senses. So it is possible for a school system to limp along, stumbling, groping—blindly feeling its way to progress; but with competent wellorganized research, progress is certain and rapid, action intelligent and efficient, life vigorous and successful.

Teaching at its best is a joyous, creative art. Its goal is the awakening of vision within a child through the interpretation of life, and the equipping of the child with the means of making his visions real. Of all the activities of man, teaching is probably the highest, the most complex, the most difficult. Nothing can replace the kindling contact of the mind of the teacher with the mind of the child. In the last analysis, true education comes only from the play of personality on personality. But research supplies the information out of which a teacher can create new visions; research furnishes the means by which hopes and plans are best translated into achievement; research, like conscience in man, helps both teacher and child to label action good or bad, success or failure.

Research helps to define aims. For many years all agreed a child should learn to write rapidly and legibly but it was only after measuring instruments had been invented and used that "rapidly" for an eighth grade child could be interpreted definitely as "85 letters per minute," and "legibly" as "quality 60 on the Ayres handwriting scale."

Research helps determine the efficiency of a given method. Should a child learn to write rapidly first, then improve in quality; or should he pay attention to quality first and then develop speed? It took many careful studies to convince teachers that the "best" method for a *given* child depends upon the peculiarities of his nature and temperament; that no *one* method is best for *all* children.

There has always been research in education and there always will be. In the past, however, it has been of the feeble type best characterized as "by guess and by gosh." During the last fifteen years developments as marvelous as those of research in industry have taken place. Today there are measuring instruments, trained workers, organized bureaus, and intelligent activity in all phases of educational work from the superintendent's office to the classroom. Today research is speeding up progress and rapidly increasing efficiency. Never has the future in education been so full of promise.—*S. A. Courtis, educational consultant, Detroit Public Schools.*

TEACHING READING YESTERDAY AND TODAY—The most outstanding difference between methods in reading of yesterday and today lies in the distinction between oral and silent reading and emphasis upon the greater importance of the latter. Reading stories aloud

with exact pronunciation, enunciation, and inflection formerly had a prominent part in the daily program of the elementary school pupil. Today the teacher realizes that fully 95 per-

THE ARTICLES on this page will appear during 1930 in newspapers which are members of the Associated Press. They have been written by educators in varied fields of work. Limited by newspaper requirements to 350 words the articles featured in this series present simply and quickly fundamental principles and points of view. An article is offered each week. Educators who read Associated Press newspapers in which these features are not appearing, may wish to inquire of their local editors concerning them. Newspapers are always glad to publish material when assured of an eager local interest.

cent of the adult reading is silent and for purposes of thought-getting.

More appropriate content is found in the reading materials of today than in those of yesterday. Much of the material found in the old textbooks and used by the teachers of the past has been found to be too difficult, too uninteresting, too involved, and too repetitious for children. Reading materials of today are much more carefully graded to suit the ages of pupils, and the content appeals to children's interests as determined by a knowledge of the psychology of childhood and the judgments of the children themselves. Furthermore the materials in reading today have greater social worth both for later school work and for adult activities.

In teaching beginning children to read, modern methods proceed from a larger, more natural unit than was common a few years ago. Only a few years ago it was customary for children to learn the alphabet, or at least, certain meaningless combinations of letters with the hope that they would further combine these letters to make words. Today most children never learn the alphabet in school and many children read well without being able to identify many of the letters individually. The teacher today proceeds from the beginning with the word, phrase, or short sentence as a unit and pupils learn to recognize with a single fixation of the eye this complete reading and thought unit.

The teacher of today makes a much more adequate diagnosis of the pupil's difficulties and deficiencies in reading than she could have made several years ago. The more adequate diagnosis is made possible by the existence today of scientific, standardized tests and measures enabling the teacher to determine how well a pupil recognizes words, what his vocabulary is, how rapidly he reads, how effectively he reads for various purposes, whether he has language handicaps, what his intelligence is, and in general, what

his reading habits are. All these make it possible to detect the pupils' strengths and weaknesses and to apply some specific training and remedial procedures which will usually enable them to overcome their deficiencies.—*Paul V. Sangren, director of research, Western State Teachers College, Kalamazoo, Michigan.*

THE ENRICHMENT OF ADULT LIFE—American life presupposes an educated public. Government, business, the prevention of pauperism, individual happiness, and self-respect all require that Americans have at least the elements of education. Until this is achieved neither our government nor our economic system can reach its intended effectiveness. The economic loss through the inability of millions to take their full part in the production of wealth is tremendous while the less tangible civic and personal costs of ignorance are even more serious.

American education has not yet risen to its need. The problem of education holds forth a challenge to every community, a challenge that will remain until the whole public has learned that education pays dividends in prosperity, that only literate voters can cooperate effectively in the common problems, that pauperism can best be reduced by equipping all to support themselves, that education can effect a complete transformation in many lives now bound by ignorance to dejection and defeat.

The giving of educational opportunity to those adults who have little or no education is only the beginning of adult education. The mental stimulation of continued study is needed to revitalize and give added meaning to the lives of millions not so handicapped. Almost everyone would be included in a comprehensive scheme of adult education from the illiterate to the college post-graduate student. There is no group whose educational average could not profitably be improved.

A few communities already have commenced comprehensive programs of adult education. Others have pointed the way to a solution of the most critical phase of the problem, the elimination of illiteracy.

While the work of these forward-minded communities has been in the nature of pioneering, their experience is now made available to all. Technics of leadership, instruction, and organization already are welldeveloped.

But the good thus far accomplished serves to emphasize by contrast the challenge remaining for the country as a whole. There are over 250,000 public school buildings empty at night and during the summer, much teaching talent unemployed, textbooks in abundance, and many millions of adults functionally illiterate. This, then, is the question: For the economic and political welfare of the country and for their own selfrespect and happiness, shall these millions be given educational opportunity?—*L. R. Alderman, specialist in adult education, U. S. Office of Education.*

Education from Everybody's Angle

FAITHFUL CITIZENSHIP—Since you are asking me, I'd say that the best thing the schools of America can do or should continue to do in case they already are doing it, is to try to teach the oncoming generation that one honest citizen who thinks for himself is worth, for national, or local, or individual purposes, a dozen equally honest citizens who are willing to let somebody else do their thinking for them.

And the next best thing the schools of America can do is to teach our young people the difference between patriotism and jingoism, the difference between a proper ambition to serve one's country to the top of one's power and a craving for the bogus glory of war. World peace—or at least the prospect for world peace—can grow only out of a common state of mind on the part of the strongest nations in the world.

And the third best thing the schools of America can do is to teach our children the value of discipline, moral, civic, social, and economic. And mass-discipline grows out of selfdisciplining.

And the fourth best thing the schools of America can do is to entrust the educational upbringing of our youth to men and women who have devoted their lives to that task, rather than to take the wellmeant advice of amateur diagnosticians, myself included, who propose to solve the problems of the entire system off hand.—*Irwin S. Cobb, writer.*

COLLEGE EDUCATION—I am increasingly amazed at the rare and manifold opportunities our colleges and universities offer the young men and women of the rising generation. I may confess I am a little alarmed—alarmed at their almost too perfect equipment, the million dollar laboratories, the elaborate gymnasiums, the little theaters with lighting systems worthy of Max Reinhardt. One wonders if things are not made too modern, too easy.

The students I meet impress me as being keenly intelligent, splendidly straightforward, friendly, and polite. What they lack (and this perhaps is characteristic of the young people of today) is a certain inner warmth of the quality of graciousness. Nor have they the sense of courtesy—not organized courtesy, but the gentle expression of the art of living. There seems nothing they cannot learn at the modern university. They may pursue journalism, mechanical engineering, diatetics, social hygiene, dressmaking, and expert accounting; they may listen to the finest musicians and the greatest lecturers of today imported to their vast auditoriums; they may develop their bodies in stadiums, swimming-pools, and gymnasiums that would have dismayed the Athenian athlete.

And yet there seems to be omitted from these elaborate curriculums the one quality that should be trained at a pliant and im-

pressionable age, an art (even call it a science) that makes life bearable for us all, rich or poor, artist or business man, dreamer or politician—*imagination.*

The sense of beauty suffers bitter reverses in modern life and is all too quickly stifled.

UPON the invitation of the National Education Association a number of prominent men and women not engaged in school work have contributed articles on education to be distributed by the Associated Press to its member papers. These articles will appear during 1930. American education, as the most important means of advancing material and spiritual progress, is the concern of all citizens. These statements reflect the opinions of pioneer thinkers. They will stimulate discussion on the part of laymen and educators alike. Forceful leaders in American life have always shown great interest in the schools. Their constructive efforts have done much to increase the effectiveness of education.

Yet without it, and its next of kin, the sense of humor, how are we to endure a world of hot-dog stands, fundamentalists, "talkies," and the "happiness boys"? Imagination cannot be instructed (though there are no end of English readers ready to destroy it). It must develop through leisure and limitation and these the modern university fails to afford.

Despite the marvelous equipment, the endless resources, the brilliant efficiency offered the American student, I wonder if the Oxford undergraduate, lolling back in his punt, gazing now at the towers of Magdalen, now at the long grasses in the Cherwell, now at a dog-eared copy of Horace, is not better preparing for life in all its richness, serenity, and beauty.—*Cornelia Otis Skinner, actress.*

ETHICAL CHARACTER—Our education has not failed. But there is a question whether it has fully achieved the end in view. I have been driven to the conclusion that, as a training of character, our education is incomplete. What we offer is called secular education.

What has been the result of secularising education? It has meant that the Bible, as a vehicle of education, has been excluded, generally speaking, from our schools and colleges; and the Bible is by far the finest of all our literary masterpieces.

The loss to the purity of our language is manifest in the popular literature of the day. What has been sacrificed of taste is not less manifest at a glance over our bookstalls. If then the schools and colleges are compelled by circumstances to omit the noblest from their curriculum, it is for the churches to make good the deficiency.

A secular education, as it is called, may develop many valuable qualities of mind and body. But our prisons are full of men and women who received this education, yet were unable or unwilling to live as law-abiding citizens.

What was lacking? As it seems to me, their education emphasized unduly what may be called the active virtues—energy, initiative, speed, getting-ahead. They were given the idea that all life is youth, that all life is health, that all life ought to be success.

But the greatest virtues are not active: they are passive; they include reverence, sympathy, patience, and the ability to be a failure.

Education should lead us not only to effort but to worship; not merely to develop within ourselves the best, but to absorb the best in others; not merely to pursue a career but to consecrate it. I should not be candid if I did not add that, to me, the supreme purpose of education, as of all life, is to find and to express *the mind of God in man.*—*Commander Evangeline C. Booth, Salvation Army.*

PAYING THE TEACHER—The greatest strength of American education lies in its aspirations. Except in one section of the country, and in respect to one race in that section, the American people have consistently aspired to provide every child with full and equal access to knowledge. Nothing on a scale like this has ever been attempted before in the history of mankind. It is the first time that the ideal of equal opportunity has provided an effective controlling purpose in public policy. This purpose has been pursued not by edict from the top, and has not been administered by a centralized control, but has represented the accepted opinion of a multitude of local communities.

The weakness of American education is that, measured by our resources in wealth, we have not succeeded sufficiently in realizing the American ideal. We have aimed very high, but we have the power and capacity to come very much closer to our objective.

Though we spend great sums of money on public education, we do not spend nearly enough. The teachers of the United States are by and large grossly underpaid. Because they are underpaid, the schools lose many teachers whom they ought to retain and fail to attract many whom they very much need. To carry out into practise the ideal which the American people set themselves will require an expenditure of time, money, effort, and brains comparable to those which are now available only to great business enterprises.

We may justly take pride in what we have hoped to do. But the wealth which is at hand is so great that we cannot honestly say we are doing even a part of what we might do.—*Walter Lippmann, author.*

THE PRESS is powerful to an extent often beyond conception. We can hardly estimate what may be done in this way in harmonizing the views of the community, and exciting to efficient action, with regard to our common schools.—*Henry Barnard.*

Education for A Better World

ROSS L. FINNEY

Associate Professor of Sociology, University of Minnesota

ONCE UPON A TIME a young schoolmaster lost himself on a strange road in an unfamiliar region. Following a track across a frozen lake, he had trusted to the instincts of his borrowed team; but they had turned off at the wrong fork and eventually clambered up the bank at what was obviously the wrong place. The youth was wholly confused, both as to location and directions, except that he knew his destination must be somewhere to the southeast. But fortunately it was a clear night and he knew how to locate the North Star. Of familiar constellations there were plenty in sight; but they were useless as guides, since their positions, east or west, were relative to the signs of the zodiac. Only the one Polar Star would do. So the lost pedagog turned his back squarely to that star, thrust his left arm out toward the southeast; and within two hours was at home and in bed.

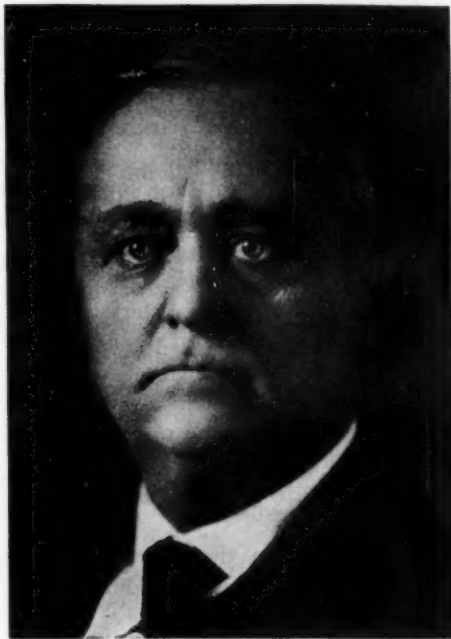
What does the fable teach: What education needs in the present bewildering transition is to locate the ultimate values of human life. Education objectives aplenty are in sight; but they are all relative to the signs of the times; and *it is the times that we are lost in*. If we are to find our way we must get down to fundamental principles.

In quest of fundamentals the first question that has to be answered is: What is human nature. That question once answered, we shall be able to locate the *ends*, or values, of human life; after which we shall at least know what it is for which we are trying to find the curriculum *means*.

Psychology has gone bankrupt in the attempt to define human nature. The behaviorists have reduced "the original nature of man" to half a dozen "prepotent reflexes," such as sucking, kicking, and the like; but these do not account for the adult suckers and kickers in civilized society. Pavlov's slobbering dogs have established the principle of the conditioned reflex, all right enough; but that principle fails utterly to explain why the reflexes of adult, civilized human beings have become conditioned to this instead of to that. What still remains to be explained is why the same grass makes

wool on the sheep, hair on the cows, and bristles on the pigs.

It turns out to be the doorstep of the sociologists upon which the psychologists



Ross L. Finney

have abandoned their problem, for the problem can be solved only by approaching it from the standpoint of social evolution. To educators who are interested in the reasons for that approach is recommended a rather diligent perusal of something rather fundamental in sociological analysis, as, for example, the Park and Burgess text.

Beginning with the second chapter of that book he will encounter the startling assertion that man is not born human; from which he will go forward to the explanation that human nature is acquired through learning the social heritage. And from this it follows that the contents of human nature are to be cataloged through an analysis of the social heritage. From digging at the roots of the instincts we must, therefore, lift our eyes to the foliage of culture, if we are to discover "the original nature of man" and the fundamental needs of human nature.

The psychologists began that quest with an assumption, namely, that the *unlearned* in human behavior is what reveals the secret. They have pushed that

assumption to its ultimate issue and have demonstrated it fruitless and futile: the few prepotent drives of babies do not explain the elaborate complexities of human culture. We must therefore try a new assumption, namely, that what is *universally learned* is due to the innate needs and drives of human nature. And this new assumption proves immediately fruitful as we shall see.

Without going into the details of the procedure (See the present writer's *Sociological Philosophy of Education*, Macmillan, Chapter IV, to which chapters II and III are prerequisite) let us point out at once that there are certain social institutions, such as the family, industry, the state, religion, and the like, that, in one form or another, are universal among all peoples. Some of them are embryonic and undifferentiated in primitive society but they are always found, even if only in the germ. The following is offered as a tentative list: the family, the local community, the state, the industries, the church, the school, the press, the standard of living, the customary recreations, and the health-preserving activities.

The existence of these institutions in some form or other, is predetermined by the racial plasm. Human nature is the kind of nature that lives by these kinds of activities. They have been objectively evolved in the age-long struggle for self-realization. Moreover, they furnish the social matrices in which and in which alone, the candidate can grow into human form. For, be it observed, two reproductive processes are required to produce a human being, the second of which is the learning process by which the mental content of the social institutions is reproduced into the candidate; for it is only through such institutional participation that the individual acquires his human nature. The institutions of society, far from being bonds of thwarting and restriction to the individual, are the patterns of his selfrealization and the moulds of his freedom. Apart from them the candidate for humanity would remain a naked savage, a dumb brute, a functional idiot, a mere inhuman lump of flesh as in the cases of the wolf children and other feral men cited by Park and Burgess.

Hence it follows that a list of social institutions is equivalent to a list of man's innate biological needs. There is no sounder philosophy of life, so far as it goes, than to regard a balanced participation in the fundamental institutions of society as the aim of human existence; since it is through such participation that the essential values of life are achieved. Similarly, it is for participation in the institutions of society—in each and every one of them—that the schools are preparing the children. *The institutions of society are the objectives of education.* This proposition is the very bed rock of educational theory.

And this principle the reader, if he is observant, will find vaguely half discerned in much of the writing on educational subjects. Moreover, it is what our currently prevalent list of objectives falls only just a little short of saying. Said, however, it throws light on such otherwise vague objectives of that list as socio-civic and moral character.

But institutions change their forms. Indeed, they evolve. They are not what they were yesterday, in ancient times, in the Old Stone Age. And never were they evolving more rapidly than under our very eyes at the present moment. What, now, is the explanation of institutional evolution? The answer is: knowledge, accumulating knowledge. Social evolution is the result of discoveries and inventions; it is essentially a matter of the growing cognitive capital of the race. The causal difference between savagery and civilization is in the quantity of knowledge utilized in the social process.

That is why savages need no formal education: they utilize so little knowledge in their social processes that it can all be picked up incidentally. That is why schools appear with civilization: the knowledge involved in the social processes has become too complex and too remote from childish interests to be left to informal education. That is why schools have evolved so phenomenally during the recent past: the science and technology used in the social processes have be-

come so elaborate since the scientific and industrial revolutions!

The next step is, accordingly, to analyze the intellectual resources of society. As a result of such analysis we have the following classes of knowledge: The means of communication, the technics of industry, the technics of amusement, the sciences, the fine arts, the creeds (political, economic, religious), the codes (of custom as well as of morals).

Corresponding, serially, to this classification of human knowledge are the following fields of curriculum subjectmatter: Language, vocational training, games and sports, the sciences, the fine arts, the new humanities.

The sixth includes those subjects that deal with human nature and human relationships, such as geography, biology, psychology, anthropology, sociology, economics, political science, ethics, and history. They correspond to the creeds and codes of the previous list, since they furnish the information by which the creeds and codes can be understood and intelligently revised. In a period of change they are of consummate importance.

Observe, finally, the procedure of applying these principles. Take any institution in the list as a type study; say, the family. What is the function of the family? Obviously the answer boils down to moral, cultural, and spiritual nurture. What is the scope and pitch of such nurture, when it is ideal, in civilized society? What knowledge do prospective parents need to prepare them for carrying on such ideal family life? What languages and formal "language"? (Our customary curriculum requirements here will have to be mostly explained by the needs of some other institution. Which one, by the way?) What vocational training? What games and sports? What sciences? What fine arts? (Here we are lamentably blind of insight.) What new humanities? (This last is of consummate importance if we are going to equip prospective parents with the information requisite to teaching their children the

what and why of life's changing values and relationships—to really succeed, in other words, in moral and spiritual nurture).

As soon as we proceed from such premises as these it becomes apparent that whatever instruction is requisite or desirable to fine, civilized family life ought to be furnished to as large a percent of our young people as possible. Those who are likely to follow the humbler vocations are the ones who will need it most. And it would be as desirable, if only possible, for the dull as for the bright. By similar procedure we come out to similar conclusions in the case of each of the other institutions—except industry.

Such a sociological philosophy of curriculum construction challenges the curriculum makers to *improve* the institutions of society by preparing the young people for better institutions than we have today. And to do just this is the most important responsibility of educators. Which means that they must know, as well as the world's extant knowledge permits anybody to know what "better" is in the case of the social institutions. And preparation for this responsibility boils down to broad scholarship upon the part of educators, particularly in the fields of the new humanities. A study of the functions of institutions reveals their present defects. A study of the history of institutions reveals, in part at least, what trends of change are desirable or otherwise. Familiarity with such intellectual resources as science, art, and the new humanities, and the applications thereof, reveals the popular ignorances by the removal of which social life might be improved. Since the school is the steering gear of democratic society, it follows that broad, scholarly knowledge of society is the fundamental requisite of that educational statesmanship by which popular education can give us a better world. The broader the general scholarship of educators, the more hope there is of a better world through the agency of the school.



The Mental Health of the Adolescent

J. MACE ANDRESS

THE OUTSTANDING PROBLEM in the mental health of adolescence is how to grow up. To the boy or girl entering this period it means the perplexity of adjusting one's self to a social environment which is becoming increasingly complex. This process of adjustment may be more or less unconscious to the boy or girl but it is nevertheless real. This period of adjustment implies a winning on the part of the individual of a certain amount of independence and a release from family ties. To parents and teachers the problem is one of the gradual relinquishment of authority so that adolescent boys and girls may grow into adulthood selfreliant and wellearned to face the responsibilities of life successfully.

Adolescence refers in a general way to that period of growth between twelve or thirteen and twenty. It covers approximately the period of the teens. One of the difficulties of this age is that it lies between childhood and adulthood. Boys and girls are not yet mature human beings. They can be treated neither as children nor yet as if grown up. Then the transition from childhood to adolescence and from adolescence to adulthood is so gradual that teachers and parents scarcely realize the changes that are taking place. Psychology has probably made the least contribution to this perplexing field. Because of its complexity it does not lend itself so readily to experiment and investigation as the earlier and later stages. Since the question of individual differences assumes as great a significance during this period as in any other, the difficulty of developing a scientific method of procedure in dealing with adolescence is food for serious thought.

There is a widespread and popular belief that the adolescent suddenly emerges into a new world, that a new self is born. In all ages literature has reflected this consciousness of a distinct period of development. Among primitive peoples there is a notion that after the formal ceremonies in which the youth becomes officially a member of the tribe there is a change in personality. This is often dramatized by the youth feigning death and then coming back to life. This naive view of the magical rebirth

of personality is not confined to primitive peoples. Many parents today cherish the belief that their sick, feeble-minded, or unfortunate children will experience a change at puberty. Even physicians today are heard to remark that he or she will be all right after he or she changes.

This belief in the rebirth of personality does not harmonize with the results of scientific investigation and measurement. The youth does not break with his past. The dullard in childhood is still a dullard in adolescence; the bright child remains bright in his teens. There is a striking correlation between physical traits before and after adolescence. If we measure the height, weight, and strength of children just before they enter their teens and again several years later we find that the rank of every individual is practically identical. The individual who was below the average in the first test is still below the average in the second test. It is possible to make such a sweeping statement as this that no new traits make their appearance during adolescence. Even sex which is characterized by strong impulses during this time may be observed before this period begins. It is not true, as some assert, that the problems of adolescence are so new and so different that previous training does not count. The behavior patterns formed during the earlier years still exist and operate. Maturation alone does not change a child's language habits so that he suddenly begins to speak and write correctly. Neither does mere maturation break up such habits as disrespect for authority, carelessness, and deceitfulness. The habits and attitudes of earlier days still influence adolescence. The way to begin to solve the problems of adolescence is to start with the preschool child. To use a gambler's phrase we might speak of the desirability of loading the dice during the preadolescent period. The Jesuits were apparently considerably justified in their famous saying that if they could have a boy during the first seven years of life it did not matter who had him afterwards. It is evident that the adolescent self has its roots deeply buried in the past.

The great goal of adolescent education, and the remote goal of all education even

in the kindergarten, is growing up. During the crucial years of adolescence the individual must learn how to earn a living, find a suitable mate, formulate a practical philosophy of life that will enable him to meet the world, and become emotionally free from parents. If he is able to pass these four major tests he will be initiated into manhood. He will be able to go alone. If not he will be a child all his days.

To get away from the family and win independence is called "psychological weaning" by Dr. Hollingworth. This is the dominant characteristic of growing up and demands the development of traits of personality such as initiative, selfreliance, selfconfidence, courage, and persistence in gaining one's ends. Getting away from the family does not necessarily mean that the individual must leave the parental roof. Some adolescents win emotional independence although residing at home and others remain dependent although at some distance. L., for example, is married and has a family of two children. She finds it impossible to change the baby's food or buy a new dress without consulting her "mamma." She is in constant communication with her mother over the telephone. She and her husband have frequent quarrels, at which times she calls her husband a brute and goes home to mother with the children and stays several days. M., on the other hand, has learned how to be emotionally independent. Although she lives in the same house with her parents she leads a normal life, managing her affairs with skill. Lack of psychological weaning is responsible for many failures in the business and industrial world. Employees who have never been weaned expect their employers to deal with them indulgently as their own parents have done. When they are not coddled and sympathized with they may express themselves in a violent temper and complain that they have been dealt with unjustly.

The lives of many adolescents carry along with them a sense of insecurity and uncertainty, difficult for parents and teachers to comprehend. They are engaged in the adventure of finding themselves. This may be exhilarating but is not without frequent strain and mental

confusion. They must chart their lives, decide upon a trade or profession, formulate a practical moral and religious philosophy, fall in love and fall out again, endure mental conflicts between desire and duty, choose friends, and learn to get along with others. Contrary to the picture often presented of the adolescent, he does not always experience emotional turmoil. Some find this period one of calm sailing. Yet the provocations for mental upset are obvious. Day dreaming, laziness, deceit, petty theft, unlawful sexual experiences, boasting, egotism, extreme sensitiveness, and mental breakdown are all a part of the unsuccessful

story of adjustment. What the adolescent needs above all is to be understood.

One of the fundamental needs of adolescence is freedom, since learning to emancipate one's self from one's family and "go alone" is a major need of education. Parents and teachers must learn how to "let go" and youth must learn how "to take hold." The baby is born absolutely helpless. It is dependent upon its parents for the satisfaction of all its needs. As time goes on this dependence should gradually decrease. On the other hand independence, which is nil at birth, should steadily increase until the individual is gradually emancipated from the

authority of his parents. The key to the solution of the whole problem is this: *The adolescent should be given as much freedom as he can use wisely.* There should be as little restraint as possible but a wise guidance of interest and activities.

Homes and schools need to remember that growing up mentally is as important, if not more important, than growing up physically. The exercise of harsh authority or the careless supervision of young people may prevent development into wholesome manhood and womanhood. The fine art of dealing with young people is to guide them wisely and let them alone at the proper time.

Educational Opportunities in Radio During March, 1930

NO ONE can escape radio. Even if he does not himself listen, he associates with others whose information, taste, and morals are in a measure shaped by radio. To know the minds of pupils in one's school, one must know their radio habits. Teachers and parents cannot ignore the possibilities of radio for good or ill in the lives of children. The next generation of children will be radio-minded as this generation is movie-minded. The worldwide broadcasting of the London Naval Conference suggests the possibilities of radio in the civic education of both children and adults. Radio standards cannot be too high. What the public wants it will get. Let every citizen express his appreciation for radio features that are wholesome and his disapproval of features that encourage bad habits or wrong moral attitudes.

Keep a radio calendar in your home and at school. Write on it the best radio events—able discussions of affairs, fine music, wholesome entertainment. Let radio be a servant and not a master. *All of the items listed here are repeated each week during March.*

The National Advisory Committee on Education by Radio has recommended a radio research unit in the United States Office of Education.

No school has a right to bring into the schoolroom via radio advertising in any form even though the product itself be unobjectionable.

Radio in Education is the title of an attractive 166-page report which will be sent free on request to persons engaged in educational work. Address the Payne Fund, 1 Madison Avenue, New York City. Inclose fifteen cents in stamps to cover mailing.

Chicago Public Schools radio programs list slide numbers which correlate with geography topics. Music reviews are supplemented with footnotes containing titles and composers.

The Course in French, WBZ, given by Miss Emily Chamberlain, instructor, Di-

vision of University Extension, Boston, Mass., is illustrated with French songs. Syllabi of the 8 lectures are available.

California has a statewide radio committee, of which Willard E. Givens, superintendent of schools, Oakland, Calif., is chairman. The committee recently recommended that the State Department encourage those schools equipped with radios to experiment with the educational programs which are approved and now being broadcast.

The University of Pittsburgh lists the following radio publications: No. 53: *Two Thousand Years of Virgil* (8 talks) 60¢; No. 54: *Psychology and Human Problems* (10 talks) 60¢; No. 55: *Debating* (6 talks) 50¢. Address radio manager, University of Pittsburgh, Pittsburgh, Pa.

The National High-School Orchestra, which was a feature of the Atlantic City convention of the Department of Superintendence, is planning a tour of Europe in the summer of 1931. Students attending this year's camp will be given preference in selecting the 1931 orchestra.

Saturday, March 1

12mET N. Y. Col. Agr. Cornell Univ. WEAI
12:30pmCT Univ. of Georgia—Athens WSB
3:30pmET For Your Information CBS
8pmET New Business World—Merle Thorpe NBC

Sunday, March 2

7-7:30pmET Our Romantic Ancestors CBS
7:45pmET The World's Business—Klein CBS
9pmET Our Government—David Lawrence NBC

Monday, March 3

9:10-10:15amCT Chicago Pub. Schools WMAQ
11-12amCT Classroom Hour—Univ. Iowa WSUI
12mET N. Y. Col. Agr. Cornell Univ. WEAI
12:30pmCT Ga. State Col. Agr.—Athens WSB
12:45pmET Nat'l Forum & Home Hour NBC
2-3pmET Ohio School of the Air WLW-WEAO
2:15pmET Keeping Your Child Well NBC
2:30pmPT California School of Air KFBK
3-3pmPT Univ. of Southern Calif. KEJK
3-3:30pmET Univ. of Pennsylvania WCAU
3:30-4pmCT Music Apprec. Course WSUI
3:30pmET For Your Information CBS
4pmET Current Events—Reese & Russell NBC
5:45pmET My Bookhouse Story Time CBS
6:30pmET Current Events—Kaltenborn CBS
7:15-7:30pmET World Today—McDonald NBC
7:30pmET Bk. Reviews—Univ. Va. WRVA
7:35-7:55pmET History—Col. City N. Y. WNYC
7:45pmET Back of News in Wash. NBC
7:55-8pmET In World of Books WNYC

Tuesday, March 4

9:10-10:15amCT Chicago Pub. Schools WMAQ

11:15amET Sen. Capper Political Talk CBS
11-12amCT Classrm Hour—Univ. Iowa WSUI
12mET N. Y. Col. Agr. Cornell Univ. WEAI
12:45pmET Nat'l Home & Farm Hour NBC
2:15pmET Home Music Lessons NBC
2:30-3pmPT Voc'l Guidance Calif. School of the Air KFBK
2:45-3:15pmET Mass. Univ. Extension—French WBZ
2-3pmET Ohio School of the Air WLW-WEAO
3-3:30pmET Univ. of Pennsylvania WCAU
3:30-4:30pmCT Music Apprec. Course WSUI
3:30pmET For Your Information CBS
5:30-6pmCT Spanish Course Univ. Iowa WSUI
6pmET This Week in History CBS
6:45pmET Baldwin-Wallace Col. Berea, Ohio WTAM
7pmET Voters Service NBC
7:30-8pmCT Gen'l Interest Topics—Univ. Minn. WLB
7:35pmET Survey of the Sciences WNYC
7:55pmET The Master Composers WNYC
8-8:30pmCT Spanish—Univ. Minnesota WLB

Wednesday, March 5

9:10-10:15amCT Chicago Pub. Schools WMAQ
11-12amCT Classroom Hour—Univ. Iowa WSUI
12mET N. Y. Col. Agr. Cornell Univ. WEAI
12:45pmCT Agricultural Talks Univ. Ky. WHAS
12:45pmCT Ga. Col. Agr. Atlanta WSB
12:45pmET Nat'l Farm & Home Hour NBC
2-3pmET Ohio School of the Air WLW-WEAO
3-3:30pmET Univ. of Pennsylvania WCAU
3-5pmPT Univ. of Southern Calif. KEJK
3:30pmET For Your Information CBS
3:30-4:30pmCT Music Apprec. Course WSUI
5pmET National Woman's Party NBC
6:15pmET Going to Press CBS
7:30pmCT German, Univ. of Minn. WLB
7:55pmET Fundamentals of Law WNYC
8pmCT French Lesson—Univ. Minn. WLB

Thursday, March 6

9:10-10:15amCT Chicago Pub. Schools WMAQ
11amET Your Child—Grace Abbott NBC
11-12amCT Classroom Hour—Univ. Iowa WSUI
12mET Radio Poultry School—Cornell WEAI
12:45pmET Nat'l Farm & Home Hour NBC
12:45pmCT Georgia Col. Agr. Atlanta WSB
2-3pmET Ohio School of the Air WLW-WEAO
3-3:30pmET Univ. of Pennsylvania WCAU
3:30-4:30pmCT Music Apprec. Course WSUI
3:30pmET For Your Information CBS
5:30-6pmCT Spanish—Univ. of Iowa WSUI
6:30pmET Civic Repertory Plays CBS
6:45pmET Baldwin-Wallace Col. Berea, Ohio WTAM
7pmPT San Diego City Schools KGB
7:15pmET Talks by Outstanding Speakers NBC
7:35pmET Progress in Invention WNYC
8:15pmET Frederick William Wile CBS
10:30pmET Nat'l Forum, Wash. D. C. CBS

Friday, March 7

11:45-1pmCT What Farm Folks are Asking—Univ. of Kentucky WHAS
11-12amET Music Apprec. Hour—Damrosch NBC
12mET N. Y. Col. Agr. Cornell Univ. WEAI
2-3pmET Ohio School of the Air WLW
3pmET Archaeology—Univ. of Pa. WCAU
3:15pmPT Los Angeles Pub. Schools KHJ
3:30-4:30pmCT Music Apprec. Course WSUI
3:45pmET Elizabeth Fellows Psychology CBS
5:15pmET The March of Events NBC

4-H Club Work

C. B. SMITH

Chief, Cooperative Extension Work, U. S. Department of Agriculture

BOYS' AND GIRLS' 4-H Club work is a relatively new rural educational movement. Through it, boys and girls ten to twenty years of age are taught farming and homemaking and oriented as to the place of agriculture in life. They are taught in such a way that their skill is increased, their powers of observation developed, their vision broadened; and they learn how to work and play and associate together. Moreover, the work they do in agriculture and homemaking is so guided and directed that much of it serves as a demonstration to neighbors and the community of the better way of doing things. In a sense, 4-H Club boys and girls are teachers.

The 4-H Club movement is a part of the cooperative extension system of the U. S. Department of Agriculture and state agricultural colleges. It had its origin in certain of the farmers' institutes and the public schools of Illinois, Ohio, and Iowa, from 1899 to 1905. Impetus was given the movement when Dr. S. A. Knapp of the Federal Department of Agriculture stressed the demonstration work of boys and girls in the south as a means of improving rural home conditions and teaching diversified agriculture to meet the problem brought about by the coming of the boll-weevil.

The movement, stimulated by greatly increased funds from federal government, state, and county sources, beginning in 1914, spread rapidly into all the states until at the present time the annual enrolment approximates 700,000 members, increasing about 8 percent annually.

All of the approximately 2600 county agricultural agents, the 1300 home demonstration agents, the 250 county club agents, and the 1100 agricultural and home economics extension specialists of the federal and state cooperative

agricultural extension system promote the organization and conduct of boys' and girls' club work. The extension force is largely made up of college graduates and, as a whole, they give about 32 percent of their time to 4-H Club work.



THE care of living things by farm children is a profound influence in fixing regular habits, joy in work, and a sense of responsibility for lives other than their own.

In addition to these paid public extension teachers, there are about 60,000 leaders of the clubs who serve without pay. These are public-spirited farmers, farmers' wives, school teachers, lawyers, ministers, and older club boys and girls. Over 54 percent of these local leaders are college and high-school graduates.

The price of membership in 4-H Clubs is that the boy or girl joining the club shall conduct a piece of work or put on a demonstration under guidance, showing the better way of growing an acre of corn or cotton, raising a flock of poul-

try or litter of pigs, growing a garden and canning the surplus, making a dress or refurnishing a room, or doing other things of like character on the farm or in the farm home—work which has a meaning for the farm family and rural community, as well as for the boy or girl doing it.

The symbol of the 4-H Clubs is the four-leaf clover, with the letter H on each leaf. The H's stand for the head, heart, hand, and health. Explanation of their meaning is found in the club pledge, which runs as follows:

I pledge: my head to clearer thinking; my heart to greater loyalty; my hands to larger service; and my health to better living for my club, my community, and my country.

In 4-H Club work, the boys and girls are usually organized into groups of ten to fifteen members, who meet together in their respective homes or in the schoolhouse or other community center once a month and have a program. This program largely deals with reports by each one on his or her demonstration work, the progress that has been made during the month, difficulties encountered, and how they have been met. They sing songs, play games, and have a socially good time. The club has a president and other officers, besides the adult leader or sponsor of the club, and the meetings are conducted in accordance with parliamentary practise. The club may be made up of all boys or all girls, or of both boys and girls, depending somewhat upon the nature of the club. In such subjects as gardening, poultry, and dairying, both boys and girls are members of the club.

It is a common practise for the club to visit each member's demonstration sometime during the year with the club leader. On such occasions, the club member ex-

THE COMING AMERICAN—Bring me men to match my mountains; Bring me men to match my plains,—
Men with empires in their purpose, And new eras in their brains. Bring me men to match my
prairies, Men to match my inland seas, Men whose thoughts shall pave a highway Up to ampler destinies;
Pioneers to clear thought's marshland, And to cleanse old Error's fen; Bring me men to match my moun-
tains—Bring me men!—Sam Walter Foss, in *Whiffs from Wild Meadows*, Lothrop, Lee, and Shepard Co.



HISTORY comes into youthful lives with real vividness as they visit Mt. Vernon and look down the historic Potomac which was so dear to Washington.

plains to the group what he or she is doing and the purpose of the demonstration. The club leaders make these instructional trips—in fact, much of the teaching is done in this way. Books are little used, though the club members are quite generally provided with instructional leaflets.

The large objective is to bring the boys and girls in contact with the progressive things in agriculture and rural life, make them feel that agriculture and homemaking are a real part of science and art and worthy of our best efforts and support—let them see the interesting side of agriculture as interpreted by those who love it.

The club usually holds an achievement day at the close of the year. At this time each boy and girl makes an exhibit of his or her work. This is made quite an event. Parents are invited in, club members are judged on their work, prizes are awarded, speeches are made, and there is general entertainment, games, and social visits. Every club member is required to keep a record of his work and costs on his project and write up a final report, showing yield and profits and the story of the year. About 67 percent of all the club members in the United States completed their work in this manner in 1928.

The 4-H Clubs are sometimes organized and conducted in cooperation with the public schools and sometimes not. *There is a trend away from the schools. This appears to be largely because the*

teachers in rural schools have a full-time job teaching the three R's. Frequently they are inexperienced in agriculture and unsympathetic with rural life. Often their term of school closes in early summer and they are absent from the county during three or four months when the club members most need help.

This situation has led to the seeking and finding of progressive farmers and farm women and older club boys and girls as club leaders, with gratifying results. These leaders are given technical

instruction by the county extension agents and agricultural college extension specialists, so that they know the latest and best in the particular field in which they are to lead. They are also coached by the county or state club leader on how to organize and handle boys and girls. This helps the leaders in their own farming and homemaking, besides keeping them growing with youth.

Bankers, business men, and fair officials all take a keen interest in 4-H Club members. Bankers frequently lend club members, on their note, money for purebred calves, pigs, or poultry, to be repaid when the animals reach maturity or are sold. Business men offer prizes to club members in various corn-growing, canning, judging, or other contests and fair officials offer many inducements for club members to exhibit at county, state, national, and even international fairs. At the annual 4-H Club Congress in Chicago, there are 1000 to 1200 club boys and girls in attendance from over 40 states.

Club camps and farmers' weeks at the state agricultural college are prominent events in the life of 4-H Club members. In 1928 there were over 2200 of these camps in the United States with 155,000 in attendance.

At the county and district camps, club members who desire to come are given five to six days of recreation—instruction in swimming, nature hikes, bird lore, stunts by many members and groups,



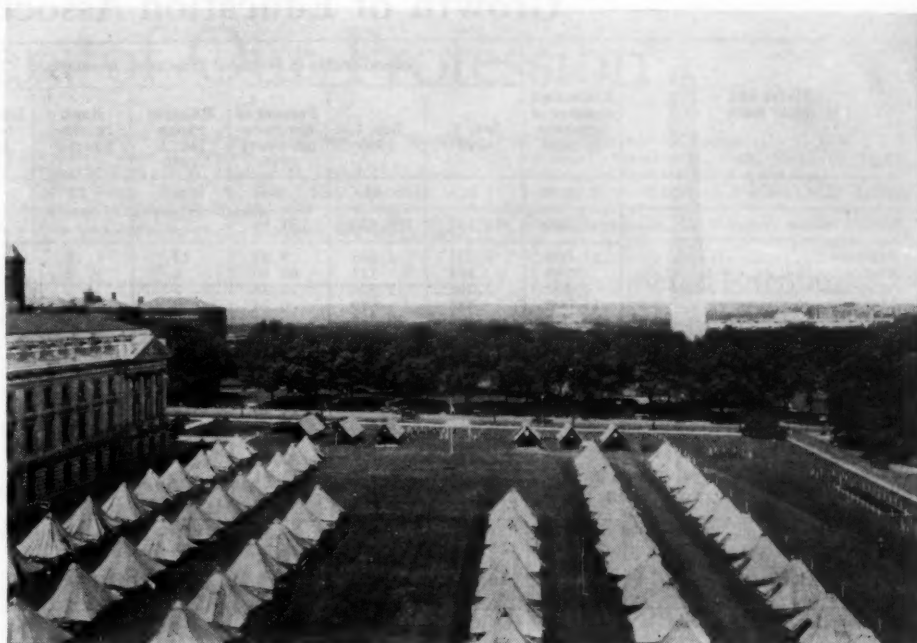
STOCK judging is an essential part of the training of the young farmer. Nothing but the best is good enough for the farms of tomorrow.

campfires, inspiring vespers, and singing.

Outstanding 4-H boys and girls, 200 to 2500 strong, from all over the state, once a year go to the state agricultural college for an annual 4-H Club conference for the better part of a week, there to sleep in the college dormitories, sit in its classrooms and listen to its best teachers, walk its campus and catch a vision of something bigger than they have known, something they can take back with them to think about as they cultivate the long rows of cotton or corn in the hot sun or help mother with her daily tasks of home and garden.

Then, to add a little more interest to the matter, two outstanding club boys and two girls from each state are invited to Washington in June each year as the guests of the U. S. Department of Agriculture; there, camped in army tents under the shadow of the great Washington Monument, to come in contact with the nation's best in art, architecture, history, legislation—there to meet the president of the nation, representatives of Congress, members of the Supreme Court, ambassadors of foreign nations, explorers, and others of the nation's great, all of which helps build citizenship and give vision. Now, what does all this mean for the boy or girl?

First, they learn to do some worthwhile thing in the best way. Their interest is aroused in the work because it is of importance to the family or the community. Their minds are interested. Here is something not out of books but a part of life. There is com-



THE 4-H camp in Washington each spring is on the Department of Agriculture grounds. In the center of the picture are the Washington Monument and Lincoln Memorial.

petition and contest in it. It is a game—not work.

Second, young folks at an impressionable age are brought into contact with outstanding farm men and women, with county agents, club agents, extension specialists, men and women with college training, with bankers, business men, fair officials, people who have achieved and whose success warrants emulation.

Third, through the club meetings, they early learn something of parliamentary law, how to preside at a meeting, how to appoint committees, how to make a report, how to work together to carry out a program. Here they get the beginnings of cooperation, one of the greatest needs of rural people.

Fourth, their outlook is broadened through: their attendance at county and regional club camps; the visit of many to the state college of agriculture, where they spend a week in instruction, sightseeing, listening to inspirational talks; their attendance at county, state, and national fairs, where many make exhibits; and the attendance of a select group at the National 4-H Club camp in Washington. This all stimulates ambition and interest and helps lift the vision.

Finally, the work reaches both boys and girls in school and boys and girls out of school. It teaches them that it is the trained men and women who succeed these days. It encourages them to go back to school if they have left it and complete the high-school work or go on to college or take a vocational course. Four-H Club work is a strong supplement to school work and makes wide use of the native leadership found in every community if looked for and given a job.



PROUD indeed is the boy who has raised a blue ribbon winner as he receives his badge of distinction. The experience gained in his achievement is invaluable.

GET acquainted with 4-H Club work. It is in your county.

4-H Club work teaches by doing.

4-H Club boys and girls are demonstrators—they learn and teach better ways on the farm, in the home, and in the community.

4-H Club boys and girls work, earn money and acquire property.

4-H Club boys and girls do the needful, the wholesome, the helpful thing.

4-H Club boys and girls play the game fairly.

4-H Club boys and girls meet together, work together, play together, cooperate, achieve.

4-H Club boys and girls build up their bodies and their health through right living; they train their hands to be useful, their minds to think clearly; their hearts are kind.

4-H Club boys and girls have high ideals and standards.

4-H Club boys and girls are doers.

Growth of Education Associations

States and other units	Estimated number of teachers in 1930	Membership in National Education Association						Membership in State Associations			
		Jan. 1, 1929	Jan. 1, 1930	Percent of teachers members 1930	Relative ranks Jan. 1, 1930	Rank in size groups ¹	Life membership Jan. 1, 1930	Jan. 1, 1929	Jan. 1, 1930	Percent of teachers members 1930	Relative rank Jan. 1, 1930
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	942,530	193,145	205,678	21.76			3,123	664,779	697,775	74.03	
Alabama.....	17,000	1,331	1,635	9.62	43	C 10	57	9,610 ²	13,790 ²	81.12	23.5
Alaska.....	250	161	171	68.40	4	E 2	1	231			
Arizona.....	3,300	2,262	2,524	76.48	3	D 2	32	2,985	2,950 ^e	89.39	12
Arkansas.....	13,000	857	876	6.74	50	C 13	68	8,329	8,260 ²	63.54	40
California.....	40,000	19,486	20,887	52.22	6	A 1	255	32,487	34,590	86.48	15
Canal Zone.....	150	65	65	43.33	9	E 4	3				
Colorado.....	11,000	4,663	4,620	42.00	11	C 1	53	8,178	8,400 ⁺	76.36	30
Connecticut.....	11,700	2,051	1,893	16.18	27	C 4	34	10,280	10,595	90.56	10
Delaware.....	1,600	721	759	47.44	8	E 3	11	1,057	984	61.50	42
District of Columbia.....	3,000	1,370	1,276	42.53	10	D 4	38	1,000 ^{e3}	1,000 ^{e3}	33.33	49
Florida.....	12,000	2,651	2,490	20.75	22	C 3	47	7,381 ²	7,452 ²	62.10	41
Foreign.....		223	199				1				
Georgia.....	19,500	1,909	2,713	13.91	35	C 7	55	13,200 ^e	15,000 ²	76.92	28
Hawaii.....	2,400	2,624	2,573	107.21 ⁴	1	D 1	128				
Idaho.....	5,000	1,050	988	19.76	25	D 8	20	3,959	4,307	86.14	17
Illinois.....	48,000	11,197	12,045	25.09	21	A 5	146	35,098	36,886	76.85	29
Indiana.....	25,000	5,902	6,457	25.83	19	B 2	87	16,448	16,857	67.43	36
Iowa.....	27,000	3,342	3,218	11.92	38	B 8	70	17,647	17,966	66.54	38
Kansas.....	22,000	3,070	3,256	14.80	32	B 6	52	16,996	17,847	81.12	23.5
Kentucky.....	18,000	1,362	1,428	7.93	46	C 12	29	12,500 ²	14,338 ²	79.66	26
Louisiana.....	12,200	636	807	6.61	51	C 14	26	10,382 ²	10,400 ²	85.25	19
Maine.....	6,500	1,769	1,696	26.09	18	D 7	24	6,371	7,144	109.91 ⁴	1
Maryland.....	8,700	882	1,592	18.30	26	D 9	22	3,418 ²	4,253 ²	48.89	46
Massachusetts.....	25,600	6,340	5,191	20.28	24	B 5	61	17,819	18,870	73.71	33
Michigan.....	33,000	12,230	13,652	41.37	12	A 3	62	30,638	31,921	96.73	5
Minnesota.....	23,000	7,518	5,805	25.24	20	B 3	55	14,675	15,000	65.22	39
Mississippi.....	20,500	361	560	2.73	54	B 11	14	10,277 ²	11,187 ²	54.57	44
Missouri.....	25,500	3,219	3,287	12.89	36	B 7	70	23,620 ²	24,120 ²	94.59	6
Montana.....	6,100	886	985	16.15	28	D 11	21	4,377	4,780	78.36	27
Nebraska.....	15,500	2,313	2,331	15.04	31	C 6	67	13,531 ^e	12,700	81.94	21
Nevada.....	925	753	783	84.65	2	E 1	3	430 ^e	618	66.81	37
New Hampshire.....	3,200	454	337	10.53	41	D 14	10	2,630 ²	2,620	81.88	22
New Jersey.....	27,000	7,678	9,080	33.63	14	B 1	90	26,000 ^e	27,000 ^e	100.00	3
New Mexico.....	3,500	430	536	15.31	30	D 10	29	2,610	2,613	74.66	32
New York.....	75,000	10,315	10,522	14.03	34	A 6	155	39,500 ^{e4}	42,110 ⁴	56.15	43
North Carolina.....	25,000	854	1,066	4.26	53	B 10	67	15,672 ²	17,091 ²	68.36	35
North Dakota.....	10,000	588	556	5.56	52	D 17	36	4,350	4,404	44.04	47
Ohio.....	46,500	19,490	23,850	51.29	7	A 2	269	39,099	40,112	86.26	16
Oklahoma.....	20,500	1,781	1,880	9.17	44	B 9	50	19,107 ²	18,802 ²	91.72	9
Oregon.....	9,000	2,794	2,770	30.78	16	D 5	38	6,600 ^e	6,750	75.00	31
Pennsylvania.....	64,000	19,316	21,206	33.13	15	A 4	230	58,324	59,072	92.30	8
Philippine Islands.....	27,000	110	117	4.3	55	B 12	13				
Porto Rico.....	5,000	86	338	6.76	49	D 16	13				
Rhode Island.....	4,500	371	336	7.47	48	D 15	9	3,950	4,045 ^e	89.89	11
South Carolina.....	14,500	635	1,165	8.03	45	C 11	17	8,135 ²	10,106 ²	69.70	34
South Dakota.....	9,000	1,288	1,269	14.10	33	D 12	39	9,045	9,212	102.36 ⁴	2
Tennessee.....	18,200	1,457	2,215	12.17	37	C 8	23	7,900 ²	8,000 ^e	43.96	48
Texas.....	44,000	3,469	3,440	7.82	47	A 7	176	24,059 ²	23,871 ²	54.25	45
Utah.....	5,000	2,842	2,994	59.88	5	D 3	24	4,911	4,984	99.68	4
Vermont.....	3,200	450	370	11.56	40	D 13	11	2,400	2,591	80.97	25
Virgin Islands.....	105	56	11	10.48	42	E 5	8				
Virginia.....	17,000	2,015	2,010	11.82	39	C 9	42	12,706 ²	15,805 ²	92.97	7
Washington.....	12,500	5,625	4,778	38.22	13	C 2	36	11,107	11,088	88.70	14
West Virginia.....	16,300	2,513	2,602	15.96	29	C 5	36	13,500 ^{e3}	13,935 ²	85.49	18
Wisconsin.....	21,500	4,228	4,368	20.32	23	B 4	64	17,000 ^e	18,149	84.41	20
Wyoming.....	3,600	1,146	1,100	30.56	17	D 6	26	3,250 ^e	3,200	88.89	13

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 193,145 on January 1, 1929, and 205,678 on January 1, 1930. This latter figure is 21.76 percent of the 942,530 teachers in the United States and territories. The life membership in the National Education Association on January 1, 1930, was 3,123.

The figures for state associations for January 1, 1929, show a membership in these associations of 664,779. This figure for January 1, 1930, is 697,883, which is 74.03 percent of the 942,530 teachers in the United States and territories.

In the United States in 1928, 20.12 percent of the teachers of the country were enrolled in the National Educa-

tion Association; in 1929, 20.82 percent were enrolled; the corresponding percent for 1930 given at the head of column 5 is 21.76. The percent of teachers enrolled in state associations in 1928 was 72.16; in 1929, 71.66 and in 1930, 74.03, the percent given at the head of column 11. The preceding percents are based upon estimates as to the number of teachers in each state in 1928, 1929, and 1930. These estimates are as accurate as available data permit. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from the officers of those associations.

The letter "e" indicates that the figure is an estimate.

Column 7 enables each state to compare its membership achievement with that of other states in its size group. The states marked "A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000;

"C" 10,001 to 20,000; "D" 2001 to 10,000; "E" 2000 or under.

² Figure does not include members enrolled in statewide organizations for colored teachers.

³ Includes enrolment in both white and colored associations (separate organizations).

⁴ The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely through local organizations. There are approximately 30,000 teachers in New York City.

⁵ Figure for 1928.

⁶ The percents in excess of one hundred percent are accounted for by the fact that members are enrolled among teachers in private schools, institutions of higher learning, and laymen.

⁷ Membership in colored state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

Builders of Our Profession

AS TO TEACHER ORGANIZATIONS—Teachers must perfect their worldwide organization that the ultimate goal of truth in the schoolroom may be reached more quickly. Educational organization is rapidly drawing the four corners of the nation into a community of common professional understanding and common professional endeavor. Is it any wonder that we look forward to the day when every teacher in the land shall directly benefit by membership in this great professional activity?—Effie MacGregor, principal, Burroughs School, Minneapolis, in Bulletin, Portland Grade Teachers Association.

New Life Enlistments

THE vicepresident of the First National Bank of Camas, Washington has announced that his bank has made a standing offer of life membership in the NEA to every teacher who completes twenty years' service in the city of Camas.

The following life members have been reported since the list was published in the February JOURNAL.

ALABAMA—W. Y. Fleming.
ALASKA—Charles W. Hawkesworth.
ARKANSAS—H. D. Alford, A. G. Thompson.
CALIFORNIA—Willard M. Brown, James F. Bursch, H. Wayne Gillispie, John L. Compton, Theta Harrison, Mrs. Leta S. Hiles, R. B. Huxtable, Mrs. Lois E. Johnson, Roy D. McCarthy, Margaret Rankins, M. Alex Rogers.
COLORADO—Frederick E. Stemme, M. Eugenia Walker.
CONNECTICUT—Grace R. Sterling, Ralph S. Stevens, Blanche Wilkins.
DELAWARE—C. Kenneth Roper, Virgil B. Wiley.
FLORIDA—Mrs. Lola M. Culver, Mrs. Frankie A. Howze.
GEORGIA—Thomas T. Benton, H. J. W. Kizer, Mark Smith.
HAWAII—Erling C. Benson, Harry M. Hale, Sanae Kanda, Dallas C. McLaren, A. N. Wikoli.
IDAHO—William W. Gartin, Mae Gittins, C. Elmer Roberts.
ILLINOIS—Vernon Bowyer, George Dudley Full, Sarah McLean, William J. Page, D. Walter Potts, Ernest W. Sundell.
INDIANA—Larry E. Dyer, W. Edward Fisher.
KANSAS—Louis Christiansen.
KENTUCKY—G. W. Campbell.
LOUISIANA—Mrs. Maude W. Parsons.
MAINE—Howard L. Bowen.
MASSACHUSETTS—William G. Currier, Vincent A. Keenan, N. Elliot Willis.
MICHIGAN—William G. Burton, E. E. Gallup, Virginia Lawniczak, Charlotte B. Rusk.
MISSOURI—Elizabeth H. Burrell, Mathilde C. Geeks.
NEBRASKA—M. E. Boren, C. H. Velte.

NEW JERSEY—J. Edgar Dransfield, D. Stanton Hammond, Jane D. Seward.
NEW MEXICO—J. W. Diefendorf, Floyd Santisteven.
NEW YORK—Reese E. Bert, Mrs. Matilda W. Hausauer, William C. Smith.
NORTH CAROLINA—A. C. Holland, Clifton P. King, Jr.

UTAH—Clarence E. Smith.
VERMONT—Carolyn H. Peck, Wynn L. Taplin.
VIRGINIA—Charlotte D. Wray.
WASHINGTON—Elizabeth Forbes, Mrs. Lillian M. Rogers.
WISCONSIN—John A. Walecka.

Pennsylvania Increases 100% Counties

THE TEACHERS of the following counties in Pennsylvania have voted to join the NEA 100 percent and to pay their state and national dues with the institute fee:

Year	County	Superintendent	No. of Teachers
1926	Berks	Alvin F. Kemp	783
	Bradford	J. Andrew Morrow	377
	Delaware	Carl G. Leech	716
1927	Chester	Clyde T. Saylor	600
1928	Blair	T. S. Davis	249
	Cumberland	Ralph Jacoby	394
1929	Pike	Chester B. Dissinger	all
	Dauphin	I. D. App	all
	Center	F. Glenn Rogers	all

The resolution passed by the teachers of Center county—We believe that the teachers of this county should be affiliated with the greatest professional organization in this country, the National Education Association, and do hereby request the county superintendent to increase the enrolment fee for the next institute two dollars in order that every teacher in Center county may be a member of this organization.

NORTH DAKOTA—Arthur E. Thompson.
OHIO—C. A. Arganbright, Maude Brown, John L. Clifton, James J. Hall, Mrs. Ethel C. Hill, Janet Morrison, Mrs. Ella Peabody, Howard G. Riggs, Lester E. Seitz, B. F. Stanton, Herbert N. West, Leon C. Wilkerson.

PENNSYLVANIA—Charles E. Dickey, Charles W. Hall, Nellie G. Hudson, J. A. Lubold, Raymond W. Robinson, Harold W. Traister.

PHILIPPINE ISLANDS—Leonardo V. Nachor, Albert H. Searle.

PORTO RICO—Felicita Casiano.

SOUTH DAKOTA—Freda Rasmussen, George E. Sanders.

TENNESSEE—Mrs. W. J. Gilfillan, Katherine P. Ingram, Mrs. Maude M. Ward.

TEXAS—Eunice Banks, Mrs. Pearl Van Zandt Beckner, Mrs. W. R. Jones, O. E. Kennedy, Annie L. McDonald.

Completed Enrolments

THE schools in Oberlin, Ohio have had a 100 percent enrolment for eight successive years. There are only 39 members in the school system including the superintendent. Out of this number twelve are life members. The superintendent is Mr. Howard L. Rawdon. Much credit for the number of life memberships is due the principal of the high school, Mr. C. E. Wigton.

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

Eleven years
TEXAS—El Paso, Aoy.

Ten years
CALIFORNIA—Long Beach, John C. Fremont.
MICHIGAN—Detroit, Barstow.

Nine years
HAWAII, Ewa, Oahu, Ewa.
ILLINOIS—East St. Louis, Hawthorne.

Eight years
NEW JERSEY—Kearny, Franklin, Nathan Hale.

Seven years
ARIZONA—Glendale, Glendale Public Schools.
CALIFORNIA—Long Beach, Washington Elementary, Washington Junior High.
HAWAII—Hakalau, Kalaniana'ole, Territorial School for Deaf and Blind.
MICHIGAN—Ann Arbor, Bach, Eberbach, Perry; St. Joseph, St. Joseph Public Schools, Garfield, High, Lincoln, Washington.
OHIO—Cleveland, Mt. Auburn Training.
WEST VIRGINIA—Clarksburg, Morgan.

Six years
ALABAMA—Birmingham, Glen Iris, Hemphill, Powell.
DELAWARE—Wilmington, Number 3, Number 22.
FLORIDA—Pinellas County, Norwood, Sixteenth Street.
ILLINOIS—Champaign, Lincoln; Rockford, P. A. Peterson.
MICHIGAN—Ann Arbor, Angell; Grand Rapids, Coit.
MINNESOTA—Minneapolis, Irving, John A. Johnson.
NEBRASKA—Omaha, Beals.
NEW MEXICO—Albuquerque, Fourth Ward.
PENNSYLVANIA—Shenandoah, Shenandoah Public Schools, High, Jardin Street, Jefferson, Lincoln, Old White Street, Penn Street, Turkey Run, Union Street, Washington Junior High, Woodrow Wilson.
SOUTH DAKOTA—Sioux Falls, Meredith.

INTERESTING and significant facts about the 1929 membership—The total membership for the year was 205,681. ¶This was forty times that of 1907 and nearly twenty-five times that of 1917. ¶The gain for the year was 12,536. ¶Ohio won first place for largest total (23,850) having made for three consecutive years the largest net gain, (2,198 in 1927; 2,705 in 1928; and 4,360 in 1929). ¶Pennsylvania stood second (21,206); California third (20,887); Michigan fourth (13,652); Illinois fifth (12,045); New York sixth (10,522). ¶Thirty states made increases ranging from 18 to 4,360. ¶Five states made increases of more than a thousand each—Ohio 4,360; Pennsylvania 1,890; Michigan 1,422; New Jersey 1,402; California 1,401. ¶South Carolina made the largest percent of increase over 1928 (83%). ¶Hawaii again had more N. E. A. members than public school teachers (2,573). ¶The five states having the highest percentage of membership were: Nevada (85%); Arizona (76%); Utah (60%); California (52%); Ohio (51%). ¶This inspiring growth in membership is an evidence of the valuable service rendered by the Association.

Five years

CALIFORNIA—*Long Beach*, Atlantic Avenue, Bixby, Bryant Elementary, Burbank, Horace Mann, John G. Whittier, John Muir, Los Cerritos, Naples, Temple, Theodore Roosevelt, William McKinley.

FLORIDA—*Fort Lauderdale*, High.

HAWAII—August Ahrens, Kailua, Kuhio, Lanakila, ILLINOIS—*Peoria*, Whittier; *Robinson*, Township High.

INDIANA—*Fort Wayne*, Harrison Hill.

NEVADA—*Verdi*, Public.

NEW HAMPSHIRE—*Pittsfield*, Memorial.

OHIO—*Mansfield*, Mansfield Public Schools.

PENNSYLVANIA—*York*, York Public Schools, Burrows, Central, Cherry Street, Continuation, East King Street, Franklin, Garfield, Hannah Penn Junior High, Hartley, Jackson, Jefferson, Lincoln Junior High, Madison, McKinley, Noell, Old High, Pine Street, Plank Road, Princess Street, Ridge Avenue, Smallwood, Stevens, William Penn Senior High, Wilson.

SOUTH DAKOTA—*Sioux Falls*, Riverside.

TENNESSEE—*Memphis*, L. C. Humes High.

TEXAS—*Houston*, Woodrow Wilson.

UTAH—*Salt Lake City*, Uintah.

WEST VIRGINIA—*Clarksburg*, Linden.

WISCONSIN—*Kenosha*, Deming.

Four years

ALABAMA—*Birmingham*, Elyton.

CALIFORNIA—*Hawthorne*, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Avenue, Williams Street, York Street; *Long Beach*, Edison Junior High, James Russell Lowell, John Dewey Junior High, Signal Hill; *Richmond*, Fairmont, Harding, Washington.

HAWAII—*Honolulu*, Washington Junior High.

ILLINOIS—*Harrisburg*, Dorrisville.

KANSAS—*Atchison*, Martin, Roosevelt; *Rolla*, Rural High.

MASSACHUSETTS—*Beverly*, Pleasant View.

MICHIGAN—*Monroe*, Monroe Public Schools, Boyd, Christy, Junior and Senior High, Lincoln.

MINNESOTA—*Minneapolis*, Miles Standish.

NEW JERSEY—*Kearny*, Roosevelt, Washington.

PENNSYLVANIA—*Braddock*, Copeland, Hamilton, High; *Delaware County*, Johnson Avenue; *Kresgeville*, Polk Township High.

VIRGINIA—*Lynchburg*, Robert E. Lee Junior High;

Richmond, John B. Cary.

WISCONSIN—*Madison*, Emerson.

Three years

CALIFORNIA—*Long Beach*, Chestnut, Jane Addams; *Los Angeles*, Music Division; *Mission Beach*, Public; *San Diego*, Cabrillo, Central, Chollas, Encanto, Florence, Ocean View.

GEORGIA—*Cedar Grove*, High.

HAWAII—Benjamin Parker, Hauula, Helemano, Kahuku, Kalihiwaena, Kawaiola, Lincoln, Manoa, Moanalua, Pohukaina, Royal, Waiahole, Waikiki.

ILLINOIS—*Champaign*, Champaign Public Schools. MINNESOTA—*Duluth*, Ensign; *Minneapolis*, Pierce. MISSOURI—*Kansas City*, McCoy, Teachers College of Kansas City.

NEVADA—*Battle Mountain*, Grammar.

NEW JERSEY—*Mountain Lakes*, Mountain Lakes Public Schools.

OHIO—*Cleveland*, Addison Junior High; *Hancock County*, Liberty Township Centralized.

PENNSYLVANIA—*Braddock*, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; *Wilkesburg*, Wilkesburg Public Schools, Allison, Johnston, Junior High, Kelly, McNair, Semple, Senior High, Turner.

UTAH—*Wasatch County*, Wasatch County Public Schools, Central, Charleston, Daniel, Junior High, Keetley, Midway, North, Soldier Summit, Wallsburg, Wasatch High.

VIRGINIA—*Richmond*, Grace Arents, J. E. B. Stuart, Madison.

WISCONSIN—*Kenosha*, McKinley Elementary.

WYOMING—*Greybull*, Greybull Public Schools, Grade, Junior High.

Two years

ALABAMA—*Bessemer*, Clarendon, Roberts-Vance; *Birmingham*, Gate City, North Birmingham.

ARIZONA—*Yavapai County*, Seligman Public Schools.

CALIFORNIA—*Long Beach*, Edison Elementary, Franklin Junior High, James A. Garfield, Longfellow, Orthopedic; *Los Angeles*, Art Division, School Savings Division; *National City*, Monument; *San Diego*, Emerson, Washington; *Santa Maria*, Union High.

CONNECTICUT—*Stamford*, Glenbrook.

DISTRICT OF COLUMBIA—*Washington*, James A. Garfield.

GEORGIA—*Veazey*, Veazey Public.

HAWAII—Aiea, Cummins, Kaaawa, Kalihi-Uka, Kawanakoa, Lunalilo, Mount Happy, Pauoa, Pearl City, Robello, Shrine Ward, Supervisors Department, Waialae, Waipahu.

IDAHO—*Pocatello*, Bonneville.

ILLINOIS—*Aurora*, Freeman; *Des Plaines*, West Division.

KANSAS—*Vinland*, Vinland Rural High; *Wichita*, Skinner, Washington.

LOUISIANA—*New Orleans*, McDonough Number 10.

MASSACHUSETTS—*Somerville*, Burns.

MICHIGAN—*Ann Arbor*, Donovan.

NEVADA—*Battle Mountain*, Lander County High.

NEW JERSEY—*Atlantic City*, Indiana Avenue; *C Camden*, Feters.

OHIO—*Cleveland*, Larchmont, Nottingham, Quincy, West Technical High; *Petersburg*, Springfield Township High.

TENNESSEE—*Hamilton County*, Bakewell Grammar, Birchwood High and Elementary, East Brainerd, Fairmount, Fairview, Gold Point, Miller's Grove, Pineville, Red Bank, Sawyer, Signal Mountain, Silverdale, Snow Hill; *Knoxville*, Belle Morris, Flenniken; *Memphis*, Lawler, Madison Heights.

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

Current year

ALABAMA—*Birmingham*, Baker, Lakeview.

ARIZONA—*Yavapai County*, Mayer Public Schools, Miller Valley Public Schools.

CALIFORNIA—*Chico*, Central, Chapman, Chico Vecino, Nord Avenue, Salem Street; *Coronado*, Coronado Public Schools; *Julian*, Banner, Union Grammar; *Long Beach*, Frances E. Willard, Starr King; *Los Angeles*, Rockdale; *Richmond*, Grant, Kensington, Pullman, Stege; *San Bernardino*, Administrative Officers, Arrowhead, Burbank, Cajon, Lincoln, Meadowbrook, Metcalf, Rialto Junior High, Terrace, Urbana; *San Diego*, Andrew Jackson, Balboa, Benjamin Franklin, Euclid, Fremont, Garfield, Grant, La Mesa Heights; *San Diego County*, Hipass, Rancho Santa Fe, Richland, Soledad.

COLORADO—*Canon City*, Senior High.

CONNECTICUT—*Colchester*, Dublin.

GEORGIA—*Atlanta*, William F. Slaton.

HAWAII—Ahualoa, Haaleo, Hanamulu, Hilo High, Hilo Standard, Hilo Union, Honokaa Junior High, Honolulu Vocational, Honouua, Kaapahu, Kaiwika, Kalakaua Junior High, Kapoho, Kapulena, Kauluwela, Kaumana, Koolau, Kukuiahae, Kurtistown, Laupahoehoe Elementary and Junior High, Ninole, Pauilo, Pauhu, Pepeekeo, Pihooua, Wahiawa, Waiakakai, Waiakaeuka, Waiakawaena.

ILLINOIS—*Rockford*, Henry Freeman.

INDIANA—*Indianapolis*, Warren High; *Rensselaer*, Primary.

KANSAS—*Wichita*, Gardiner.

KENTUCKY—*Louisville*, Grayson Street.

MASSACHUSETTS—*Saugus*, Oaklandvale.

MICHIGAN—*Grand Rapids*, Aberdeen, Widdicomb.

MINNESOTA—*Minneapolis*, Audubon, Blaine, Walter Page.

NEBRASKA—*Omaha*, Benson West.

NEVADA—*Austin*, Grammar; *Goldfield*, Grammar; *Ormsby County*, Ormsby Public Schools.

NEW JERSEY—*Atlantic City*, Madison Avenue; *Newark*, Fourteenth Avenue.

OHIO—*Butler County*, Jacksonburg; *Champaign County*, Christiansburg Village, Mingo Rural; *Cleveland*, Nathan Hale Junior High, Union; *Heppburn*, Public; *Lakewood*, Puritas, Settlement, Valley View; *Marysville*, Marysville Public Schools; *New Waterford*, Fairfield Centralized; *Youngstown*, Woodrow Wilson Junior High.

OKLAHOMA—*Oklahoma City*, Capitol Hill High.

PENNSYLVANIA—*Arnold*, Arnold Public Schools, Elementary, High; *Catasauqua*, Catasauqua Public Schools, Grade, High.

SOUTH DAKOTA—*Draper*, Draper Public Schools.

TENNESSEE—*Davidson County*, Oglesby Rural.

TEXAS—*El Paso*, Dudley; *Houston*, Southmore, Theodore Roosevelt.

UTAH—*Salt Lake City*, Riley, Riverside.

VIRGINIA—*Richmond*, Fox.

WEST VIRGINIA—*Widemouth*, Piedmont.

The Journal of the National Education Association

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

President, E. RUTH PYRTLE

Secretary, J. W. CRABTREE

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

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

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

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

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

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

THE PLATFORM of the National Education Association—(1) A competent, welltrained teacher in every classroom. (2) Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability. (3) Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provision for retirement on the basis of efficient service. (4) Continued and thorough research on educational problems as the basis for revised standards and procedures. (5) The establishment of a department of education with a secretary in the President's cabinet, and the efficient integration of the educational activities of the Federal Government in this department. (6) The unification of the educational forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every teacher an informed and participating member of local, state, and national associations. (7) Active assistance to state and local affiliated associations in promoting the interests of such associations. (8) Equal salaries for all teachers, both men and women, of equivalent training and experience. (9) Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience. (10) Cooperation with other organizations and with men and women of vision who recognize that only through education can be solved the major problems of our changing civilization. (11) The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.—Adopted at Atlanta, Georgia, July 3, 1929.

A new series of geographies superior in every way

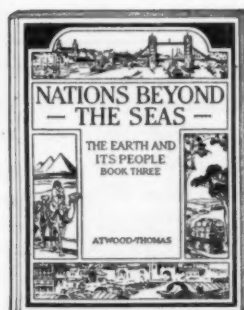
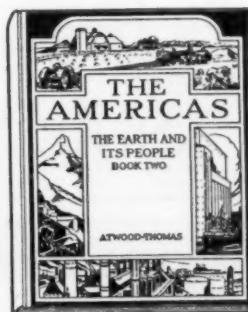
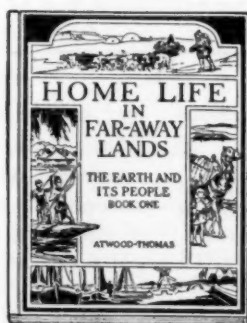
THE EARTH AND ITS PEOPLE

By two outstanding geographers, Wallace W. Atwood and Helen Goss Thomas. Unit lesson plans, modern exercises in abundance, new up-to-the-minute pictures and splendid maps closely correlated with the text, a scientifically checked vocabulary . . . all these things make *The Earth and Its People* a modern and unusually effective series. It is based on the single-cycle organization.

HOME LIFE IN FAR-AWAY LANDS—journey geography in an ideal first book to develop the pupil's interest.

THE AMERICAS, in which the regional method is simply and consistently used to bring out important cause-and-effect relationships. Here the pupil makes a systematic study of North America and South America.

NATIONS BEYOND THE SEAS, continuing the regional method. Here teaching is made far more logical by organizing the material so that the possessions of the European countries are treated with the countries themselves. By this plan vital and intimate relationships stand out more clearly.



Outstanding among Ginn and Company's new professional books is E. Clarke Fontaine's "Ways to Better Teaching in the Secondary School." It discusses the lesson assignment in detail, with many ideas for the alert teacher to put in practice. \$1.60, subject to discount.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

Mention THE JOURNAL, when writing our advertisers.

Throwing the Light of Understanding on Every Subject!

A Way to Put Punch in Teaching

MAIL THE COUPON

SWITCH ON PICTUROL—throw light on every subject—make learning easier—every lesson more enjoyable! Use Picturol as hundreds of successful teachers do. Let it supplement text—clarify perplexing subjects—add fascination to the daily round of classroom recitations and assignments.

PICTUROL is a simple, inexpensive stillfilm projector. Easily operated, light in weight, you just plug it in any electric-light socket or connect up with an ordinary storage battery. Films are available in wide variety on almost any subject, practically every course of instruction.

PICTUROL puts punch in

teaching. It solves the problem of arousing interest with less effort on your part. It makes for infinitely more pupil progress. And now, for the sake of your own progress, won't you get the facts? There is no obligation.

SOCIETY FOR VISUAL EDUCATION, INC.

Dept. C3 327 S. La Salle St.
CHICAGO, ILL.

*Manufacturers, Producers and
Distributors of Visual Aids*

SOCIETY FOR VISUAL EDUCATION, INC.
Dept. C3, 327 S. La Salle St., Chicago.

Please send me without obligation full details about Picturol and lists of Filmslides available for classroom use.

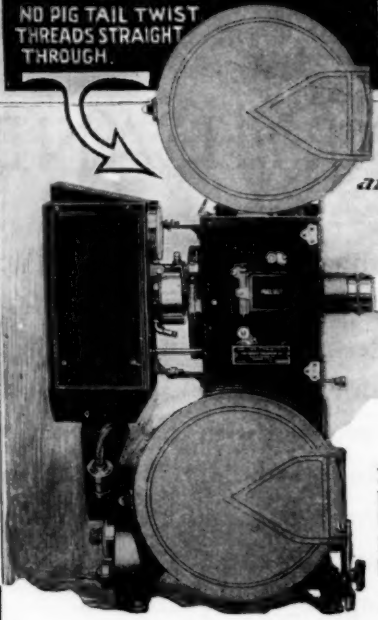
Name.....

Address.....

Position.....

HOLMES

NO PIG TAIL TWIST
THREADS STRAIGHT
THROUGH.



**MOTION PICTURE
PROJECTOR**

For the
**ASSEMBLY HALL
and CLASS ROOMS**

SHAFT
DRIVE

NO
BELTS
OR
CHAINS

LOW IN PRICE
yet projects a 10 ft. x 14 ft.
picture up to 100 ft., equal
in quality and definition to
pictures shown in moving
picture houses.

15 DAYS' FREE TRIAL

Compare it with others; exclusive mechanical features in ease of operation, long-life safety, adjustable take-up, focus, etc. IT HAS NO EQUAL. Professionals in Hollywood using 51. Weight 44 pounds. Operated on any light system, farm lighting included. Also made with special base.

Representatives wanted.
One professor makes
\$150 a week. Others
make big money work-
ing part time.

Write for interesting details
HOLMES PROJECTOR COMPANY
1811 Orchard Street Chicago, Ill.

NOTES and ANNOUNCEMENTS

Commissioner Cooper honored—

On February 11, which marked the completion of one year of service as Commissioner of Education by John W. Cooper, the staff of the United States Office of Education and other educational workers in Washington joined in giving a dinner in his honor. At this dinner addresses were made by educational leaders of the national capital including Secretary Crabtree. It is increasingly evident that the nation has in Commissioner Cooper a man who in a remarkable sense combines the best qualities of all his predecessors.

Schoolroom poster service—The demand for posters which appear from month to month in *THE JOURNAL* has become so great that copies are now furnished on attractive art paper. Write NEA headquarters, 1201 Sixteenth St., N.W., Washington, D. C. Prices: 20, \$1; 100, \$4; 1000, \$30.

Many schools are now using these pos-

ters on bulletin boards. Two expressions of their worth follow:

I like the direct appeal in "To the Youth of America" in the January *JOURNAL*. It is fine.—Emma M. Firth, Oakland, California.

I have seen a number of the posters, "To the Youth of America," on our bulletin boards the past week. Hurrah!—E. M. Thompson, Rock Springs, Wyo.

Brazilian educators visit Headquarters—Eleven Brazilian educators representing various types of educational institutions from the elementary school to the university were the guests of the Pan-American Union in February. With Miss Heloise Brainerd, educational director of the Pan-American Union, as hostess, the delegation visited various departments of the government and were entertained in a number of Washington homes. Among the institutions which were visited was the National Education Association. At the headquarters building they were received at a staff meeting before which both Brazilian educators

Mention *THE JOURNAL* when writing our advertisers.

and members of the NEA staff spoke. Miss Maria dos Reis Campos, district supervisor of elementary schools in Rio, addressed the staff on the reorganization of education in Brazil to meet the modern needs of the rapidly developing Republic. The visiting educators expressed great interest in the professional organization of teachers in the United States. The teachers in Brazil have manifested growing professional spirit in the organization of a national teachers association which already enrolls a large percent of the teaching profession.

Five-day week brings benefits of vitalized leisure—A study made by the National Industrial Conference Board of the results of the five-day week in 270 manufacturing establishments shows the following:

Not only is there testimony to greater punctuality and better attendance but labor turnover has been reduced, the longer inter-

(Continued on page A-80)



*Classroom in the Lincoln School, Springfield, Ohio,
showing use of Peabody School Book Covers.*

A School Book Cover Plan

*sponsored by the Alumni Association of
George Peabody College for Teachers*

FOR years school officials have been looking for the right solution to the vexing book-cover problem. That covers are necessary both to protect public property and to keep books in a clean and sanitary condition is generally recognized.

But it is difficult to get good quality book covers, uniform for all schools, on the small allowance given most Boards of Education. Some school officials, in an effort to solve the problem, accepted covers from local merchants which carried the merchant's advertisement. This brought the disapproval of merchants less favored, and caused local friction because of implied discrimination.

The Alumni Association of George Peabody College for Teachers at Nashville, Tennessee, ever sensitive to the needs of the nation's schools, recognized their responsibility to contribute in any way they could to relieve this grievous situation. This led them to sponsor the Peabody Cover.

The Peabody School Book Cover is a sanitary, attractive, durable and "easy-to-put on" cover that has been acclaimed by school officials



*Home Economics Building
George Peabody College for Teachers*

everywhere. The plan under which this cover is distributed has enabled hundreds of school superintendents to save the considerable sums of money they were spending for covers.

Peabody covers are provided free to schools through the co-operation of national advertisers who pay the Alumni Association of George Peabody College to publish on these covers their advertising messages about thrift, mouth cleanliness, hot cereal breakfasts, wholesome beverages, athletic equipment, etc.

There is a Board of Censorship at the College which is just as careful about the contents of these advertisements as it is about educational information disseminated by the college. They will accept only national advertising of good repute.

Under the Peabody Plan the schools get a durable, uniform cover at no cost and the profits from the plan are turned over to the Endowment Fund of George Peabody College for Teachers for the extension of its teacher training facilities.

Write us today for a brochure describing more fully the Peabody School Book Cover Plan, including samples of covers for all size books.

BOOK COVER DIVISION

ALUMNI ASSOCIATION of GEORGE PEABODY COLLEGE for TEACHERS

55 West 42nd Street, New York

Mention THE JOURNAL, when writing our advertisers.

From Practice to Performance

By the aid of "Y and E"

Practice Equipment for Teaching Indexing and Filing



"Y and E" Practice Equipment for teaching Filing is full size. The student is trained in the same problems—using the same equipment that he will find in the modern business office.

The "Y and E" individual Practice Equipment for teaching Filing was exhibited to hundreds of Superintendents and Teachers at the Convention of the National Education Association in Atlantic City last month.

If you were not present at the convention or did not have an opportunity to examine the equipment, fill out the coupon below and you will receive full information promptly.

YAWMAN AND ERBE MFG. CO.
SCHOOL SERVICE DEPT.
ROCHESTER, N. Y.



1099 JAY ST., ROCHESTER, N. Y.
Please send me complete information on the "Y and E" Method of Teaching Filing.

Name
School
City State

(Continued from page A-78)

val of rest gives the employees greater energy when they do work, Saturday furnishes a reserve of possible working hours in case of emergencies, working hours can frequently be shifted so as to provide a longer period of consecutive time in connection with holidays, and employees can find time to enjoy the comforts and higher standard of living for which they are striving.—From the *Information Service* of the Federal Council of the Churches of Christ in America.

Philippine Islands record their outstanding educational achievement for 1929—Much has been done in reenforcing the teaching personnel and raising the academic and professional qualifications of teachers. The increased emphasis on the instruction of English coupled with the scholastic and professional qualifications of teachers have contributed to the notable progress made in improving the written and spoken English of the Filipino children.—Abdon Javier, acting division superintendent, Calapan, Mindoro.

Vitalized commencement movement spreads—The rapidly widening interest in vitalized commencements is shown by the increasing demand for material to use with senior classes. If your JOURNAL file is complete the following references will prove helpful:

After School, What?—June 1926
What Is Education?—May 1927
Vitalized Commencements—Dec. 1927
Commencements in Doylestown—Jan. 1928
The Social Graduation—March 1928
Health Emphasis for Commencement—April 1928
A Movement to Vitalize Commencements—Dec. 1928
Health in Vitalized Commencements—Jan. 1929

(Continued on page A-82)



Catalog School Slides

Contains listing of 44,000 Educational slides including Science, Geography, Literature, Travel, Kindergarten, etc.

Write for Free Copy
Victor Animatograph Co.
292 Victor Bldg., Davenport, Iowa

SCHOOL ENTERTAINMENTS

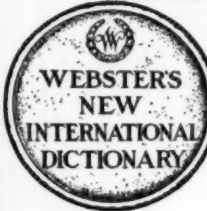
PLAYS, NOVELTIES, MINSTRELS	PIANOLOGUES
BOOKS	OPERAETAS
STUNTS	READINGS
MINSTRELS	ORATIONS
CHILDREN'S	PLAYS
SPECIALTIES	

Send for Free Catalogues
IVAN BLOOM HARDIN CO.
3806 Cottage Grove Ave. DES MOINES, IA.

TIFFIN
Scenic Studios
TIFFIN, OHIO

CATALOGUE UPON REQUEST

Thousands of Successful Teachers use



The Supreme Authority

To get accurate, encyclopedic, up-to-date information of all kinds that is of vital use and interest in the schoolroom.

A wise school superintendent has said: "I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary who was not at the same time a good or superior all-round scholar." A better test than this of the value of dictionary work could not be found.

The New International is constantly revised and improved to keep abreast of modern needs and information. 452,000 Entries, including thousands of new words. 6000 Illustrations. 2,700 Pages.

Write for Helps in Teaching the Dictionary, FREE
G. & C. MERRIAM CO.
Springfield, Mass.

Prize Money for Teachers

AMERICAN FORESTS AND FOREST LIFE announces a contest designed to aid teachers to enrich their pupils' knowledge of trees, forests, and related outdoor fields through supplementary reading and the use of visual material in the schools.

The instructive articles and illustrations which appear in every issue are used in many schools, and with the aid of the "Science Education Page," conducted by Ellis C. Persing, School of Education, Western Reserve University, have proved of great value in connection with regular textbook assignments.

The Contest

For the best suggestion embodying a detailed lesson plan and outlining how AMERICAN FORESTS AND FOREST LIFE can best be used in the schools, the following cash prizes will be awarded:

First prize..... \$50
Second prize.... \$25
Third prize..... \$10

For the next five best suggestions, yearly subscriptions to AMERICAN FORESTS AND FOREST LIFE will be awarded.

You do not have to be a subscriber to participate in the contest. If your school is not receiving the Magazine, procure a copy from your local city or town library, or send to us, for a sample copy.

Rules of the Contest

The contest is open to all teachers from grades one to twelve.

Manuscripts should be limited to one thousand words or less, but there is no limit on the number of plans which a teacher may submit.

Write on one side of the paper only, and in the upper left-hand corner of the first page give your name, grade you teach, name of department, name and location of your school.

Manuscripts will not be returned unless accompanied by the necessary return postage.

The contest closes on June 1, and manuscripts mailed after that date will not be considered. All manuscripts should be addressed to

School Contest Editor
AMERICAN FORESTS AND FOREST LIFE
1523 L Street N. W.
Washington, D. C.

Talking Pictures *for* Classroom Use

WHERE YOU CAN HEAR AND SEE THEM

NEW YORK, N. Y.
250 W. 57th Street

PHILADELPHIA, PA.
123 S. Broad Street

PITTSBURGH, PA.
2103-24 Koppers Building

WASHINGTON, D. C.
1435 G Street, N. W.

CHICAGO, ILL.
910 S. Michigan Avenue

DETROIT, MICH.
2111 Woodward Avenue

ST. LOUIS, MO.
Missouri Pacific Building
1218 Olive Boulevard

CINCINNATI, OHIO
Enquirer Building
617 Vine Street

ATLANTA, GA.
440 Hurt Building

LOS ANGELES, CALIF.
7046 Hollywood Boulevard

SAN FRANCISCO, CALIF.
Crocker First Nat'l Bank Building
1 Montgomery Street

PORTLAND, ORE.
Terminal Sales Building
446 Morrison Street

SEATTLE, WASH.
458-9 Skinner Building
1326 Fifth Avenue

The talking picture proved its effectiveness at the annual meeting of the Department of Superintendence at Atlantic City.

Educators everywhere can judge from first hand knowledge the merits of this medium now available for the enrichment of the curriculum. To provide an opportunity for all to see and hear audible films, Electrical Research Products, Inc., offers the projection room facilities of its main office, and the twelve branch offices listed at the left.

Western Electric

PORTABLE TALKING PICTURE EQUIPMENT

Distributed by



Electrical Research Products Inc.

250 West 57th Street, New York, N. Y.

EVERYTHING FOR YOUR STAGE

A thirty-year-old organization to serve you
RELIABLE ∴ EFFICIENT

Write

TWIN CITY SCENIC COMPANY

2819 Nicoller Ave.,
Minneapolis, Minn.

2310 Cass Ave.,
Detroit, Mich.

605 Century Bldg.,
Milwaukee, Wis.

911 Widener Bldg.,
Philadelphia, Pa.



"Seeing"

THE FIVE SENSES

By Jessie Willcox Smith

Dodge Color Prints,
50c each.

Also published as
Artext Juniors
Sample Set, 15c.

New Illustrated Catalog "B5"
showing 250 subjects, 10c.

Art Extension Press, Inc.
Westport, Conn.

CULTURED SPEECH

—By a New Method

Many Grade Schools, High Schools and Universities have already adopted the Pronunciaphone Talking Machine Records for use in their classrooms. Remarkable new "learn by listening" method for teaching correct pronunciation. Developed by Professors E. H. Gardner and E. Ray Skinner of the University of Wisconsin. Endorsed by leading educators. Should be in every classroom. Records sent on free trial. Write for information.



THE PRONUNCIAPHONE COMPANY
3601 Michigan Ave., Dept. 3862 Chicago

TEACHERS:

5 Minutes
of Your
Time NOW
May Mean
a 5-year
Jump Ahead
in Income!

The Way to a
New and Greater
Opportunity

CLIP THIS COUPON
AND MAIL IT NOW

WOULD you invest five minutes of your time if you thought it might mean obtaining an opportunity that would enable you to make more money than you do now?

If so, you will read this advertisement with interest. It deals with a most attractive summer opportunity for teachers.

For the vacation months we offer agreeable, attractive educational work that will mean these three fine advantages for you:

1. Greater Income
2. Travel Opportunities
3. Good Position in the Business World.

You'll have every help possible: (a) careful training; (b) guaranteed income to start; (c) railroad fare paid; (d) constant personal help after starting. Agreeable associates, too.

Hundreds of teachers have come with us during the past twenty years and because of their surprising successes have thanked their lucky stars that they did so. In one year with us you may advance in earning power so that you'll be enjoying a five-year jump in income!

Many of our people are now earning \$300 per month after two years—many are enjoying an income of \$500 per month. These people are the same type as yourself, possessing no abilities that you do not have. If they've done this easily, so can you! The details of our offer will agreeably surprise you. Fill in and mail the coupon below—NOW.

THE S. L. WEEDON COMPANY
Weedon Building - Cleveland, Ohio

THE S. L. WEEDON CO., 2036 E. 89th St. - Dept. 3-J Cleveland, Ohio

I'd like to travel this summer and make \$1,000, too. Without obligation tell me how to do it

Name _____

Address _____ City _____

I have taught school _____ years

Mention THE JOURNAL when writing our advertisers.

(Continued from page A-80)

Vitalized Commencements and the Home—
Dec. 1929

In response to the great number of inquiries arrangements have been made to send reprints of this material together with an assortment of JOURNAL posters to any one mailing their request and \$1 to the NEA Division of Publications, 1201 Sixteenth St., N. W., Washington, D. C.

Departments budget funds—Eight of the departments of the Association have separate fees for defraying the expenses of publications and for carrying on special activities. They are: Adult Education, \$2; Secondary School Principals, \$3; Lip Reading, \$1; Rural Education, \$2; Secondary School Principals, \$2; Social Studies, \$2.25; Superintendence, \$5; Supervisors and Directors of Instruction, \$4; and Teachers Colleges, \$10.

Broome reelected—Dr. Edwin C. Broome, superintendent of schools, Philadelphia, has been reelected for a term of six years. Dr. Broome's service as chairman of the curriculum commission of the Department of Superintendence is wellknown throughout the country.

A challenge—Every friend of childhood may well be the alert and active foe of alcoholic drink, tobacco, and other harmful narcotics. Intelligent, sane, substantial influence counts. No school should use in its current events or library, magazines that carry tobacco advertising.

Detroit, Michigan holds membership record—Detroit has the largest membership (5632) in the National Education Association of any city in the Union. This fine record reflects the professional leadership of Supt. Cody and his associates. Los Angeles, California ranks second with a membership of 5044.

Calvin Coolidge expresses appreciation for his teachers—In a notable article in the September *Cosmopolitan*, Calvin Coolidge devotes several pages to an intimate and appreciative description of the great teachers under whom he sat as a student at Amherst and as a final summary says:

As I look back upon the college I am more

(Continued on page A-84)

Teachers with the BALOPTICON

WHAT better means of conveying the history of a people, for instance, to the students' mind is available than actual pictures of that people, their homes, their country and their mode of living?

Not only history, but science, geometry, art and many other subjects can vividly be presented in all the beauty of natural coloring by means of the LRM Balopticon.

Let us tell you more about this instrument.

Bausch & Lomb Optical Co.
640 St. Paul St., Rochester, N. Y.

The Questionnaire

Is this method of assembling educational data falling into disfavor?

Is the questionnaire of value as a trail blazer?

Is there a practical substitute for the questionnaire?

Before answering these questions examine the evidence both for and against this method as set forth in:—

Research Bulletin

Vol. VIII, No. 1
52 pages

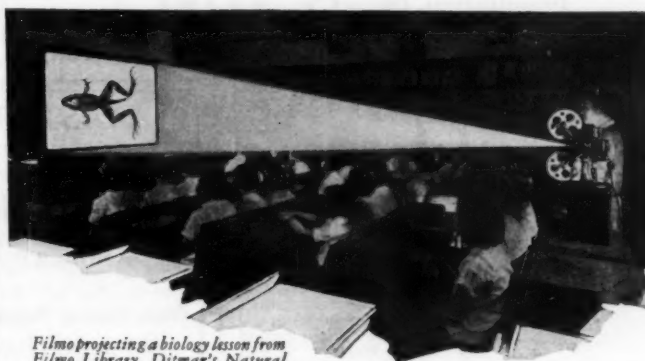
JANUARY, 1930
Price 25c per copy

Discount on quantities

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St. N. W.
Washington, D. C.

FILMO SCHOOL PROJECTOR

conquers time and space



Filmo projecting a biology lesson from Filmo Library, Dittmar's Natural History Series. Mrs. Mary E. Bing, teacher, at Corleaux Junior High School, New York City.

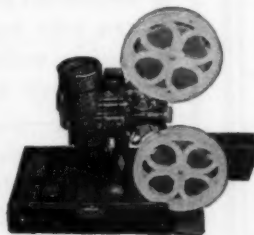
Thirty students in a line, one by one taking a peek into a single microscope. Each gets a moment's glimpse at the turbulent world of living things contained in a drop of water. The class hour is gone before it is well started.

But flash a moving picture of this microscopic life on a class-room screen and you give each student a 15 minute study of the phenomena in just 15 minutes elapsed time.

Briefly, this is the essence of the experience of Mrs. Mary E. Bing, teacher of biology, Corleaux Junior High School, New York City. It is likewise the experience of thousands of other educators the country over who are supporting their work with Filmo School Projector, overcoming the limits of space and time to bring the world into the school room.

Any pupil can operate Filmo. Its powerful lighting system produces clear, brilliant images on the screen. There is absolutely no flicker. The film may be run forward or backward, or it may be stopped on a single frame for protracted discussion without damage. Its precision and all round dependability insure long life under all conditions of use.

Write for folder "Filmo in Schools and Colleges" and for the name of the nearest Filmo dealer. He will give a free demonstration in your school at your request.



Filmo 57-E Special School Projector, 250 watt, 5 amp. lamp, fixed resistance, 45-50 condenser, geared rewind, large type sprockets and safety shutter. With special new style school base cast, \$205. Other models from \$198 up.

BELL & HOWELL Filmo

BELL & HOWELL CO., Dept. O, 1816 Larchmont Avenue, Chicago
New York · Hollywood · London (B. & H. Co., Ltd.) Established 1907

MAPS FOR EVERY CLASS IN GEOGRAPHY

Prepared under the direction of

DR. DOUGLAS C. RIDGLEY

The Ridgley series contains outline maps for use in the elementary school, high school, college, and university.

We have recently added many maps to our outline series, also fifteen new Climatic Charts.

Write for our new map order list and prices.

McKNIGHT & McKNIGHT
Bloomington, Illinois

V. C.
FINCH'S

ECONOMIC GEOGRAPHY WALL MAPS... a series that stamps indelibly upon the elementary and high school pupil the distribution of the important agricultural and mineral products of the United States and World.

Clear, simple and easily interpreted, these Maps are admirably suited for both individual and group reference. Free descriptive data and illustrated maps sent on request. Address Dept. V-3



A. J. Nystrom & Co.
3333 Elston Avenue
Chicago

Wanted!

COUNTY MANAGER

This is a *genuine opportunity* for some man or woman with school experience, acquaintance with local school officials, good standing, energetic and willing to work, to earn good money. Use of car is necessary.

The position is with a large nationally known organization distributing a product unqualifiedly endorsed by state and local school officials everywhere—a recognized necessity in every schoolroom.

The work consists of the sale of this product to the rural and small town schools. Those appointed will be expected to work either full time immediately or part time now and full time next summer.

This organization is of the highest standing and rating, and its advertisements appear regularly in this Journal. *The best qualified applicant will be appointed as representative in each county.*

Applications will be considered in the order in which they are received. Give full details as to experience, age, time you can devote to the work, etc., in first letter. Address C. Seymour Jones, 46 West Oak Street, Chicago, Illinois.

Now a Monthly Magazine PROGRESSIVE EDUCATION

For educators and parents who live in a modern world and who believe that education should keep pace with all progress

CONTENTS FOR FEBRUARY
George Boas (Johns Hopkins)—An Ideal College Curriculum
Brown and Josephs (Avon Old Farms)—An Experiment in Teaching Mathematics as a Phase of Science
Howard Smith (Milton Academy)—The Work of the Secondary School Board
John A. Lester (Hill School)—Progressive Elements in the Middle States Meetings
Katharine Taylor (Shady Hill School)—Recent Developments in Primary Education
Wilford Aikin (John Burroughs School)—Trends in the Secondary School
Stephen P. Dugan—The Work of the Institute of International Education
Book Reviews Editorials News and Notes
Work of the P. E. A.
Write Department Q

PROGRESSIVE EDUCATION ASSOCIATION
10 Jackson Place Washington, D. C.

MASTERS IN ART

THE FINEST COLLECTION OF AUTHENTIC SOURCE MATERIAL, COLOR PRINTS, ETC., WITH INSTRUCTORS' DESCRIPTIVE TEXTS FOR PICTURE STUDY AND ART APPRECIATION

Free to Educators: Prospectus and Specimen Color Prints

Brown-Robertson Co., Inc.

EDUCATIONAL ART PUBLISHERS
424 Madison Avenue 302 Palmer House Shops
New York Chicago

LEARN TO WRITE FOR THIS MONEY- MAKING MARKET

Today the field for short stories, photoplays and newspaper articles is broader than ever. Editors are eager for material—for first-rate stories—stories with the professional touch. • The Palmer Institute of Authorship has definitely proved by its hundreds of successful graduate writers that it can take men and women who *wish* to write—who have the initiative to apply themselves to writing—and can build up their creative efforts and train them to sell their work for cash. • Many prominent authors such as Katharine Newlin Burt, Jim Tully, Gertrude Atherton, Rupert Hughes, indorse Palmer Courses. Mail the coupon for complete information.

PALMER INSTITUTE OF AUTHORSHIP
Dept. 74-C, Palmer Building, Hollywood, Calif.

I am interested in:

☐ Fiction Writing ☐ Photoplay Writing
☐ English and Self-Expression

Name _____

Address _____

All correspondence strictly confidential. No salesmen will call.

(Continued from page A-82)

and more impressed with the strength of its faculty, with their power for good. Perhaps it has men now with a broader preliminary training, though they then were profound scholars; perhaps it has men of keener intellects though they then were very exact in their reasoning; but the great distinguishing mark of all of them was that they were men of character. Their words carried conviction because we were compelled to believe in the men who uttered them. They had the power not merely to advise but literally to instruct their students.

The American Education Week in Brazil—Members of the commission of Brazilian educators which recently studied conditions in the United States gave enthusiastic reports of their experience with American Education Week. They have translated and used throughout Brazil the material which appeared in *THE JOURNAL* of the National Education Association. The highest civic and educational leaders take part in this enterprise.

At least they rate better than this today—The following advertisement from the *Maryland Gazette* of almost 300 years ago indicates the lowly status of the teacher in colonial days:

To be sold—a schoolmaster, an indentured servant who has got two years to serve. He is sold for no fault any more than we are done with him. He can learn bookkeeping and is an excellent good scholar.—*Indiana Teacher.*

New York University dedicates new education building—A two-day National Educational Conference marked the opening of the beautiful new *education building* at New York University February 28, March 1. Each activity housed in the new building held a separate formal opening before its actual dedication.

Education recognized—The national budget for the Office of Education; William John Cooper, director, calls for the greatest increase ever suggested and it was the first appropriation bill passed by the House of Representatives. It was passed practically unanimously as it was recommended by the appropriation committee. It has been apparent for some time that the Office of Education and Dr. Cooper will be given every opportunity to demonstrate ability to dissociate education from every other responsibility of the Department of the Interior and to magnify definite education service to America.—*Journal of Education.*

(Continued on page A-86)

HOLDEN Book Covers

Springfield, Massachusetts

DRAPER ADJUSTABLE Window Shades

FOR nearly a quarter of a century school boards have protected their window shade investments by specifying Draper Window Shades. Easy operation—long life—correct ventilation—the modifying and diffusing of light to eliminate glare—these features make Draper Window Shades specially adaptable for schoolroom use.



Skilled workers and Draper Sanitary Style Shade high standards of workmanship, backed by experiment and experience, combine to produce a better shade, preferred by school buyers everywhere. Tested and proved daily in thousands of schools. For illustrated catalog describing the complete Draper line of School Shades, address Dept. J

Luther O. Draper Shade Co.

SPICELAND INDIANA

THE CLEANLINESS CRUSADE

a complete class project for school-room use

Here is a project that both the teacher of elementary grades and her pupils will find interesting. It makes the study of Health and Hygiene both educational and recreational. Best of all, it develops in the child mind a love of cleanliness, rather than the duty of cleanliness.

The material included in the Cleanliness Crusade is as follows:

- The Cleanliness Crusade Booklet, describing the entire project.
- 8 posters in full colors, for the school-room walls.
- A delightful, fantastic story by John Martin, "The Cruise of the Ivory Ship," to be read by the children themselves.
- A booklet of lessons in soap sculpture.
- "How to Make an Ivory Yacht."
- Cut-out reading project, in rhyme, illustrated.
- "Adventures for the Cleanliness Crusaders," a 36-page booklet containing 6 schoolroom playlets.
- Health rules and Cleanliness Castle poster.
- Sheet of instructions for block printing.
- "The Muddies of Mussylund," a school-room play.
- "Songs of Cleanliness," by John Martin.
- Cleanliness Crusade Merit Posters and miniature cakes of Ivory Soap for every child, to be requisitioned at end of Crusade at no extra cost.

Complete material for the Cleanliness Crusade will be mailed to any teacher upon receipt of 46 cents in stamps to cover cost of postage and handling.

As the Crusade is appropriate for elementary grades only, we have a special educational chart, prepared by Dr. Bonser of Columbia University, for teachers of the higher grades. This chart will be sent free to school superintendents upon request.

PROCTER & GAMBLE

Educational Dept.—JN-330—Cincinnati, Ohio



One Hand that Gives When All Others Take!

THE T. C. U. Check comes just when you need money to pay your Doctor, Hospital and Nurse bills. It is the one giving hand that brings you funds when all others want their pay.

One out of every five teachers each year loses pay and must meet the extra expenses that come with sickness, accident or quarantine. Some rob their savings to meet their bills, or have the added worry of debt. Thousands of others pass the risk along to the T. C. U., as does Miss Helen Hannahs of East Liverpool, Ohio, who recently wrote as follows:

T. C. U. Check Banishes Worry

"Ordinarily the expense connected with an operation is something to worry about, but that worry is banished when one is protected by the T. C. U. I wouldn't be without it."

You never know when sickness or an accident is going to stop your pay and cause extra expenses. Accidents come without warning—sickness overtakes you before you realize it. You are in constant danger of experiencing the same kind of an accident as did Mrs. Eliza Jessen of Santa Paula, Cal., who was struck by a "hit-and-run" motorist and had to spend weeks under the doctor's care. She was under the T. C. U. Umbrella. When she received her T. C. U. check she wrote us as follows:

"I surely thank you for your fairness and promptness in paying my claim for the accident I had March 5, being knocked down by a hit-and-run motorist. It was a great relief to know that much of my expenses would be covered."

Get Under the T. C. U. Umbrella

Why not arrange for adequate protection now—before you have an accident or contract sickness? Why not prepare for rainy days? Find out all about T. C. U. Protection (the T. C. U. Umbrella). Fill out the coupon today and mail it. Then we will send you the T. C. U. booklet that explains everything. It does not obligate you in any way. Mail the coupon today.

Teachers Casualty Underwriters

606 T. C. U. Bldg., Lincoln, Nebr.

FREE INFORMATION COUPON

To the T. C. U., 606 T. C. U. Bldg., Lincoln, Nebr.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....
(This coupon places the sender under no obligation)



Caution—Regarding Payments

Pay no money to strangers without asking to see the "Written Authority" which we issue to each person entitled to receive money on behalf of the T. C. U. Make all checks payable to the Teachers Casualty Underwriters.

Mention THE JOURNAL when writing our advertisers.



A DISTINCTIVE GIFT FOR YOUR SCHOOL

Life like busts of
Colonel Lindbergh and Admiral Byrd
26" Lindbergh bust \$25.00
26" Byrd bust 15.50
24" Byrd bust 20.00

We guarantee satisfaction and safe delivery

Illustrated Catalog on Request to Schools
CHICAGO STATUARY MFG. CO.
401-3 N. Desplaines St. CHICAGO, ILLINOIS

To

Members of the N. E. A.

We extend our thanks for the generous attention given our exhibit of Nature Books and Loose-Leaf Nature Study material in Booth A-43.

Now that you are back in your offices, with time to review the many valuable ideas you secured, give some thought to your Nature Study or Natural Science course and do not forget that from our 600 different forms we can build a Nature notebook that will fit your particular needs.

We supply these special-built notebooks for public and private schools, Teachers Colleges, Clubs and Camps in nearly every state, all the official Girl Scout Nature work, and for Boy Rangers, Boy Scouts, Camp Fire Girls, Girl Reserves, and Girl Guides of Canada.

Send us the name or names of your teachers interested and we will forward catalogs and sample sheets.

The Slingerland-Comstock Co.
Builders of Special Loose-Leaf Notebooks
Ithaca, N. Y.

Any PHOTO ENLARGED

Size 16x20 inches
Same price for full length or bust form, groups, landscapes, pet animals, etc., or enlargements of any part of group picture. Safe return of your original photo guaranteed.
SEND NO MONEY
Just mail photo or snapshot (any size) and within a week you will receive your beautiful life-like enlargements 16x20 in. guaranteed fadeless. Pay postage 50c plus postage or send \$1.00 with order and we pay postage.
Special Free Offer With each enlargement we will send FREE a hand-tinted miniature reproduction of photo sent. Take advantage now of this amazing offer—send your photo today.

UNITED PORTRAIT COMPANY
900 W. Lake St., Dept. C-1140, Chicago, Ill.



(Continued from page A-84)

The professional calendar—The coming weeks include many interesting conferences covering a wide range of professional appeal.

The North Central Association of Colleges and Secondary Schools will meet at the Hotel Stevens, Chicago, Ill., March 18-21. Further information may be secured from the secretary, Dean J. B. Edmonson, University of Michigan.

The tenth annual Ohio State Educational Conference will be held in Columbus, April 3, 4, 5. Robert M. Hutchins, president of Chicago University will speak at the Thursday night general session. E. H. Sothorn, actor, will give a series of Shakespeare readings Friday night.

The National Association of Penmanship Teachers and Supervisors will meet in Detroit, April 9, 10, 11. The theme will be "Fitting penmanship to the new curriculum."

The Michigan Society for Manual Arts and Industrial Education will hold its second annual convention at Grand Rapids, April 24, 25, 26. For further information write Earl L. Bedell, 1354 Broadway, Detroit, Michigan.

The International Kindergarten Union meets in Memphis, Tenn., April 21-25 in conjunction with the convention to be held by the International Congress of Nursery Schools and the National Congress of Primary Education.

Schools, education, and the relation between teacher and child hold prominent places on the program of the First International Congress on Mental Hygiene, just announced from administrative headquarters, 370 Seventh Avenue, New York City. This Congress is to be held at Washington, D. C., May 5-10, 1930. It is expected that educators, psychiatrists, general medical practitioners, psychologists, social workers, and others will be present from many countries. Mr. Hoover has accepted the honorary presidency of the Congress and twenty-eight countries are already represented on the committee on organization.

Among agencies participating in the organization of the Congress are the National Education Association, the U. S. Office of Education, the American Child Health Association, the National Congress of Parents and Teachers, and many other health and educational bodies.

Foreign summer school opportunities—If you are trying to decide between your equally strong desires to travel this summer and to take advantage of summer school, these announcements may help you to combine the two:

The annual "Seminar in Mexico" holds its fifth session in Mexico City July 5-25. The seminar affords an opportunity to study the life and culture of the Mexican people. The program includes lectures by the leaders of Mexican life, educational, artistic, governmental. The seminar is planned as an objective study of the moving forces in Mexico. Members of the seminar are given an oppor-

(Continued on page A-88)

Mention THE JOURNAL when writing our advertisers.

EUROPE

Why not get the maximum permanent satisfaction from your tour to Europe? Enjoy the guidance of eminent scholars—the equivalent of a summer school.

Write for Booklets and Reading Lists

The Bureau of University Travel

Box J1

NEWTON, MASS.

LEADING STUDENT TOURS TO

EUROPE

FIVE COUNTRIES
All expenses Sea and Land including **PASSION PLAY** } **\$385**

We serve the intellectual elite. Become acquainted with our amazing travel values—the result of years of specialization. Cunard supremacy! 10,000 satisfied guests.

STUDENTS TRAVEL CLUB

551 Fifth Ave., N. Y.—Write for Booklet W

UNIVERSITY and STUDENT TOURS

The Ideal Tours for cultured travelers. Competent Leadership—splendid travel arrangements. College credit available.

A Mediterranean Cruise—Tour and "Vergilian Pilgrimage."

"The American University Way of Travel"

AMERICAN INSTITUTE of EDUCATIONAL TRAVEL

587 Fifth Avenue, New York

Personally Conducted Tours to

EUROPE

Interest Absorbing Vacations
\$545 and 1/2 Cash Balance in 10 equal monthly installments after you return

NOW you can make your dreams come true. Visit England, Ireland, Scotland, Belgium, Holland, Germany, Switzerland, Italy, France, and to see the wonderful Passion Play at Oberammergau. A marvelous, inspiring vacation trip.

Via Scenic St. Lawrence Route
From Montreal, 1000 miles of gorgeous river. Only 4 1/2 days at sea. Tourist Third Cabin provides every comfort and convenience. Cost, including all necessary expenses, depends upon itinerary selected. For complete details, itineraries, terms, write to:

European Treasure Tours
Dept. 107, 400 Madison Avenue
New York City

\$395 and up

UNIVERSITY

(COLLEGE COURSES & CREDITS)

STUDENT TOURS

EUROPE

Selected Groups ~ Experienced Management ~ Expert Leadership

SCHOOL OF FOREIGN TRAVEL INC.
110 EAST 49th STREET N. Y. C.



Upon
request
this
Album
FREE

Recommended Cruises to Alaska

Time and all-expense round trip cost from Chicago

Inside Passage—

16 to 18 days.

Skagway, Sitka, Wrangell, Juneau, Ketchikan **\$285**

Southwestern Cruise—

20 to 25 days.

Seward, Cordova, Prince William Sound, Gulf of Alaska **\$382**

7,000 Island Cruise—

16 to 22 days.

Islands, Villages, and scenic waterways of Inside Passage **\$242**

Golden Belt Tour—

29 to 31 days.

Interior Alaska, Mt. McKinley, Fairbanks, Anchorage **\$551**

Yukon Circle Tour—

40 to 45 days.

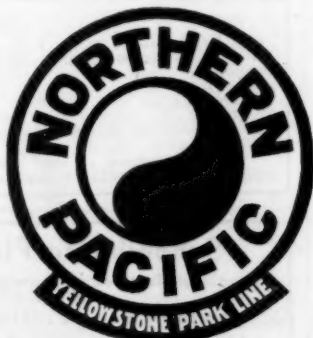
Klondike, Dawson, Yukon River, Arctic Circle **\$625**

Write us, please, for complete information about the cruise most interesting to you

E. E. NELSON
217 Northern Pacific Building
St. Paul, Minn.

Northern Pacific Railway

A NEW North Coast Limited for Summer Travel West



610



ADJECTIVES WANTED

... to describe the wonders of this 8,500-mile Circle Tour!

FASCINATING .. glorious .. thrilling .. really, we're about out of adjectives. Perhaps you will be able to supply a few new ones — after you have taken the trip. Why not take it this summer?

Some take the sea voyage first, others the 3,000-mile trip across the continent. You sail on a huge, **new** electric liner from one side of America to the other, stop at Havana and pass through the Panama Canal. Home by rail — with stopovers along the way. Cross country trip by Transcontinental Air Transport arranged, if desired. Choice of luxurious 33,000 ton steamers — *California, Virginia* and *Pennsylvania* — for the trip by water.

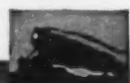
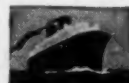
Low summer rates, as follows:
Round Trip, \$375 up, 1st Cabin — \$235 up Tourist; One Way, water, \$275 up, 1st Cabin — \$135 up, Tourist.

No. 1 Broadway, New York; 460 Market St., San Francisco; or any authorized steamship or railroad agent.



Panama Pacific Line

INTERNATIONAL MERCANTILE MARINE COMPANY



WATER
AND
RAIL

ROUND
TRIP
NEW
YORK—
CALIFORNIA
(in either
direction)
via

HAVANA
through
PANAMA
CANAL

The BEST vacation ever EUROPE

via
TOURIST THIRD CABIN



LOCK up your desk, pack up your books and sail away to the best vacation you ever had. Europe, with all its glamor of history and romance, awaits you. And it's not going to deplete your travel budget, either, if you go via TOURIST Third Cabin on a White Star, Red Star or Atlantic Transport liner.

You're going to be delighted with the comfort of your accommodations, the excellence of your food, the courtesy of the stewards, the intriguing music, the deck space at your disposal, and the congeniality of your traveling companions—cultivated American vacationists.

You're going to be delighted with the ship you sail on, for we have reserved for your use such liners as the great *Majestic*, the world's largest ship; the palatial *Belgenland*, noted world cruise ship; *Adriatic*, *Doric*, *Minnekabda*, the "exclusively Tourist Third" liner, the *Lapland*, and the *Pennland* and *Westernland*, the latter two formerly de luxe Cabin ships and now offering the same accommodations at the low Tourist Third Cabin rates.

\$105
(up)
one
way

\$190
(up)
round
trip



WHITE STAR LINE
RED STAR LINE
ATLANTIC TRANSPORT LINE
International Mercantile Marine Company

30 Principal Offices in the United States and Canada. Main Office, No. 1 Broadway, New York City. Authorized agents everywhere.

(Continued from page A-86)

tunity to visit typical schools, villages, and archeological monuments. Trips to outlying sections are arranged for those who can remain for an additional week or two. For particulars address: The Committee on Cultural Relations with Latin America, 112 East 19th Street, New York City.

American teachers interested in summer study in Germany may obtain from Zentralinstitut für Erziehung und Unterricht, Berlin W35, Potsdamer Strasse 120, a comprehensive announcement under the title—*Pädagogische Studienwochen für Ausländer 1930*.

Last summer the Brazil Summer School was an experiment. The success of the first session has assured its continuance. The professors and students who attended last year are emphatic in their praise. The second session will be held this summer in Rio de Janeiro. Information may be had from the Institute of International Education, 2 West 45th St., New York City.

The Geneva School of International Studies organized seven years ago at the request of several European national student groups, holds annual summer sessions in Geneva, Switzerland. The students may use the League of Nations library, one of the most up-to-date and complete collections of information on international affairs in existence. It is primarily a "school of international contacts where students from many countries may meet during summer vacations to study together, to hear diverse viewpoints, to discuss them and to grow to understand them. It provides a vivid opportunity for the close and comparative study of national cultures and of all the psychological differences which have acted as barriers to international cooperation." In the summer of 1929 over 400 students from some 35 countries attended the school during July and August. The plans for the 1930 program promise as brilliant and interesting a session as those in the past. People traveling in Europe who are unable to spend more than a few days in Geneva will be allowed to attend the same series of lectures as are given the students enrolling for a month or longer. This will include a daily lecture on the League of Nations and daily lectures in English and French on special problems bearing on the study of international relations. Obtain further information from the New York office of the Geneva School of International Studies, 218 Madison Avenue, New York City.

In the country that leads the world!—Do you know that more than a million children in the United States under 16 years are gainfully employed and a third of these are 13 years or under?—National Child Labor Committee.

Enrich your nature lessons!—The National Association of Audubon Societies announces that through the generosity of its friends it is again enabled to furnish large numbers of colored bird-pictures and leaflets to school teachers and pupils of the United States and

(Continued on page A-90)

Mention THE JOURNAL when writing our advertisers.

ENJOY THE ROCKIES



WHILE YOU STUDY

SUMMER SCHOOL at the University of Denver means more than class routine. Here hours of study are balanced with hours of healthful recreation in the cool atmosphere of mile-high Denver. America's most famous mountain playgrounds are in plain view of the campus, calling you to afternoon and weekend outings. You also enjoy the amusements and the cultural advantages of a city of 325,000. Distinguished guest professors from America and Europe will give courses in 1930. If interested in advancement in education ask especially about the course for superintendents, principals and supervisors. Summer Sessions run from June 16th to July 23rd and July 23rd to August 29th. Full information is contained in Bulletin No. 6, obtainable from Wilber D. Engle, Director.

UNIVERSITY OF DENVER

Teachers of Biology, Physical Geography, Nature Study, or General Science

may observe, collect, and study plants, animals, rocks, under experienced leadership and with the best facilities for field, laboratory, and library work while living comfortably in an invigorating climate with congenial associates—

JULY 5 TO AUGUST 23, 1930

The Allegany School of Natural History The Summer School in the Forest Quaker Bridge, New York

Fourth season of a new type of school, based on the best educational principles and offering college credit.

For booklet write
Dr. R. E. COKER, Chapel Hill, N. C.

WITTENBERG COLLEGE SPRINGFIELD, OHIO

Rees Edgar Tulloss, Ph.D., D.D., L.L.D., President
SUMMER SESSION-1930

First Term June 16-July 19
Second Term July 21-Aug. 22
Courses leading to A. B., B. S. in Education, and M. A. degrees. Demonstration School, Special offerings in Religious Education, Music, Coaching and Adult Education.

For Bulletin or other information,
Address: H. J. ARNOLD, Director of Summer Session.

Schoolhouse Planning

Invaluable for those who have school-building problems.

164 pages \$1.00 per copy

National Education Association

1201 Sixteenth Street, N. W.,

Washington, D. C.

SEE EUROPE IN 1930 BY MOTOR

All Expense
"House Party Tours"
At Sensationally
Low Prices!

LUXURIOUS motoring throughout Europe is the outstanding feature of Guild Tours. One sees the quaint little towns and romantic countryside, as well as the great glittering capitals!

All necessary expenses are included in the tour price: round trip ocean passage; accommodations and meals at good hotels; motor trips and sightseeing; all tips abroad; admissions to galleries, etc.; and services of guides.

Passion Play & 5 Countries
By Motor, All Expenses
See Normandy, Paris,
Burgundy, Switzerland, \$395
land, Austria, Ober-
ammergau and the Passion Play,
Munich, Nuremberg, Heidelberg,
Cologne, Brussels, Antwerp.

"All-of-Europe" By Motor
Including Passion Play
Here is an ideal tour
for the traveler who \$995
wants to see all of Eu-
rope quite thoroughly in two and



a half months. Itinerary includes England, Holland, Belgium, Germany, Austria, Hungary, Czechoslovakia, the Passion Play, Switzerland, Italy and France, with special emphasis on the Shakespeare Country, London, Rhine Region, Berlin, Tyrolian Alps, Grande Alpine Tour, Italian Lakes and Hill Towns, Rome, Florence, Venice, Naples, Italian and French Riviera, Route des Alpes, the Chateau Country and Paris.

Ask for Booklet "E30"

describing these and hundreds of other fascinating tours priced from \$335 to \$1007, and ranging in length from 25 days to 74 days. Free on request.



ORIENT CRUISE TOURS
to Hawaii, Japan,
China, Philippines, all expenses,
\$520 to \$4060. Ask for Booklet 'O'

THE TRAVEL GUILD, Inc.

Affiliated with the DEPT. 431, 180 N. or 521 Fifth Avenue,
Art Crafts Guild, Inc. MICHIGAN, CHICAGO New York City



Come to

WE-TO-MÁ-CHEK

A Delightful Vacation Playground



LOCATED at beautiful Powers Lake, Wis. Just the spot where teachers will find wonderful facilities for the enjoyment of all land and water sports. Free instruction for those who wish it in the following: hockey with an English coach, canoeing, boating, swimming, tennis, and recreational Danish gymnastics. Stable of good saddle horses on the grounds. Adjacent golf courses.

Play or just rest in the sunshine, or in the shade of the beautiful trees. Ideal environment, comfortable accommodations, and excellent food. No routine unless you wish it. Your time is your own. Simply enjoy yourself. Register for one week or more. July 16 to August 27.

Address Secretary, Box 730, 5026 Greenwood Ave., Chicago, Ill.



Study at MINNESOTA

the Heart of the Nation's Playground

Minnesota is the third largest State University. The facilities it offers teachers, graduate and undergraduate students in work leading to all Academic and Professional Degrees, are unsurpassed.

College of Education

offers excellent opportunities to those desiring to advance to higher teaching or administrative positions.

—All Departments in Session—

Courses in Standard and Special Subjects:
ADMINISTRATION SCHOOL MUSIC ART
SUPERVISION PSYCHOLOGY
CHILD WELFARE

"In the Heart of the Nation's
Playground"

Enjoy Your Recreation Time

Supplementing the vast Natural Playground of Hills and Valleys, Lakes and Rivers that Minnesota offers, a special recreational program has been organized. Highly interesting Lectures, Convocations, Concerts and Dramatics, Excursions to Points of Historical, Artistic, and Industrial Interest. Tournaments in Golf, Tennis, Hand Ball, open to men and women.

FIRST TERM

June 17th-July 28th

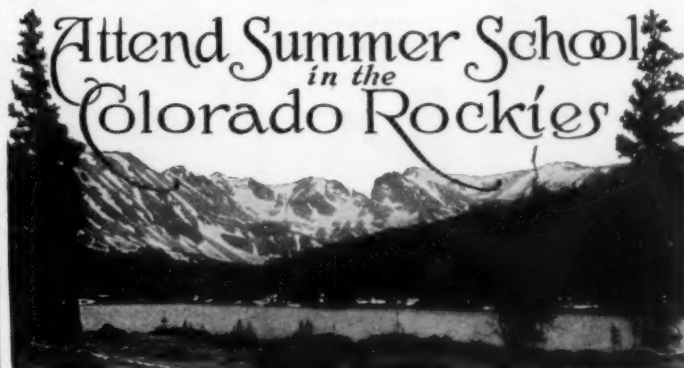
SECOND TERM

July 28th-August 30th

For complete information,
address

Director of Summer
Session, Box B.

University of Minnesota
Minneapolis, Minn.



Continental Divide—Seen on Student Tours

The University of Colorado, in the foothills of the Rockies, offers you unsurpassed opportunities for combining summer study with recreation. Organized hikes and week-end outings; mountain-climbing; visits to glaciers; automobile excursions to Rocky Mountain National Park; mountain camp maintained for summer students. Altitude of one mile, within sight of perpetual snow, gives unexcelled climate and stimulating atmosphere.

First Term, June 23 to July 26

Second Term, July 28 to August 29

Courses in Arts and Sciences, Law, Medicine, Education, Business Administration, Journalism, Art, and Music. Field courses in Geology and Biology. Maison Française, Casa Española. University Theater, with special instruction in Dramatic Production. Many special courses for teachers, supervisors and administrators. Opportunities for graduate work in all departments. Excellent library, laboratories. Organ recitals and public lectures. Vacation railroad rates. Boulder common point from Eastern States.

UNIVERSITY OF COLORADO

Boulder, Colorado

Send Today for Complete Information

Dean of the Summer Quarter (Dept. S), University of Colorado,
Boulder, Colorado: Please send me the Bulletins checked below:

Summer Quarter Catalogue.....Summer Recreation Bulletin.....

Field Courses in Geology and Biology.....Graduate School Bulletin.....

Write Name and Address in Margin and Mail

Mention THE JOURNAL, when writing our advertisers.

CANADIAN NATIONAL—TO EVERYWHERE IN CANADA

Alaska

Land of Romance— Charm and Mystery

... Mellow summer days, long hours of bright sunshine, rosy twilight, where the sun sets in a blaze of glory to rise slowly again, blending evening into morning with no thought of night. Range after range of giant snow-capped mountains. Gleaming glaciers. All these—and the comfort and luxury of steamers of the augmented Canadian National Railways Alaska Fleet.

Canadian National's Jasper Park-Pacific Route across Canada prefaces this glorious voyage through the sheltered "Inside Passage," with stops at Ketchikan, past wondrous Taku Glacier, Wrangell, Juneau and Skagway—one of the world's famous rail-and-water cruises.

A tri-weekly service from Vancouver or Prince Rupert affords excellent connections at Skagway for Lake Atlin and Dawson by the White Pass and Yukon Railway, following the famous Klondike Trail of '98—a succession of thrills and a constant panorama of magnificent scenery.

For information
and descriptive
literature com-
municate with
our nearest office.



BOSTON
136 Tremont St.
BUFFALO
430 Main St.
CHICAGO
4 S. Michigan Ave.
CINCINNATI
49 E. Fourth St.
CLEVELAND
925 Euclid Ave.
DETROIT
1523 Washington Blvd.
DULUTH
480 W. Superior St.
KANSAS CITY
705 Walnut St.
LOS ANGELES
607 So. Grand Ave.
MINNEAPOLIS
518 Second Ave. So.

NEW YORK
505 Fifth Ave.
PHILADELPHIA
1422 Chestnut St.
PITTSBURGH
355 Fifth Ave.
PORTLAND, ME.
Grand Trunk Ry. Sta.
PORTLAND, ORE.
502 Yamhill St.
ST. LOUIS
314 No. Broadway
ST. PAUL
88 East Fifth Street
SAN FRANCISCO
689 Market St.
SEATTLE
1829 Fourth Avenue
WASHINGTON, D. C.
901—15th St., N. W.

CANADIAN NATIONAL
The Largest Railway System in America

(Continued from page A-88)

Canada. A leaflet explaining the plan will be sent to any teacher making request from the National Association of Audubon Societies, 1974 Broadway, New York City.

Remember Child Health Day—The keynote for May Day this year is *parent cooperation in the community program on child health and protection* and the slogan, "Every Parent and Every Community United for Health for Every Child."—American Child Health Association, 370 Seventh Avenue, New York City.

David Felmley to retire—David Felmley, president of the oldest state normal school of the west at Normal, Ill., which was established by a group of the most eminent professional educators of New England, and the progenitor of remarkable state normal schools west to the Pacific Coast, will retire on July 1, at the age of seventy-two.

Dr. Felmley has been the principal of this famous school for almost thirty years and is the most distinguished professional educator of the state in length of high professional service in the state.

Dr. Felmley has been in poor health of late, and in proposing retirement he says characteristically that it would be an injustice to his duties as well as to himself to continue.—*Journal of Education*.

Make plans now—World Goodwill Day is May 18. Prepare for it now. A most useful book for this purpose is *Education for World Citizenship* by William G. Carr of the NEA Research Division. This book is published by Stanford University Press, Stanford University, California.

To personally aid the cause of World Goodwill send \$5 to the World Federation of Education Associations, 1201 16th St., N. W., Washington, D. C. and become an individual associate member of this great organization, which is helping to advance education throughout the world. Each member will receive free a beautiful 8 inch desk size bust of Horace Mann.

Europe Next Summer?

Sailing Early in July

Tour A—England, Holland, Belgium, Germany, Switzerland and France

Tour B—England, Scotland, Holland, Belgium and France

Cabin \$625, Tourist Third Cabin \$525
44 days Parties limited to 25

APPLY TO

Mrs. R. S. Ridgway
24 So. Grove St. East Orange, N. J.

EUROPE VACATION TRIPS

Art and Music
English Literature
Interior Decoration
Language Study

Send for Booklet

TEMPLE TOURS
443-Y Park Square Building
BOSTON, MASS.

EUROPE \$365

33 days
6 countries
PASSION PLAY
ALL EXPENSES

Foremost Student Tours
Nearly 4000 satisfied members in 1929. Small parties, 1st class hotels, plenty of motor travel. Send for booklet of 250 tours.
COLLEGE TRAVEL CLUB
154 Boylston St. BOSTON, MASS.

Mention THE JOURNAL when writing our advertisers.