

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

The Atlantic City Convention— <i>Editorial</i>	101
Some Atlantic City Resolutions	102
Education in the Spirit of Life— <i>From President Cody's Address</i>	103
Significant Ideas from Atlantic City	104
Achievements of American Education— <i>Sixtieth Anniversary Meeting</i>	105
Mental Health and Learning— <i>J. Mace Andress</i>	109
The Teacher's Own Health— <i>From The Teacher's World</i>	110
Re-creative Vacations for Teachers— <i>Jessie M. Robbins</i>	111
Child Welfare and the 1929 Legislatures— <i>William G. Carr</i>	112
American Education Week 1930— <i>Announcement of Program</i>	113
The Child's Bill of Rights— <i>Classroom Poster</i>	114
Horace Mann As Curriculum Content— <i>Ross L. Finney</i>	115
A Call to Action— <i>Messages from Two Presidents</i>	117
Members and Professional Staff of the Federal Board for Vocational Education— <i>Photo Feature</i>	118
Health, the First Objective— <i>Francis W. Kirkham</i>	120
Vitalized Commencements in Chanut— <i>L. H. Petit</i>	121
The Use of Leisure— <i>Henry Suzzallo</i>	123
Vitalized Group Study and Faculty Meetings	126
The Protective Amendment and the Public Schools— <i>Classroom Poster</i>	127
Teachers' Salary Trends and Buying Power— <i>Statistics</i>	128
Sixty Educational Books of 1929	129
Builders of Our Profession	133
Notes and Announcements	A-108

Contents of previous issues of The Journal of the National Education Association can be found by consulting the Readers' Guide in your library.

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The Atlantic City Convention

AMERICA is an orchestra—the voice of many instruments playing together in harmony. This statement made by the editor-poet John H. Finley of the *New York Times* in his address to the superintendents at Atlantic City might well have described the convention itself. Rarely has a theme been so perfectly embodied in the very warp and woof of a convention as was President Cody's inspiring ideal, *Education in the Spirit of Life*. From the opening Vesper Service on Sunday afternoon when a great preacher spoke on Leisure, to the closing hour on Thursday when the National High-School Orchestra played to a charmed and appreciative audience, the convention held to its theme, Education in the Spirit of Life. The good fellowship of the hotel lobbies, the discussions in department programs, the pageant—everywhere the spirit of life.

The boardwalk during the balmy springlike days was a great clearinghouse where everyone met everyone else in the comings and goings. President Cody believes in practising what he preaches. Having done a masterful piece of program planning he found time to enjoy the occasion and to watch the great theme unfold.

In an auditorium that knows no equal the convention was at home. A wonderful exhibit, the largest ever, on the main floor still left room for eight thousand seats in addition to the galleries. The immense ballroom was ideal for the general sessions.

Hundreds of important addresses were delivered during the Atlantic City convention. In the quality of their thought and expression they showed care in preparation. With all America listening by radio to its ablest speakers, no one can hold the floor today without something to say combined with the ability to say it well.

The Pageant of Time, An Adventure of Education in the Realm of Leisure by Percy Jewett Burrell, was a vivid interpretation of the truth, "Time wasted is existence; used is life." The contribution

which the schools of Atlantic City and of New Jersey made in presenting this pageant will linger long in the memories



OUTGOING President Cody (left) congratulates the newly elected president of the Department of Superintendence, Norman R. Crozier of Dallas.

of the eighteen thousand spectators who crowded the great auditorium.

The National High-School Orchestra made a profound impression at Atlantic City as it did at Dallas. The presence of Walter Damrosch as guest conductor and his able address helped to emphasize the contribution of the orchestra. Under the leadership of Joseph E. Maddy as conductor and organizer, this orchestra has become a permanent American institution. It is giving to music in high schools the powerful motive of participation in the brilliant national and world achievements of one of the ablest groups of young people ever assembled. Chivalry had its tournaments, colleges have their football, high schools have their National Orchestra.

A notable feature of the convention was the presentation of medals in recognition of distinguished achievement—

to each former president of the Department a past-president's medal; to the veteran Dr. A. E. Winship a life membership in the Department; to Cora Wilson Stewart, founder of the movement to remove illiteracy, the Ella Flagg Young medal, sponsored by the Administrative Women in Education.

Final action was taken at Atlantic City on the plans for the new headquarters building for the Association. It will be a beautiful structure including in the total design the present fine building on Sixteenth Street. This professional home of the Association is a center to which educational workers from all parts of the world come to see the Association at work. It is six blocks north of the White House. It is made possible by the life-membership movement.

President E. Ruth Pyrtle was busy at Atlantic City developing the program for the Sixty-eighth annual meeting of the Association which will be held at Columbus, Ohio, June 28 to July 4. It is to be an all-star program built around the theme *Vital Values in Education*. This convention, centrally located, promises to attract a record attendance.

Several notable tendencies are apparent in these conventions. They are extending from a one week to a two weeks program. The meetings of at least a dozen groups held during the week preceding the main gathering were of real significance.

These conventions suggest the profound change which is coming into American life. The nation is one vast neighborhood. Teachers, principals, superintendents, presidents, professors move across state lines as easily as in former times they crossed county lines. These conventions are periods of planning, of search for personnel, of new friendships, and broad outlooks. Assume that ten thousand people were present at Atlantic City and that each of them talked with a hundred others about some problem, some appointment, some idea, and you have a million exchanges—the greatest clearinghouse on earth because it deals with the roots of human life.

WE BELIEVE that the public schools of the nation are the most potent, the most powerful, and most promising single agency making for the unification, stability, progress, and protection of our American institutions.—Resolution adopted by the Department of Superintendence, February 27, 1930.

Some Atlantic City Resolutions

RESOLUTIONS express the official and authoritative policy of the groups adopting them. They represent the careful study of able, experienced, representative leaders. No service performed within our professional associations is more arduous, more earnest, more significant than that of the able men and women who year after year give generously of their time to the perfection of these policies and no feature of professional organization is more necessary to its life and achievement than loyalty to the purposes which have been established through sustained study and representative discussion and action.

The full statement of the Resolutions Committee will appear in the Association's *Proceedings*. The planks which are of widest general interest follow:

Our American heritage—We believe that it is the duty of the educational profession to see to it that the national ideals, aspirations, and principles embodied in our physical, moral, social, spiritual, and intellectual inheritance are implanted in the minds and hearts of the youth of America from generation to generation; and we pledge our consecration to this great task.

The cost of education—We reaffirm our belief that the increased demands on the public schools for a more extensive and a more intensive educational program make the increased cost of public education inevitable; that through the vision, scientific knowledge, technical skill, and business ability produced by such an education the resources of the country are developed; that no people ever became poorer by thus preparing themselves for the effective use of their capital, time, energy, resources, and money; and that it is largely because of adequate expenditures for education that our unprecedented wealth-producing power has been gained.

Education by radio—We recognize in the radio a new and powerful instrument of education of far-reaching importance. We view with deep interest the experiments now being made to develop programs which shall enrich and supplement the work of the schools in many directions. If these programs are to be accepted by teachers and school officials they must, however, be free from all advertising, commercial, and propaganda features. They must successfully meet the same impartial tests as textbooks, being wholly in the interest of public welfare and with the approval of responsible school authorities. Moreover they must be closely related to the regular programs of classroom instruction. In order that these ends may be met, radio

RESOLVED that the Department of Elementary School Principals reaffirms its stand in behalf of a Department of Education with a secretary in the President's Cabinet in accordance with the historic policy of the National Education Association.—Unanimously adopted February 26, 1930.

instruction must be developed and directed by school officials working in cooperation with local and national broadcasting companies and with state and government agencies providing such service for the schools. We accordingly recommend that the executive committee be authorized and directed to appoint a radio commission who shall be empowered to present to the radio corporations the points of view which should prevail in the development of educational programs.

Contributing forces of education—We observe a disposition to leave to the schools increasing responsibility for education, both formal and informal. Careful inspection will reveal the fact that the school has lessened neither its interest nor its efficiency in administering the systematic program of instruction. As the nonschool interests have multiplied and intensified they have become powerful influences in youthful character development and they should therefore be fully conscious of the larger responsibility that has come with this larger influence. The Department of Superintendence appeals to these nonschool agencies such as the home, the industrial organization, the radio, and the movietone to recognize their opportunities and their obligations and to join hands co-operatively with the schools in developing the type of manhood and womanhood that may prove equal to the increasing moral, social, and industrial strain thrust upon the youth of today by a suddenly developed age of power, speed, wealth, and newborn liberties.

Public education and the nation—We observe with genuine professional interest the increasing attention which public education is receiving from the national government. President Hoover emphasized its importance in his Inaugural Address and also in his message to the Seventy-first Congress assembling in its second session. The White House Conference on Child Health and Protection has been established. A committee on the abolition of illiteracy has been organized. Still more significant to the educational profession is the appointment of a committee representative of the important educational associations and others to investigate and present recommendations as to the policies

which should be pursued by the Federal Government with respect to education. This is the first time in our educational history that an adequate attempt has been made to determine the results of national efforts to aid education. Believing as we do in determining educational policies on a factual basis and without altering our past position regarding the relationship and service of the federal government to public education, we await the publication of the results of the studies to be carried on by these several committees with the confident hope that from such studies sound conclusions may be reached, not only as to the nature and extent of federal encouragement to education but also as to the character of the administrative agency to be put in charge of such federal encouragement.

The Massachusetts Bay Tercentenary and the Covered Wagon Centennial—Three hundred years ago there was brought to this country the charter of Massachusetts Bay Colony. This charter made an important contribution to the establishment in the western world of the principle of free democratic government. Two hundred years later, under the leadership of courageous pioneers, the movement of population to the west spread that principle across the continent and established the unity of a nation. We commend to superintendents and teachers the widespread observance in schools of the Tercentenary of the Massachusetts Bay Colony and of the Covered Wagon Centennial.

THE journals of functional groups are coming increasingly to be the opinion forming factors in American life. The action of the Educational Press Association of America, two million readers strong, is therefore significant. This Association unanimously adopted the following resolution at its annual meeting on February 25, 1930:

The Educational Press Association of America recognizing the importance of the constructive work already accomplished and now in prospect by the President of the United States, the Secretary of the Interior, and the Commissioner of Education toward the expansion of and making more effective the Office of Education at Washington and in raising the status of the Commissioner of Education, hereby pledges its support to the administration and to the recently appointed factfinding commission which will make its report at a later date.

It is the sense of the Educational Press Association that we, at this session, renew our stand taken in previous years, favoring the creation of a Federal Department of Education with a Secretary of Education in the President's Cabinet.

Education in the Spirit of Life

EDUCATION in the spirit of life must recognize and use the great motive forces that control living. *Life is progressive.* It is continually advancing. Education must discard the outgrown categories of thought of a bygone age and acquire a scientific attitude in order to understand and carry forward the amazing discoveries of our age. Scientific achievement has upset the old social order. Education must be open-minded, flexible, and ready to cope with new situations, mental, social, and physical.

Life is practical. Education must be usable. We are no longer training for a leisure class. The laws of our land compel the young people to remain in school long beyond childhood. We must give them skill in some line of remunerative work. We must turn out a product that is not only good but good for something.

We might amend the Ordinance of 1787 to read, "Religion, morality, good government, and the ability to fill a useful place in the world, being necessary to the happiness of mankind, schools and the means of education shall forever be encouraged."

Life is dynamic. Education must be vital, alive, active. It is deeply concerned with the social and industrial problems of the age. Since the war, our American life has become intensely restless. We are all caught in a veritable whirlpool of change and discovery. Our educational institutions cannot resist the tide. Education can no longer be conservative and academic. It cannot sit back and be content to observe and reflect. It must act. Research and investigations of all sorts should terminate in a definite course of action for the betterment of society. The progressive, scientific attitude should carry on into accomplishment. It is useless to send out questionnaires only to file away the results. They must be used to direct instruction along the main tendencies of our time. Let "Skill is wisdom in action" be the slogan of our dynamic education.

Life is recreative. We must train for leisure. Here again the changes in our physical environment have upset the old order. Machinery has given the workman more leisure and hence more temptations. Increased leisure brings with it a possibility of social disintegration. Edu-

cation needs a constructive program in true recreation—both in a spiritual and physical sense. A comprehensive health education teaching the joy of physical exercise and clean athletics should form a large part of every child's training. Games of physical prowess, the sheer joy of exercise, "The cool silver shock of the plunge in the pool's living water," have recognized educational value.

True education is based not on a pragmatic philosophy alone but it must widen the scope and deepen the meaning of our aesthetic experience as well: Education for leisure will stress a training for the appreciation of all that is fine in music, art, and literature. Art in every form, industrial, domestic, commercial, interior decorating, painting, sculpture, community planning, or any art that teaches appreciation of beauty should be welcome.

Life is friendly. Education is not a cold, austere duty but a journey down a friendly road. Such education has no traffic with race prejudices or dogmatic differences in creed. It strives always to maintain a proper balance between individual freedom and the welfare of the group. The teacher is not a severe taskmaster in a dreary round of discipline but a kind, companionable leader in a congenial and inspiring place.

Life is cooperative. Education has a twofold duty to the community. It must reflect the will of the people and at the same time strive to raise the standards of life of the community. Our schools are what the people want them to be. If they are good, it is because we have had the trust and loyal support of the public. It is the earnest wish of every parent's heart to give his child the best opportunity that life affords. The public school stands for that opportunity. It is the most American institution in our land. It has grown up in our soil, the very essence of American ideals of democracy and equal opportunity for all. Schools have demanded the largest portion of our taxes and the people have gladly given it. It rests with us to be sure that "For value received we promise to pay." *Our schools cannot be aloof from the community. They must be a part of it.* Their doors should always be open to the people who own them. Teachers and parents must strive together for the betterment of our children.

The bringing together of all the peoples of the earth so that the daily news circles the globe will undoubtedly bring about unprecedented cooperation. This is already evident in the present movement for world peace. The very existence of this organization, the Department of Superintendence, indicates a desire on the part of the various states for cooperation in education. Cooperation on a large scale is characteristic of modern enterprises. Business and science have learned to appreciate the advantages which come from united effort. There is evidence on every hand that American schools are increasingly seeking opportunities to exchange experiences and to gain from contacts with one another.

Life is idealistic. Education must aim high. The ultimate ideal of true education is to develop character, to lure young people on to the highest and strongest spiritual grounds, to keep ever before them the loftiest, most challenging conceptions of human worth, and above all to elevate their own estimate of their individual worth and possibilities. Education that has failed to do this has lost its own soul. As we would have life, so must our education be.

Our government is the greatest experiment in democracy in all history. Whether it shall stand or fall depends upon the education of its future citizens. President Hoover, who continually stresses the responsibility of education for future growth, says, "With the growth of ideals through education, with the higher realization of freedom, of justice, of humanity, of service, the selfish impulses become less and less dominant."

Surely the teacher of today stands in a very responsible position, and in the last analysis, our education rests on the classroom teacher. Buildings, equipment, organizations are but bulwarks to strengthen him. The seven outlooks of life that I have mentioned are the outlooks of the real teacher. If he is progressive, practical, dynamic, recreative, friendly, cooperative, and idealistic, our schools will be likewise and we may more nearly reach the ideal of the Great Teacher who came that "we might have life and have it more abundantly."—From the presidential address of Superintendent Frank Cody before the Department of Superintendence, February 24, 1930.

Significant Ideas from Atlantic City

WE RECOGNIZE we have a generation upon our hands that will not be saved to a certain degree until it is saved in its leisure, until it knows how to make creative use of its leisure, until it can by the use of leisure hours develop profound insights and profound emotions and give satisfaction to and articulate high aspirations.—Dr. Reinhold Niebuhr, Union Theological Seminary, New York, N. Y.

Approximately one third of our cities between fifty thousand and one hundred thousand in population maintain research departments in their public school organizations. During the present school year, they will spend nearly a million dollars for all phases of public school research, or about one sixth of one percent of their total budgets. During the same period a single one of our great industries will spend more than twenty times as much for research as will the 133 largest city school systems.—A. J. Stoddard, superintendent of schools, Providence, R. I.

Today in hundreds of communities all over our country we find the home and school banded together in a great democratic organization known as the National Congress of Parents and Teachers. Organized thirty-three years ago, it now has a membership of one and a half millions. It has held steadfastly to its original purpose, child welfare in relation to home, school, and community and has developed into a great school for parents who are earnestly seeking to improve conditions and solve problems in connection with raising their children.—Mrs. Isabel L. deValliere, vicepresident, National Congress of Parents and Teachers, Trenton, N. J.

I dream now of a newspaper not especially for youth but one which is fit for youth as well as age, fit to be carried into any schoolhouse and there used as a textbook, a history in the present tense, a history which will bring the past into the present and help the present to see where the next day's march should

lead.—John H. Finley, *The New York Times*, New York, N. Y.

The schools are dealing with human problems—more vital than subjectmat-

THE public school system itself manifests an activity which presages rapid changes within the near future. In administration there is a marked trend toward formulating policies in council which involves all groups including classroom teachers. Principals generally have shown a professional activity not witnessed in any other period of educational history and American elementary school principals have formed a strong, compact organization for research into their own problems which has accomplished one of the most significant educational transformations of the decade. Supervision is now recognized as a proper field for expert study as witnessed by this association giving over its eighth yearbook to a survey of this aspect of education.—William John Cooper, United States Commissioner of Education, Washington, D. C.

ter. Visiting teachers are going after the maladjusted child, even to his home environment. Society no longer permits the schools to cover their failures by dismissing the problem child from school. The successful adjustment of the child to society is the supreme and joint responsibility of the school, home, church, and social agencies of the community.—James E. West, chief Scout executive, Boy Scouts of America, New York, N. Y.

My opinion is that in the years just ahead, business, which in the past has paid great attention to the getting of

college trained men, is going to pay much greater attention to the selection and further training of boys and girls who have been deprived for one reason or another of the opportunity to go to college.—Frank B. Jewett, vicepresident, American Telephone and Telegraph Company, New York, N. Y.

Music is a language just as the English or the German or the French is, but it is a language which above all others expresses our feelings—feelings which the child has just as much as the grown-up—feelings of happiness, of sorrow, of joy, of misery, of reverence, of search for God, of patriotism, of all those things that make up the sum total of our inner life.—Walter Damrosch, New York, N. Y.

If in teacher personnel, as in shoes and clothing, one as a rule "gets what he pays for," the increase in salaries now paid teachers is further evidence of the improvement in the personnel of the teaching force. The average teacher's salary has more than doubled during the past decade.—C. B. Glenn, superintendent of Schools, Birmingham, Ala.

As to distinctive achievements in American school organization, it would be difficult to say that our great city school systems are superior or wholly different from those of other countries but certainly they are more highly developed on the cooperative principle than foreign systems. Ours may be more costly and operate with less precision but they are more democratic in spirit, encourage initiative on the part of the officers and teachers, are more responsive to changing conditions, and are closer to community needs.—John H. Logan, superintendent of Schools, Newark, N. J.

Not for themselves alone are youth in this our day equipped with the tools of learning and enriched with the choice offerings of curriculum that are weighted with the knowledge of the ages but each for the betterment of all is made the recipient of the best yet evolved.—Mrs. Susan M. Dorsey, Los Angeles, Calif.

THE educational machine isn't a machine. It is a flow of forces constantly changing, new people, new children, new ideas, always on the move. The one thing that it must not do is crystallize, for if it crystallizes, then democracy with its education gets out of tune with science.—Ray Lyman Wilbur, Secretary of the Interior, Washington, D. C.

Achievements of American Education

THE THEME of the Sixtieth Anniversary meeting of the Department of Superintendence on Tuesday, February, 25, 1930 was achievements of American education. Brilliant leaders set forth an inspiring story. The main points follow:

ACHIEVEMENTS IN INSTRUCTION—
In the year 1890 President Eliot asserted in a public address that all the reading materials covered by the pupils in a typical American elementary school during the last six years of the curriculum of that school could be read aloud at a moderate rate in forty-six hours. This means that the reading materials covered in a year by elementary pupils in 1890 could be read aloud in eight hours or less.

I have asked several teachers in average elementary schools of our day to make estimates of the reading materials covered by pupils in the fifth grade, this being the middle grade of the period covered by the estimate made by President Eliot. I find that the amount of reading mastered in the average present-day fifth grade is eight or more times as great as that reported by President Eliot.

The meaning of these facts is clear. Even if we make our comparison without regard to such additions to the curriculum as the arts and the special subjects such as physical education, the difference in quantity of reading shows that there has taken place within the last four decades a great expansion in the content of instruction in American schools. This expansion of the curriculum has been necessary to keep education abreast of expanding civilization. American social life and American industry have undergone within a half century a complete revolution. The demands made upon the individual in our times for a broad view of the world are so far in advance of those which were imposed on the common man in 1890 that the elementary school has been compelled to enlarge its offerings

much beyond what was provided a generation ago.

Not only has the content been changed but methods of teaching have been refined. Teachers of our generation have been trained to recognize stages of maturity and individual differences among pupils and to adapt instruction to the specific needs of each. No longer do the

What the Common Schools Have Helped America to Achieve

1. Rapid rise to national greatness.
2. Realization of democratic ideals.
3. Quick conquest of a vast frontier.
4. Widened opportunity for new citizens from overseas.
5. The highest place ever accorded women.
6. The ability to create, manage, and staff efficiently, large scale production.
7. The noblest standard of living ever realized over a large area.
8. The highest level of intellectual life ever attained by the common people.
9. Steady improvement in the art of selfgovernment.
10. Appreciation of the significance of childhood and the home life.—From the *Journal of the National Education Association*, October 1929.

schools teach beginning reading and reading in the upper grades by the uniform oral method which was universal in 1890. No longer are the individual cases of pupils who are in need of remedial treatment neglected. Teaching has become a professional art; competent to deal specifically with particular needs.

There is also much greater emphasis than there ever was in earlier times on the higher mental processes. The effort is made to train pupils in independent reasoning. Mere memorizing is no longer encouraged. Rationalization is aimed at in all the subjects taught.

Teaching is now not only broader and more specific than it was formerly but it is also guided by definite, scientifically established principles.—Charles H. Judd, director of the School of Education, University of Chicago.

ACHIEVEMENTS IN ORGANIZATION—
A School organization in the United States has come about through a series of circumstances. It has been influenced at various points and times by European thought and practise but in the main it has worked its own way to its present position.

As distinct from instruction and administration, organization may be considered in its relation to: *systems of grading and grouping; types of school and special agencies; means of adjustment and coordination.*

The eight-four system of grading is peculiarly American. It was created to meet conditions and it served a good purpose until something better was found to meet changing conditions. There is nothing sacred in the plan. The discovery of the great differences in the abilities of school children made modification necessary. All children have to go to school but they are not all alike.

An American philosophy of education and an educational psychology, the rapid changing of society, the general ambition for improved social status are responsible for the organization of special schools and special agencies, such as the alternating plan, the platoon school, the all-year school, the vocational school, the continuation school, the technical school, the art school, the junior high school, the junior college. All these schools and agencies imply departmental and specialized work requiring distinctive organization.

Organization must extend beyond the classes, departments, and schools which make up a city school system. There must be controlling organization in order to insure coordination of parts, unity of

AT SIXTY years of age the Department stands as a lusty youth ready for the great tasks that lie ahead. School administration now ranks with engineering and the other major professions. It has a remarkable record of efficiency, integrity, and public devotion. It has set standards which business, industry, and other phases of public life will come more and more to adopt. Where could one find a more glorious example of the power of professional loyalty and cooperation?—J. E. M.

effort, and economy of operation. There must be unity of control. We must have a means of focusing departments, bureaus, and agencies upon the teaching process. All supervision must have the specific effect of improving instruction.—John H. Logan, superintendent of schools, Newark, N. J.

ACHIEVEMENTS IN ADMINISTRATION—

A view of the development in school administration over a twenty-five year period discloses a gradual evolution from a status of uncertain leadership to the present achievement of rather highly professionalized direction. In discussing the topic, *Achievements in Administration*, mention will be made of twelve ways in which notable progress has been achieved in administration.

(1) The position of the school executive has been gaining steadily in social favor and has been continually acquiring enlarged responsibilities.

(2) Efforts are being made to insure better professional preparation on the part of persons appointed to administrative positions.

(3) State legislatures are exhibiting a tendency to assign certain specific duties directly to the superintendent of schools.

(4) There has developed a clearer understanding of the difference between legislative and executive functions, and to an increasing extent, boards of education are restricting their activities to participation in the formulation and appraisal of policies.

(5) There is growing evidence that the public recognizes the validity of the conten-

tion of educators that school systems should be independent of the municipal government.

(6) There is a commendable tendency toward the unit system of administration with the superintendent of schools, the chief officer and with an assistant superintendent in charge of business affairs.

(7) The number of experts found in school systems has increased during the last few years because of a desire to bring expert service to bear on certain problems in education.

(8) It is no longer considered good practice for a school administrator to make snap judgments on important matters of policy and an increasing number of schools are maintaining research agencies.

(9) There is an increasing tendency to define school programs in terms that will be clear and understandable to the public.

(10) Administrators have met with marked success the demands placed upon the schools by the important economic and social changes since 1920.

(11) Communities are to an increasing extent looking to the superintendent of schools and to other administrative officers for leadership in community affairs, especially in matters involving moral, social, and recreational problems.

(12) In recent years, school administrators have built strong and aggressive educational organizations. It must be conceded that school administrators have departed from the marked individualism of the earlier day and have developed splendid cooperative organizations.—J. B. Edmonson, dean, School of Education, University of Michigan.

ACHIEVEMENTS IN THE SCHOOL PLANT—Just at this time there are probably at least five hundred buildings

in the course of construction in the United States. This is an estimate based on the assumption that at least ten buildings are constantly in progress in every state in the Union. The character of many of these school buildings is vastly different from the character of buildings planned during the last decade of the nineteenth century. The reason for this difference is to be found in the fact that the profession of educational administration has grown most significantly during the period of the past twenty-five years and has left its very definite impress upon the character of school-housing.

In surveys of school systems which are being made during current years, it is not unusual to find recommendations made for the abandonment of buildings erected late in the "nineties" or in the early part of this present century. Such recommendations are made because these buildings had not been constructed with the safety and health of children in mind, nor with due reference to the complete utilization of the school building for educational purposes. The auditoriums in these buildings are frequently to be found on the third and fourth floors, with nonfireproof, rapid-burning stairways leading from attic to playground and with seating arrangement so provided that practically no attention has been given to the proper exits of the audience. Overwide corridors expensive to maintain and to operate, classrooms with

The Teachers Colleges at Atlantic City

NO GROUP in American education today is working on its problems more earnestly and effectively than the American Association of Teachers Colleges, a department of the National Education Association. The Atlantic City meetings of this department were held on Friday and Saturday before the convention. Its discussions went to the very roots of the problems of these great institutions. Its committees were doing things—developing ideals, discussing concrete situations with officers of colleges which are seeking to reach higher standards. Everywhere one found the spirit of goodwill, of achievement, of determination to make the state teachers colleges the best colleges on earth. It is truly remarkable that within less than a decade the normal schools with two years of work have developed into colleges with four years of work. They will undoubtedly continue their upward march until they are excellent graduate schools. The contribution of the normal schools to the excellence of presentday education is beyond calculation. Call the roll of the leaders in your state and note the number of them who had their beginnings in a normal school, whose ideals were formed and whose inspiration had its roots there. The early normal schools grew up out of the soil of educational need. Like the elementary schools they are democratic in concept. They have always emphasized character, realizing that no one can teach more than he is. Through this character contribution the normal schools have had a profound effect upon American ideals. We believe it to be of the utmost importance that the emphasis continue to be on character. The state teachers colleges are the West Points of our educational army. As they are democratic our life will be democratic. We believe it important to train elementary-school teachers, secondary-school teachers, and school librarians together in these institutions in order that they may know one another and lay in mutual friendship the foundation for professional cooperation in the development of the educational program of the state.—J. E. M.

natural and artificial lighting conditions which seriously interfere with the educational program of the children, toilet facilities of poor equipment and located in dark, unsanitary basements, special rooms such as the industrial arts, household arts, and playrooms also found in these cellar spaces are some of the contributing causes for the recommendation of abandonment in such surveys.

During the period of the past twenty-five years, the school administrator has been discussing and emphasizing standards for the planning and development of the school plant. He has been constantly aware of the limitations of budget and the necessity for such planning that every dollar spent in school buildings may bring an adequate educational return. Standards for sites, as well as for buildings, have been developed. The site is no longer selected in isolation from the rest of the school plant but the site program is determined in terms of the needs of ten and fifteen years hence and also with due reference to its adequacy for play and recreational purposes, as well as for building purposes. The communi-

ties in the United States have made most significant progress in accepting five acres as the minimum site for elementary schools, ten to twelve acres for junior high schools, and twenty acres or more for senior high schools.—N. L. Engelhardt, professor of education, Teachers College, Columbia University.

ACHIEVEMENTS IN PERSONNEL—

There is more scientific selection of teachers today than formerly. Evidence of the rapid strides that have been made toward a more scientific selection of teachers is seen in the following: First, the certificate power is now quite generally vested in the state; scholastic requirements have been steadily raised; the minimum age increased, and specialization made more extensive. Second, in an increasing number of schools the responsibility of selecting the teaching force has been placed upon the superintendent, presumably the one best fitted to perform this task. Standards are being raised by requiring each year a greater degree of professional training and by giving consideration to experience as well as to the

health, personality, and general culture of the applicant.

Greater care is being taken in the proper placing of teachers. There is evidence that much progress has been made in properly placing the teacher in the position best suited to her capabilities and which will stimulate her interest and give greater opportunity for growth in service.

Increased opportunities for growth in service have been provided. Many forward steps have been taken in conserving and promoting the teacher, thus encouraging a growth in professional spirit and a feeling of security and happiness. A large proportion of teachers are constantly adding to their knowledge through extension courses, by attendance at summer schools and conferences, and by membership in educational associations. Increased provision for leaves of absence for travel and study also offer unmistakable evidence of definite progress.

Increased salaries. If in teacher personnel, as in shoes and clothing, one as a rule "gets what he pays for," there is fur-



THIS PHOTO shows the exhibits on the main floor of the Atlantic City Auditorium during the recent convention of the Department of Superintendence. There was still enough room for eight thousand seats between these exhibits and the stage. The capacity of the auditorium arena is 41 thousand persons. In 1921 the Association took over the management of its own exhibits. They have grown steadily in excellence and in the skill with which they have been organized and managed. They furnish a meeting place for the men and women who direct the schools and the business and industrial leaders who equip the schools and provide the tools of learning. Members of the Association are proud of the efficient management of this great exhibit. It is a part of the service of the Business Division of the Association.

ther evidence of the improvement in the personnel of the teaching force in the increase in salaries paid.

Evidence of the approval of the public. The effort on the part of school authorities to improve the teaching personnel has met with the approval of the public as evidenced by the increased revenue provided for operating the schools.

Widespread appreciation of the teacher as the thing of first importance. The best means of improving a school system is to improve the teachers. The acceptance of this truth, not only by an increasing number of school officials but by the public as well, has done much to improve the teacher personnel in the schools of America.—C. B. Glenn, superintendent of schools, Birmingham, Ala.

ACHIEVEMENTS IN FINANCE—The increased cost of public education was largely inevitable and hence beyond the power of school officials or boards of education to prevent. To prevent it, boards of education would have had to possess the authority to maintain the purchasing power of the dollar at its pre-war value; to persuade children to remain away from, rather than to enter, the public schools; to get along without any new school buildings; and to convince the patrons of the public schools that the 1910 model of our educational product was satisfactory to meet the demands of the year 1930.

The increased cost of public education has resulted from an extraordinary increase in school attendance and an unusual increase in the amount of school-house construction, due to the cessation of construction during the period of the war, and a necessary and long deferred increase in teachers' salaries, and to some extent an expansion of the educational program in the public schools. Underlying all of these is the fundamental economic fact of the reduced purchasing power of the dollar.

Between 1913 and 1927 the number of pupils in average daily attendance in elementary and secondary schools increased from 13,613,656 in 1913 to 20,200,000 (estimated) in 1927, an increase of 6,586,344 pupils, or 48.4 percent in fourteen years.

The significance of this increase is further emphasized by consideration of the fact that the total population in the United States increased during that period only 19,811,531 people, or an increase of 20.5 percent. In other words,

the increase in school attendance is more than twice as rapid as the increase in total population.

The figures show that a large part of this increase in school attendance is to be found in the high schools. School attend-

The Superintendent

THE SUPERINTENDENT holds a mighty responsibility. American life needs unity. The school system supplies that unity. The school system itself needs unity. The superintendent takes the lead in seeing that unity is achieved. Someone must be responsible for all children—the rich and the poor, the weak and the strong, the crippled and the gifted. The superintendent holds that responsibility. Someone must inspire teachers with a keen appreciation of the social significance of their work. The superintendent sees the school in relation to the whole life of the community. Someone must know the public with its ambitions, enthusiasms, prejudices, and whims. Here the superintendent is a specialist. Someone must be an apostle of fineness and intelligence in daily life. The superintendent must meet this challenge. Someone must be a philosopher with insight and faith and the courage to try new things. The superintendent cannot escape this responsibility. Someone must be a doer, a general, an organizer, with the energy to carry it through. The superintendent stands at the head of the phalanx.—J. E. M.

ance laws require pupils to attend the elementary schools, which group of pupils is increasing gradually, as is the population.

This situation is significant for two reasons. First, it indicates public approval of the diversified educational program offered in the high schools of the nation, which in recent years is being substantially reorganized to meet the varying needs, capacities, and interests of boys and girls of secondary-school age. This is a fine tribute to the wisdom of boards of education, school officials, and the parents of secondary-school pupils. The second significant fact is that high-school education is more expensive than elementary school education and hence there is a correspondingly higher increase in the cost of public education than there would be if these pupils were enrolled in our elementary schools.—Frank W.

Ballou, superintendent of schools, Washington, D. C.

WHAT EDUCATION HAS DONE TO HATCH AND KEEP ALIVE AND GROWING THE GOOSE THAT LAYS THE GOLDEN EGG OF TAXATION—Within recent years we have had several statewide and nationwide surveys and investigations into the mounting costs of the expanding program of public education. Insofar as these surveys and investigations have given evidence that they were inspired and moved by the truly scientific spirit to search out the facts and to publish them, they have been very generally and very cordially received by the friends of public education throughout the state and nation. School officers and teachers will continue to welcome such investigations so long as they do not bear evidence of springing from the desire of the investigator to collect and publish only such facts as support his preconceived ideas or the preconceived ideas of the man or men who employ him.

While we have had a number of these investigations tending to show the increasing load which education is laying upon taxable property, we have had no investigations or surveys to show how much education does to create the values in the property which pays the taxes. If such an investigation were set going, I believe that it would show—

(1) That while our expanding program of public education does lay a heavier and heavier toll on the time and energies of the pupils, keeping them a longer time out of what some are pleased to call productive industries and while this expanding, lengthening program does entail greater expense upon parents and guardians in carrying their children through to the end, it could be easily proved that every lengthening, every enriching of the program increases the productive skill of these pupils sufficiently to compensate for these attendant costs.

(2) That while education does create within the minds of its pupils an eager, inquiring disposition, sometimes a restless, questioning attitude towards existing institutions and conventions, no honest inquiry would fail to show that this wideflung system of free tax maintained public education is the only safe foundation on which our form of government can rest and the surest safeguard of the institution of property.

(3) That while education contributes to the home and the community in training more skilful, more effective workmen, that it also creates a market and a demand for a better quality and a greater quantity of cultivated and manufactured products in order to satisfy the increasing needs and demands of educated, civilized man.—Francis G. Blair, state superintendent of public instruction, Springfield, Ill.

Mental Health and Learning

J. MACE ANDRESS

GOOD TEACHING means good learning. Skilful teaching involves an understanding of the learning process. The teacher arranges the situation with her purposes in mind so that the child learns and thereby her aims are realized. It is only as the child learns that the teacher teaches. It is obvious then that good teaching means that the teacher has worthwhile aims and possesses ingenuity in arranging learning situations. As is well known children learn to be mentally healthy just as much as they learn Latin or geography.

Unfortunately most teachers have rather narrow aims that do not include mental health. Too frequently the teacher is concerned largely with the intellectual achievements of her pupils. The teacher of algebra counts her work as well done if the pupils gain skill in dealing with algebraic equations; the teacher of history, if the students acquire historical facts; while the instructor in English composition centers her efforts on training in the proper use of the mother tongue. Each teacher naturally tends to evaluate results in terms of her narrow specialty. The school principal and superintendent and the board of education hold her responsible for these achievements. That the school thinks of these things as being of great importance is reflected in marks and report cards. The teacher rates Mary as A, B, C, or D in history. Except in grave cases of discipline it is seldom that any other report reaches the home. Naturally the home also tends to regard scholastic achievement as the chief aim of the school.

If mental health is to be taught, it is not only desirable that every teacher, no matter what particular subject she teaches, should have clearly in mind the aims of mental health but also that she should study the mental health of her pupils and seek to conserve and improve it. She is not likely to be sensitive to her

opportunities until she has developed a mental health consciousness.

Every teacher needs to realize the scope and complexity of even the simplest process of learning. For example, in teaching history the instructor attempts

tally but learn to just "get by," to cheat, to excuse himself for his failures, to depend upon the teacher rather than upon himself, and to develop a sense of failure and inferiority. It is also conceivable that pupils under the direction of an inspiring teacher might be led to say to themselves: "It's great fun. I like Miss Blank. I like history. I will do my part in making America a better place to live in. I will be a good citizen." In this class boys and girls may also learn to be more honest and selfreliant. The individual teachers and the school as a whole are having an influence. If it is a school guided by mental health aims, it will encourage selfreliance, selfcontrol, initiative, courage in facing the disagreeable, attention to the present situation, orderly thinking, and wholesome interests.

There are at least two suggestions for mental health and education that arise from this general discussion. First, that the teacher and the school indirectly and to a large extent unconsciously are teaching many things besides those that they have primarily in mind to teach; also, that those things are as important if not more important than what the teacher makes it her business to teach. The second suggestion is that mental health is not a subject to be learned but traits of character to be established. Life is made up of responses such as motor activity, thinking, feeling, imagining, and attending. Mental health concerns itself with all those responses that help the individual to meet life with success. To learn is to acquire responses; to be educated means acquiring responses. How are we to train children so that they will make correct reactions? One of the first suggestions is to let teachers, parents, and children know something of the nature of the problem so that there may be cooperation from all concerned. As a step in that direction some cities have adopted a report card which attempts to grade pupils on

QUALITIES OF GOOD CITIZENSHIP				
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Obedience				
Respect for Authority				
Industry				
Reliability				
Self Control				
Self Reliance				
Initiative				
Sense of Responsibility				
Cooperation				
School Spirit				
Helpfulness				
Cheerfulness				
Fair Play				
Loyalty				
Thrift				
Care of building, furniture, books, property of others				
Courtesy				
To Associates				
To Teacher				

Explanation of Character Marks
 The mark "-" indicates that the pupil is unsatisfactory in the habit so marked.
 The mark "Av." indicates that the habit is formed to a fair degree of reliability but that improvement is expected.
 The mark "+" indicates that the habit seems entirely satisfactory.
 The parents should make a careful study of this report and discuss it with the child.

to guide the learning process along the lines of the acquisition of historical knowledge but the general situation of teacher, books, and class arouses a number of responses not ordinarily thought of as being associated with the teaching of history. In addition to the learning of historical facts there are other learnings taking place simultaneously. The situation may stimulate the pupil to say to himself: "The teacher is dull. What's the use of all this stuff anyway? Will he give a hard examination? I think I shall volunteer each time that I can, then he will not call on me when I am unprepared. I hate history. I can't do it. I know I am going to fail." In the same class the student may not only react men-

THAT the stress of modern living is widely felt is suggested by the sustained popularity of JOURNAL articles dealing with *Mental Hygiene in the Classroom*. This is the seventh article by J. Mace Andress which has appeared in THE JOURNAL. Dr. Andress is the gifted editor of the department, "Health and the School," in *Hygeia*, published by the American Medical Association. Every teachers college in the land should have a department of mental hygiene and psychiatry as soon as professionally trained personnel are available to carry on the work. Teachers can encourage this step on the part of teachers colleges by demanding courses in this field as a part of their training.

forms of behavior that are more or less conducive to mental health. In the center of page 109 is reproduced one page of the form of report for pupils and parents in the schools of Newton, Massachusetts. Such a report is subject to the limitations and errors of any kind of report but it seems to be a good way to make an attack upon mental health problems. It has a tendency to magnify in the minds of the pupils, teachers, and parents habits and achievements that are significant for mental health and citizenship.

The peculiar thing about mental health is that the teacher cannot assign a lesson in responses in selfreliance. It is true that there are courses of study in which stories, songs, history, and literature are carefully selected to stimulate such traits of character. Such courses of study probably have a certain amount of value unless they overemphasize the trait to be established until pupils get tired of hearing about selfreliance or loyalty. Recently psychological investigation has thrown a

flood of light on the inadequacy of expecting much from the didactic method of teaching any trait of character. It has always been assumed that biblical knowledge was closely correlated with honesty but Professor Hightower in a test of 3313 children found that there was no apparent connection between the two. Pupils with high scores and those with low scores reacted similarly on the conduct tests. Hartshorne and May found that children who attend Sunday school regularly cheat in day school about the same as those who rarely or never attend. This does not mean that the Bible is not valuable in religious education nor that Sunday schools should be eliminated. It does indicate pretty clearly that our dependence upon verbal instruction even when coupled with a high degree of emotionalism does not usually translate itself into enduring qualities of character. "Ube dich"—exercise thyself—said Johann Gottfried Herder, the celebrated German scholar and educator. To get

selfreliance one must practise it under conditions that are satisfying. Perhaps day schools and Sunday schools need to recognize the situations in which traits of character may be encouraged and also to create new situations. The scouting movement is essentially sound in encouraging boys and girls to *do* things that are helpful, honest, and upright.

The cumulative evidence bearing upon the building of traits shows that while devices may help to inculcate traits, *the character and personality of the teacher are contagious. The teacher who is not afraid of facing facts, even when they are disagreeable, who takes his pupils into his confidence and is liked by them, cannot help teaching mental health.* If all teachers had a mental health consciousness devices would probably be unnecessary. [For teachers who wish to study mental health in more detail: Burnham: *The Normal Mind*; Burnham: *Great Teachers and Mental Health*; Averill: *The Hygiene of Instruction*.]

The Teacher's Own Health

THE TEACHER is often so busy looking after the health and wellbeing of his charges that he is apt to forget his own. Since all professional men and women are dependent for their livelihood upon their physical and mental capacity, good health is to us the most precious possession on earth. From the nature of his employment, spending the best part of the day among crowds of children, the teacher is exposed to hourly danger of infection. He must bend his head down to the child's to point out an error in arithmetic, he must handle dozens of exercise books, and he must stand for long hours talking aloud in an atmosphere that is often less fresh than he would like it to be. He must on all occasions be just, even-tempered, interested, alert, and energetic. He can be none of these things if he is not comfortable and perfectly healthy.

The teacher practises cleanliness as a matter of course, but he should remember that *even in health the throat and mouth contain some germs* of colds, tonsillitis, catarrh, even rheumatism, tuberculosis, and pneumonia and that these are only waiting for opportunity to seize upon the individual who allows his vitality to become lowered. It is therefore especially necessary to pay attention to the hygiene of the mouth. Gargles of antiseptic solution are useful for throats that

feel dry and strained and when the teeth are brushed it is as well to rub the gums vigorously also as circulation in the gum capillaries is sometimes rather sluggish. The hands might profitably be washed in carbolic or other germicidal soap after the children's books have been handled. The eyes should be bathed occasionally in warm boracic lotion, especially if there has been any epidemic of "sore eyes" in school. If the teacher knows his eyesight is failing, by the way, he should not delay having his vision tested, and glasses prescribed. Most people over 40 need spectacles for reading and those who must do continual close work often need them long before that. *It is a mistake to endanger one's precious eyesight.*

The clothing worn in school should be warm, light, comfortable, and as far as possible washable. Teachers of young children look very attractive and business-like nowadays in those bright cotton overalls they all wear; but women teachers are sometimes not quite so careful about their choice of footwear for school. *Low, square heels are more comfortable for standing* than those slender 3 inch props that fashion decrees. Patent leather, most people agree, is not so comfortable for school wear as ordinary soft calf leather, and rubber slippers, especially those with flat soles, are, in my opinion at least, definitely harmful. Tendency to

varicose veins or flat foot should be reported at once to the family doctor. In early stages treatment is easy, but later almost hopeless. It is a mistake, too, to leave wet shoes on the feet.

Out of school hours the teacher should take regular exercise of some sort. Walking is one of the best, as well as the simplest form of physical culture for professional people, and has the merit of being possible even to city folk.

Adequate rest is also important. Bookish people sometimes linger over-long at their studies or evening classes, and very young teachers (dare I say it) sometimes use up over-much energy at parties and dances. The older person knows it is a mistake to burn the candle at both ends! *Proper meals are vitally necessary.* All of us know how easy it is to slip into the habit of eating very scrappily and hastily during the day, or choosing dishes for the convenience of their preparation rather than the value of their food-content.

Lastly, one cannot remember too often the immense value of a hobby which takes our minds right away from school and introduces us to a circle of friends whose professions are different from our own, but whose interests are similar and with whom we can sharpen and refresh our minds in vigorous conversation.—From *The Teachers World*, February 5, 1930.

Re-creative Vacations for Teachers

MORE than a quarter million American teachers invest time, money, and energy in attending summer schools, their goal being better service.

New standards—The past year has seen notable progress in raising the standards of summer schools. Many state teachers colleges have put into effect higher requirements for graduation. The two year course in many schools has grown to a three or four year one. Summer sessions are held in nearly all the teachers colleges. Many new subjects have been added to the summer school curriculum to keep pace with the enriched course of studies offered American youth in the public school. The new degree, doctor of education, is now offered by several universities and teachers are given college credit for work done at summer sessions.

Start early to plan—The wise teacher tempers the longing for a profitable summer vacation by long distance planning. Weeks ahead he takes stock of physical, mental, and professional needs. He knows how imperative it is to check his health before deciding what to do the coming summer. Perhaps for him vacation days spent in recuperating lost vigor will prove more beneficial than in mastering new methods of education or in getting a firmer hold on the ideals, history, and institutions of modern civilization.

In the spring the young, ambitious teacher looks forward with eagerness to the long vacation when he can add a few points to the total credits required for a degree. The mature teacher, lacking this spur to professional attainment, will seek courses to round out his present knowledge and experience. He may well spend part or all the vacation in getting acquainted with the educational trend of the times. Well does he know that the better and broader his preparation the better his chances for sustained success. The business teacher with a degree may find work in some business establishment to complement his textbook knowledge, while the language teacher gains inspiration from prominent instructors.

The problem presents itself with great force to the teacher who must meet requirements for additional training or certification. How shall he earn this credit to the best advantage? What opportunities are his to combine travel, rest, and recreation with study?

Travel opportunities—The teacher who seeks additional training and yet wishes to travel, will find many schools

What Does Summer School Mean?

To the pupil—A guarantee that his teacher is alive to his needs and aspirations. It means for the child confidence and trust in one who has given time and money to perfect his teaching.

To the teacher—A mental stimulus, for atrophied brain cells are not found in the progressive teacher. Attendance at summer school brings physical relaxation that follows change of scene, new companions, new pleasures and produces a spiritual uplift that comes when ideals are reinforced by contact with great minds.

To the School Board and Community—Satisfaction in knowing that the school retains the services of the best in the profession and reassurance that the good work of the past will be continued with hopes for better teaching and supervision.

in the mountains, on lakes or rivers, in settings so beautiful they are in truth ideal resorts. Last year, the State Teachers College at Fresno, California, held its summer session at Huntington Lake in the Sierra Nevada Mountains, at an elevation of seven thousand feet. The Rocky Mountain Summer School of McPherson College (Kansas) is held at Palmer Lake, Colorado, a beautiful mountain retreat with superb climate. Cornell University is ideally situated near Cayuga Lake in New York state. These suggest the many summer schools where weekends may be happily spent in exploring nearby places of interest.

Field work is a specialty of many colleges. Harvard University holds a geology course in the Canadian Rockies. At the University of New Mexico, Albuquerque, is given a field school of archaeology where the students assist in excavation, recovering and recording specimens, and installing material in museums. The Northern Arizona Teachers College at Flagstaff conducts field courses in botany, zoology, and geology. Zoology, embryology, and limnology

were given last summer at the biological station at Winona Lake, Indiana, in connection with the three weeks' session of Indiana University. The University of Denver offers botany courses in Estes Park and the University of Colorado at Boulder conducts its field geology and geography at Science Lodge, University Camp.

Special subjects—At summer school the teacher of special subjects finds help along his line of interest. Last year the University of Alabama offered a ten days' intensive course for football coaches; the University of Chicago, special work in sight conservation. Indiana University took its summer school of music abroad for three months and conducted a research tour to six European countries, while Clark University conducted a transcontinental trip by motor coach for field work in geography and history.

Home, a good summer school—But a re-creative vacation is not denied the teacher who must spend her summer at home. Odd moments spent in reading deepen one's insight, and time found for meditation will quicken professional ability and zeal and reveal the solution of many a classroom problem. Your school or town librarian will help you choose a course of reading. Select a few books and read and re-read them. If you can, own them. Keep them within easy reach. It is a well known fact that the satisfaction you get from your reading bears little relation to the "mileage covered." The question is: Have you digested it? Supplement preliminary reading by reflection and re-reading after an interval and wisdom and understanding will be yours. Then when the opportunity does present itself to attend summer school, you will find your summer at home has given you just the background you require.

To one who has exhausted the wealth of professional training in the United States, foreign countries offer attractions. The universities of the European capitals—London, Vienna, Berlin, Geneva, and Paris—attract American teachers. The famous British universities in their quaint English environment offer an unusual opportunity to study English at its source. The summer schools of our territorial possessions—Porto Rico and the Philippines—and the South American schools afford a wide opportunity for choice.—Jessie M. Robbins.

Child Welfare and the 1929 Legislatures

WILLIAM G. CARR

Assistant Director, Research Division, National Education Association

RECOGNIZING childhood as the nation's basic natural resource, state legislatures have enacted a large body of laws intended to safeguard child health, to provide effective schooling, and to protect children from exploitation through unregulated child labor. The 1929 legislatures were no exception to this general rule. Significant advances may now be recorded toward the goal set by Herbert Hoover: "There should be no child in America that is not born and does not live under sound conditions of health; that does not have full opportunity of education from the beginning to the end of our institutions; that is not free from injurious labor; that does not have every stimulation to accomplish the fullest of its capacities."

Child welfare legislation in 1929 was concerned chiefly with:

- (1) Preventing the employment of children at too early an age, or for too long hours, or in unusually hazardous occupations.
- (2) Protecting the health of children in school and in industry.
- (3) Extending financial aid and public protection to the handicapped child. This includes not merely the physically handicapped, but also the child who is mentally backward, morally unstable, or socially deprived.
- (4) Providing a complete educational opportunity for every child, with special reference to regular attendance, to educational and vocational guidance, and to adjustment of schools to the needs of pupils of all types.

With respect to child labor, Illinois and Maryland made important advances through 1929 legislation. In Illinois the educational requirement for work permits was raised from completion of the sixth to completion of the eighth grade although certain exceptions are made for out-of-school and vacation work. The new Maryland law also requires that the elementary school course be completed before work permits may be issued. This means, in the city of Baltimore, completion of grade six; in the rest of the state completion of grade seven. Child labor laws were also strengthened in Missouri, California, Michigan, Minnesota, Texas, and other states.

New laws concerning the health of school children touch on a wide range of topics. The employment of school dentists or oral hygienists was specifically au-

THIS NATION has been blessed with a teeming abundance of natural wealth. The rich ore of our mines, the lumber in our forests, the unlimited power in our rivers, have placed us in our present position of world leadership. It is altogether fitting that we should safeguard these precious natural resources. But there is one resource which in value far outranks the wealthiest mine; which in power dwarfs the greatest dynamo. That natural resource is the latent intellectual power in the nation's children. To conserve and capitalize this primary natural resource and to protect it from all forms of exploitation is the greatest duty facing the legislative representatives of the American people.—W. G. C.

thorized in California, Illinois, Ohio, and North Carolina. Texas enacted a law which requires courses in physical education in all public schools. Laws concerning medical examination and treatment of school children were passed in Alaska, New York, Pennsylvania, and other states. In Alaska physical examinations were authorized in all schools and required in incorporated cities. The laws regarding vaccination of school children were revised in New York. Pennsylvania now requires that physical examination of applicants for work permits shall be made at public expense and by a physician employed by the Commonwealth. Wisconsin required all schools to be equipped with a standard first-aid kit, Michigan allocated certain fees and taxes for the promotion of athletics in schools and parks, New Jersey and Colorado authorized local boards of education to establish, equip, and operate cafeterias and lunchrooms.

The tendency in legislation concerning physically, mentally, and socially handicapped children is to provide means

whereby they may become happy and self-respecting members of society. The schools, in common with other social resources, are being called upon to help in making this adjustment. Surveys of the care and education of crippled children were authorized by legislative enactment in Iowa, Arkansas, Illinois, Florida, and Kansas. The establishment of classes in children's hospitals was authorized by Wisconsin, and other important provisions for enumerating and educating crippled children were enacted in Maryland, Oregon, Tennessee, Minnesota, and other states. While there was much legislative activity in connection with physically-handicapped children in 1929, those mentally defective were less generally considered. Utah, Wyoming, and Nevada provided for training schools for the feeble-minded, the first two on a statewide and the latter on a county basis. The welfare of delinquent children, the socially-handicapped, was furthered in several states by juvenile court and probation legislation. New juvenile courts were established and their jurisdiction extended. The preventive principle in juvenile delinquency is illustrated by a new California law which authorizes local districts to establish twenty-four-hour schools for predelinquent children 8 to 16 years of age.

The need of high-school boys and girls for educational and vocational guidance is recognized in several new laws. In New York provision was made for the establishment of guidance bureaus as part of the public school system. A California enactment to the same purpose provided for a program of vocational guidance and placement for all continuation school children. The state board of education was directed and empowered to enforce regulations for the organization and administration of this program. [For further details see the *Seventeenth Annual Report*, U. S. Children's Bureau, and *State School Legislation, 1929*, NEA Division of Research.]

SINCE the achievement of American independence, the universal and ever repeated argument in favor of free schools has been that the general intelligence which they are capable of diffusing and which can be imparted by no other human instrumentality, is indispensable to the continuance of a republican government.—Horace Mann.

American Education Week 1930

THE TENTH annual American Education Week will be observed November 10-16. The program is sponsored by the American Legion, the United States Office of Education, and the National Education Association. Committees in the various states and localities are now beginning to plan programs for its celebration. The purpose of this week is to acquaint the public with the activities, ideals, achievements, and needs of the schools.

Many organizations, national, state, and local, will cooperate in this event. The press, the radio, the pulpit, and platform will aid in carrying information to the public about the schools. Interest in observing this occasion is increasing each year. More extensive plans have been made for 1930 than ever before. The best results are obtained by making plans well in advance. The program will emphasize as in former years the seven cardinal objectives of education and will have for each day a suitable theme for special emphasis. This program, which is also used in other countries, will be adapted by each nation, state, or community to its particular needs.

Monday, November 10—Theme: *The schools and the enrichment of human life.* Show how the schools have enriched the life in your community. Have both pupils and citizens think of specific things which the school has done to encourage the higher and finer values. Note increased appreciation of beauty, of good order, the development of libraries, city planning, better habits of living, the growth of parent-teacher organizations, training for the wiser use of leisure through reading, clubs, and the like. Emphasize adult education, noting the many grownups who are now pursuing some special line of study. Describe the specific things which schools are doing to train for the wiser use of leisure.

Tuesday, November 11—Theme: *How schools promote patriotism and world understanding.* This eleventh anniversary of the Armistice is a fitting time to emphasize patriotism and world understanding because of the special efforts which are now being made to improve world relationships and to insist on a higher type of citizenship and public service. Let the schools of each community show what they are doing to bring about a better understanding of civic duty and of world relationships. The plans of the national commander of the American Legion for 1930 include one meeting in 11,000 American Legion posts, devoted to the subject of world goodwill.

Wednesday, November 12—Theme: *The schools of yesterday.* Every citizen should know the inspiring story of education in

America—its crude beginnings, its hard struggle to get established, the difficulties of the pioneer period, the revival under Horace Mann and Henry Barnard, the rapid expan-

Education is the first and last duty of the state. It is the surest hope of individual health, excellence, and happiness. It is the foundation of a noble home life. It is the starting point of lifelong learning. It is the mainstay of an alert and far-seeing citizenship. It is the basis upon which industry thrives and improves. It lifts leisure to the realm of creative art and establishes character on the sound foundation of truth, goodness, and beauty.

sion of the elementary school during the last quarter of the nineteenth century and of the high school during the first three decades of the twentieth century. Let the authorities in each state and locality recall important events in local educational history and pay tribute to the pioneers who laid the foundations for the schools of today. The school of yesterday may be worked out by having some of the older people reproduce in costume the methods, spelling contests, ciphering matches, and other activities of the early school.

Thursday, November 13—Theme: *The schools of today.* The school has become the dominant institution in American life. It is the most significant activity of both the state and locality. It is improving rapidly in scope and effectiveness. Visualize for your state and your community the extent of its educational efforts, the number of children served, the ideal of a fair start for every boy and girl regardless of race and gifts. Visualize also the major problems and needs. Let every citizen feel proud of his share in the great common enterprise.

Friday, November 14—Theme: *What the schools have helped the individual to achieve.* Every community has citizens of prominence whose debt to the schools is incalculable. On this day encourage these citizens to write and speak of what the school has meant to them. Let them pay tribute to their teachers, to the influence of fine associates, to the widened outlook gained from their studies, to the ideal of personal growth, to the habits of regularity and industry for which schools stand. Show how schools emphasize the survival of the best.

Saturday, November 15—Theme: *What the schools have helped America to achieve.* The greatest wealth of the nation is its human wealth. Peoples have survived on poor soils in the midst of unfavorable climate. They have perished in the presence of plenty. The ideals, habits, attitudes, skills, and intelligence which are perpetuated through the schools and the homes, build civilization to constantly higher levels. America's high standard of living, her ability to produce and consume, have been made possible largely by the schools. Let each state and each com-

munity note what the schools have helped it to achieve.

Sunday, November 16—Theme: *The schools of tomorrow and the future of America.* The results of our universal and enriched program of education are only beginning to make themselves felt. The future is limited only by the ability of our people to plan and create higher standards of health, better homes, increased facilities for learning, alert citizens, economic effectiveness, wise use of leisure, and the highest standards of ethical character. Show how the ideal of a fair start for every boy and girl, the ideal of free choice of schooling and occupation for all youth, and the ideal of lifelong learning, must lead to a finer and richer life for the masses than has ever been attained in the history of civilization. Picture the school of tomorrow with its vastly increased service to the welfare of the human race.

An early start—Begin now to make plans and appoint committees. Here are some practises that have proved helpful:

The superintendent may serve as director of activities.

The mayor on request will issue a proclamation setting aside November 10-16 as American Education Week.

Local officials of patriotic orders may serve on committees and help promote the observance of the week.

Parent-teacher associations welcome this opportunity to promote child welfare in home, school, and community.

Churches, fraternal and labor organizations, chambers of commerce, women's clubs, and other agencies will feature the week in short talks. Plan radio programs of your best speakers for each day. Supply material for projection to the largest motion picture theaters. Make pilgrimages to the best schools in your city and to the graves of wellknown educators and benefactors of education.

Newspapers by printing the news about education, running the local program for the week in full, or featuring some education achievement will contribute largely to the success of the week.

Radio broadcasting stations may feature educational addresses and school programs.

A few good references—The following references to earlier issues of THE JOURNAL will aid in making plans:

American Education Week; October 1927
American Education Week; October 1928
American Education Week; October 1929
The School of Tomorrow; January 1929
The Leisure of Tomorrow; January 1930
The Need for Educational Interpretation; February 1930
Interpreting the Public's Schools; March 1930

Additional material will appear in the October Journal and in other publications of the Association and of the United States Office of Education.

The Child's Bill of Rights

THE IDEAL to which we should strive is that there shall be no child in America:

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within which is the final endowment of every human being.—Herbert Hoover.

The first day of May each year has been set aside by Congress as Child Health Day. Its purpose is to make practical in our American communities the ideal set forth in the Child's Bill of Rights. On this day let every school and every teacher emphasize the importance of health in the individual and national life. Health is the first wealth.

[This poster for your classroom is from the JOURNAL of the National Education Association
Copies, printed on attractive art paper, may be had from the Association: 20 copies, \$1; \$4 a hundred; \$30 a thousand]

Horace Mann As Curriculum Content

ROSS L. FINNEY

Associate Professor of Sociology, University of Minnesota

IN a previous article a new theory of educational objectives was proposed. It was there asserted that *the institutions of society are the objectives of education*; and a list of ten was suggested, as follows: 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 business of the school is to get young people ready to take their parts in each and every one of these institutions—to equip the rising generation with the knowledge necessary to operate these institutions on a high, civilized level. Thus the institutions of society are the objectives of education.

Such a theory of objectives has several advantages over the list in common use. First of all, it roots down into fundamental principles, being based on recognition of the fact that life is normally social and that the established social programs which racial evolution has produced are the necessary media of self-realization. Second, this list of objectives is consistently sociological, that is objective. The usual list wavers back and forth between subjectivity and objectivity; and wherever it is subjective it is vague and indefinite. Third, it analyzes areas where the usual list falls short of the requisite analysis; as, for example, moral character. And finally it challenges education at spots where the other list is an absolute blank.

Of this last advantage, an important example is number six in the list above—the *school*. Children, as pupils, are not the only people who participate in this institution. Adults also participate in it: not as pupils, to be sure, but as patrons, taxpayers, and contributors to public opinion about school policies. But does it ever occur to us, as curriculum makers, to prepare the children under our instruction for their future responsibilities as adult participants in the school as a social institution?

Is it not an anomaly that the school teaches its pupils, formally, almost nothing about itself? We teach the history of the Roman Senate, the French-Indian war, and the Republican tariff; but almost nothing about the history of the

American public school. We acquaint our children with the heroes of Greek mythology, of English literature, and of modern inventions; but not with the

HORACE MANN is the Homer of today's civilization. His addresses were crystallized from close contact with the people and wherever races aspire to higher things through the processes of education they find inspiration in his noble writings.

Born: Franklin, Massachusetts—May 4, 1796.

Graduate of Brown University.

Member in turn of Massachusetts House and Senate.

Secretary of Massachusetts State Board of Education—1837-48.

Member of Congress—1848-53.

President of Antioch College, Yellow Springs, Ohio—1853 until his death on August 2, 1859.

The ideal of Horace Mann's life is summarized in his last address to the graduating class at Antioch—"Be ashamed to die until you have won some victory for humanity."—J. E. M.

heroes of American education. We tell them how the Revolutionary war debt was funded and explain the incidence of tariff and revenue taxes but we tell them nothing about the problems of financing their own schools. We explain the motives that led to the expansion of slavery and expound the reasons for the bicameral system of legislation but we leave young citizens in the dark as to the objectives of education in a democracy. No wonder that later, as adults, they confound us with strange, ignorant, and obstructive attitudes toward current problems of educational policy. *We have not made the school as an institution an objective of education.*

It is somewhat safer than a mere guess to assert that not ten percent of high-school graduates know who Horace Mann was. More than any other one person in history does he typify the American public school and what it stands for and yet the American public

school leaves its product in ignorance of him. It is as if the Lutheran church kept its young people ignorant of Martin Luther; or as if the Democratic party maintained a conspiracy of silence relative to Andrew Jackson and Thomas Jefferson. *And this neglect of Horace Mann is only typical of the school's almost complete failure to teach its pupils about itself.*

Conversely, there is no better nucleus around which to center instruction relative to the school as objective than the life, work, ideals, and personality of Horace Mann. For example, most children take the school for granted, like the small boy who was surprised on being told that there were no automobiles in Bible times. Children do not realize that free public schools, such as they are attending, were undreamed of in Washington's day. They have no notion whatever of the struggle and effort it took to establish our system of public education. They would be amazed to learn of the legislator of Horace Mann's time who orated in the General Assembly of his state that when he died he wanted it engraved upon his tombstone: "Here lies an enemy of the free public school." A study of the life and times of Horace Mann could readily be made a vehicle for imparting this kind of information. And young people brought up on such a diet should be much stronger supporters, later on, of progressive school policies.

Again, many of the reforms that Horace Mann promoted are still unfinished business to this very day and the reasons for them are much the same now as then—and will be tomorrow. One example is the struggle to overcome the localism of the district system, and substitute statewide organization, supervision, and support.

And still again, Horace Mann set forth the principle that the whole wealth of the community should be at the disposal of the community as a whole for the like education of the whole people of the community. The principle holds if the words "state" or "nation" be substituted for "community." If a state governor vetoes state aid on the excuse that it is an injustice to tax wealth in the cities for the support of rural education,

the school has itself to blame: it should have taught him about Horace Mann when he was a school boy. If organized great wealth can succeed for ten years in withholding adequate federal aid, the schools may blame themselves! They neglected twenty years ago to acquaint the public, then in high schools and colleges, with the principle of school support set forth by Horace Mann, together with the reasons for the same, not to mention the fiscal means whereby that principle can be made effective in an age of quasi-monopolistic, nation-sized corporations.

This transition from a system of local support based upon the old visible property tax to a system by which the great modern corporations will finance education out of their book profits, through the fiscal agency of the federal government, is the indispensable next step in American educational development. To make it will require the support of a public opinion too enlightened to be humbugged by such specious shibboleths as "centralization", "standardization", "paternalism", and the like. But if such a public opinion is to emerge it will have to be created in advance by overt instruction of the pupils now in school. And of such instruction Horace Mann can well be made the national hero.

Fortunately Horace Mann's biography is replete with the food on which an idealistic hero worship can be nourished. His very times were heroic. The decade in which he did his major work was the heyday of democratic idealism in nineteenth century America. It was the period of "Jacksonian democracy," of which Schlesinger so inspiringly sets forth the breadth and scope of its dominating ideals. New England literature was at the flower; a revival of evangelical piety was at high tide; the Greek democracy ideal was fullblown throughout the south; a great temperance crusade was

in progress; socialistic utopias like Brook Farm and New Harmony were the order of the day; the abolition movement was gathering ominous momentum; idealistic labor movements were much in evidence and contributing largely to the cause of popular education, too; and the great west was quickening the imaginations of all, including Horace Greeley. It was an outstanding epoch of idealism and hope, of which the memory may well be rekindled in the hearts of young Americans of all succeeding generations. In such an epoch as that Horace Mann and his followers laid the foundations of the American public school. Why neglect it so in our curriculum?

The early life of this hero of American education was a typical case of an ambitious young American struggling up from poverty. His father died when he was thirteen, leaving him to a youth of work and hardship too severe for him. Only a few weeks' schooling was his each winter; but he read with avidity every book available in his neighborhood and developed an insatiable craving for knowledge. At twenty years of age he entered Brown University and worked his way through college by the savings from his winters' teaching. Eventually he finished the law course and was admitted to the bar. He practised law with eminent success till he was past forty.

As a lawyer he was several times elected to the state legislature and rose to the presidency of the state senate. There he was responsible for four important educational reform bills, among them the one creating the state board of education and the state commissioner. No sooner was that office created than promoters of the measure insisted upon his accepting the responsibility. Whereupon he abandoned a most promising legal career and wrote as follows to a friend: "My law books are for sale. My

office is to let. The bar is no longer my forum. I have abandoned jurisprudence and betaken myself to the larger sphere of mind and morals." For twelve years he carried forward his work of educational leadership with incomparable energy and devotion. At one time he even mortgaged his own property to help secure the establishment of normal schools. How can such a character fail to inspire American youth!

One historian writes of him:

He went from one end of the state to the other, into large towns and obscure villages, seeking to call together the people and waken in them an interest in their schools. He appealed to them with the power of his high-strained, impassioned eloquence. Sometimes, after sweeping a room and building a fire in severe winter weather he could get but a handful of people to listen to him. For years he suffered in health and was threatened with consumption; yet fifteen hours a day was the usual measure of the Secretary's work. But nothing daunted him. How he endured the labor nobody can tell. There seems to be the power of vitality in a lofty purpose.

To present such material to the rising generation should smooth the way for educational progress in the future and that is an objective which curriculum makers have no right to overlook. But if the blind spot of educational leadership is not to fall on this responsibility, the history of education must be restored to a larger function in teacher-training institutions, especially in their graduate departments. For such institutions to neglect the history of education is likely to create a myopic educational leadership.

Let every school begin to keep a scrapbook on Horace Mann; to encourage students to study his life and writings; to celebrate his birthday annually on May 4. Let every community name one school after him. Let America honor him as it honors Franklin, Washington, Lincoln, and other pioneers who have laid the foundations of its greatness.

FOR GENERATIONS high schools have been reading Burke's speech on Conciliation. Their efforts have been supported by publishers who have issued the address in many forms and reenforced by the required or suggested reading lists in English. During the same period the famous addresses of Horace Mann—a thousand times more important to the future of America—have almost gone out of print and are unknown even by the masses of teachers. To read these great writings is like opening a door in one of the cabins of Yellowstone Park in the beauty of the morning to look out across the lake and the mountains. These earnest addresses are the real epic of today's civilization. In preparation for the centennial celebration of Horace Mann's Secretaryship, which will take place in 1937, THE JOURNAL will reprint generously from the writings of this great interpreter. Plans are also underway for the publishing by the Association in 1932 of an attractive one volume edition of his famous reports. The idealism of these great statements is the foundation of the common school in America and the free public school is admittedly the greatest contribution of this nation to the civilization of the world.

A Call to Action

EVERY thoughtful parent and teacher will feel the challenge of these two messages by the Presidents of the National Congress of Parents and Teachers and of the National Education Association.

WITHIN recent months the President of the National Congress of Parents and Teachers and other members of the National Board have had numerous requests for information regarding the attitude of the Congress toward the use of tobacco, drugs, and narcotics by the youth of our country. Appeals have been made for the Congress to protest against advertising these products in magazines and other publications which cater to our young people. It, therefore, seems timely to present to our readers certain actions the Congress has taken in recent years regarding this serious problem.

In 1925 the convention at Austin, Texas, voted to work actively to reduce the sale of drugs and narcotics. The minutes of the 1926 convention held in Atlanta tell that the delegates endorsed narcotic education as the means for combating the menace of drug addiction. The same convention passed the following resolution regarding the use of tobacco and cigarets by minors:

Minors and Tobacco and Cigarets—Whereas, We believe that the use of tobacco is detrimental to the physical, mental, and moral welfare of our youth, as a hindrance to character building; Therefore, *Be It Resolved*: That the National Congress of Parents and Teachers dedicates itself to the cause of eliminating throughout the United States the use of cigarets by minors:

(1) By disseminating information among parents concerning the harm to their children in permitting them to acquire this habit; and

(2) By securing in our public schools the

observance of the state laws requiring instruction regarding the evil effects of the use of narcotics; and

(3) By securing and enforcing necessary legislation prohibiting the sale to and the use of cigarets by minors; and

IGNORANCE AND NARCOTICS tend to standardize, weaken, and defeat people. Education fosters individuality, distinction, and achievement. Has there been in all history so colossal a standardizing process—such a vast demonstration of the sheeplike qualities of the human race as in the spread of the tobacco habit. Has not this increase in the use of cigarets been brought about through the expenditure of millions of dollars for advertising; through the hired misuse of psychology, art, writing, printing, and radio; through the degradation of newspapers and magazines? Have not the tobacco interests admitted the falsity of the statements which were published in newspapers and magazines that had the confidence of our homes and of our schools? Should any school or home subscribe to magazines which support such a policy? Can we afford to spread, even among the children, a habit whose cost is greater than the total cost of free public education; a habit surely unworthy of an age that has produced a Lindbergh and has brought into the high schools of America a wonderful army of more than five million fine young men and women!—E. Ruth Pyrtle, President of the National Education Association.

(4) By making an appeal to national advertisers to bar the use of cigarets from their advertisements of articles other than cigarets.

At the Oakland convention in 1927 the delegate body through its resolutions reaffirmed "its willingness to cooperate with other organizations in narcotic edu-

cation." It also urged its members to *protest against such advertisements in magazines for home use as seek to make the use of tobacco attractive to youth.*

Again in Cleveland in 1928 and Washington in 1929 the convention restated its stand on narcotic education concerned with the use of tobacco, alcohol, and other habit forming drugs.

Thus we see that the National Congress of Parents and Teachers has taken a very definite stand in regard to the protection of youth against the tobacco and drug menace which, as President Hoover declares, seriously affects the health, the efficiency, the education, and the character of our boys and girls.

Resolutions, however, are not worth the paper upon which they are written unless they are followed by action, and individual effort is necessary to produce action. Is it not the duty, therefore, of every parent with young children to exclude from his own home periodicals which advertise tobacco, drugs, or narcotics?

Is it not the duty of every school or children's library to exclude such periodicals which are out of harmony with state laws requiring that children be taught the harmful effects of tobacco? Is it not the obligation of every friend of childhood to protest against all narcotic advertisement through radio broadcasts? Shall not every parent and teacher give serious study to this problem and come together in a determined effort to solve it? The National Congress of Parents and Teachers is committed to such a program.—Mrs. S. M. N. Marrs, President of the National Congress of Parents and Teachers, through courtesy of the *Child Welfare Magazine*.

What the Tobacco Interests Admitted

BUT NOW COMES a cold-blooded, fact-finding government agency, the Federal Trade Commission. The commission brings the tobacco men to the mourners' bench, and gets from them an abjectly humiliating confession of falsehood, deceit, and cheeky imposture. ¶The newspapers put the story far back in the second section, if they printed it at all. Editorially they have little to say. Didn't they print the fake advertising? ¶The cigaret corporation that was on the carpet admitted that it lied when it said smoking its cigarets would keep a woman from getting overweight. ¶It admitted that it printed testimonials from people who did not use its cigarets at all. ¶It admitted that it printed testimonials from people who not only did not write them, but never saw them. ¶It admitted that it paid for testimonials from a group of actresses to the effect that the use of these cigarets kept them slender and fit for their work, though the actresses were not cigaret smokers at all.—*Christian Advocate*, Northwestern Edition, February 13, 1930.

[Copies, printed on attractive art paper, may be had from the N. E. A.: 20 copies, \$1; \$4 a hundred; \$30 a thousand.]

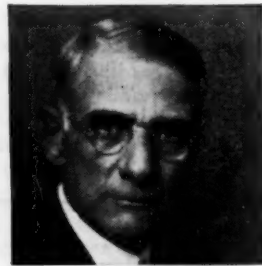
Members and Professional Staff of the Federal Board for Vocational Education



James J. Davis
Secretary of Labor
Chairman of the Board



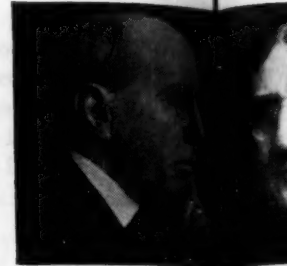
Robert P. Lamont
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William John Cooper
Commissioner of Education
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Edward T. Frank
Member for Man. & C.
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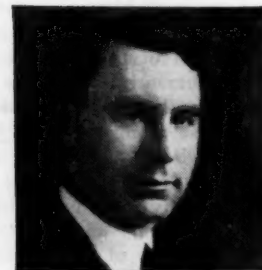
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Spec. Agt.
Trade and



Edith M. Thomas
Agent, Home Econ. Ed.
No. Atlantic & So. Regions



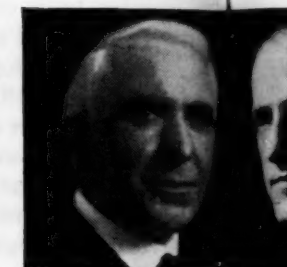
Jane S. Hinkley
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Pacific Region



Marie White
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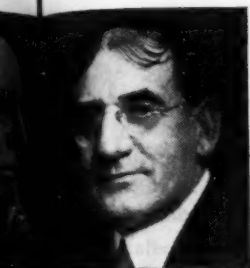
John
Chief, Voc. Re



Terry C. Foster
Research Agent
Vocational Rehabilitation

THE men and women of the Federal Board for Vocational Education seek to arouse the nation to an appreciation of the importance of training in industry and that truth, goodness, and beauty shall glorify its products. The distribution of federal funds. It has not been easy to introduce into the national life. It has not been easy to establish vocational education for all people. It has been remarkable. Much remains to be done. Perhaps the most important need is in individual life, in the community, in the state, and in the national government. The nation needs unity; and education is our most effective unifying force. This of

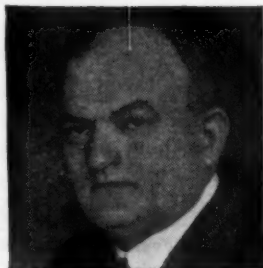
Federal Board for Vocational Education



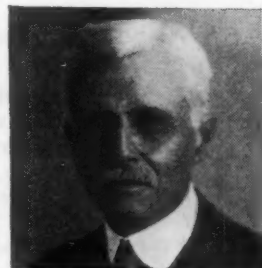
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Voc. Rehabilitation Div.



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Agent, Voc. Rehabilitation
North Atlantic Region



H. B. Cummings
Agent, Voc. Rehabilitation
Southern Region



Tracy Copp
Agent, Voc. Rehabilitation
Central Region



F. J. Clayton
Agent, Voc. Rehabilitation
Pacific Region

ion eers and builders. They have a vast and unique responsibility. It is theirs
trainmanship. It is theirs to help see that the human values shall dominate
duct theirs to lead the way through research, publication, guidance, and the
he cional school system a network of vocational training, but that task has
or ad public expense, but that step has also been taken. The progress is truly
t nee closer integration of vocational education with general education in the
govnt. For after all, each life needs unity; each community needs unity; the
e. The of life are in excellence and happiness.—J. E. M.



H. C. Corpening
Supervisor, Voc. Rehab.
District of Columbia

Health, the First Objective

FRANCIS W. KIRKHAM

HEALTH as a school objective is probably more firmly established than any other except academic subjects. However, the effectiveness of health programs is still measured largely by the verbal knowledge of the child rather than by his health habits and his physical and mental fitness.

The Granite (Utah) district health program is in part a cooperative undertaking with Salt Lake county. Its effectiveness is due to the support of doctors, dentists, parent-teacher workers and to the interest and devotion of teachers. In its beginning, some parents questioned the right of the school to require vaccination and other forms of immunization. Some resented the entrance of school nurses in the home. These prejudices are past. Health clinics, yearly physical examinations, dental clinics, and home visits from school nurses are now familiar to the residents of the district. The children accept the requirements of the health program as they do the requirements for academic subjects. More and more, success in the health program is measured in terms of behavior, in keeping laws of health and safety, in overcoming physical defects, and in attaining positive, radiant health. The program has been developed without extra cost to the district except for paying one half the expenses of three nurses and a dental clinic. Under the superintendent, the county physician is in charge of all health examinations which are given by local physicians without charge. *By action of the board of education no teacher is employed who uses tobacco.* Its possession and use by minors is prohibited by state law and its use by a teacher is a bad example in a health program. The health program follows:

(1) A yearly physical examination of all pupils. The preschool child is examined during the summer months. The results of all these examinations are kept on a permanent record card which also contains the child's attendance and school record. It is designed for nine years and follows the child from grade to grade and from school to school. The card gives the names of contagious diseases he has had, states whether or not the child has had the various required vaccinations, and gives his actual condition in regard to thirteen items listed elsewhere in this article.

(2) Daily inspection of children by the classroom teacher for cleanliness and indications of disease.

(3) The classroom teacher is held responsible for the sanitary condition of her classroom: heat, humidity, cleanliness, and the like.

(4) Children from the first to ninth grades, inclusive, are trained in health habits by various methods. Those developed by the American Child Health Association and the National Child Welfare Association have been used. All elementary teachers are required to have Dansdill's book, *Methods in Health Education*, published by the American Child Health Association.

(5) Elementary and junior high-school boys and girls engage in a program for the development and coordination of the various parts of the body. This program is an adaptation of the Decathlon program used in California and is similar to that sponsored by the Playground and Recreation Association of America.

(6) Instruction in personal hygiene and health is given in the various grades.

The program is motivated by the use of health songs, plays, pageants, and by recognition for accomplishments in health and physical development. Each junior and senior high school is equipped with a gymnasium. Playground activities are provided and supervised. The teaching of health is correlated with other subjects and especially with home economics. Supervision of health projects during the summertime is provided by the employment of special teachers who assist in supervising the 4-H Clubs which have a definite health program. The school nurses and the work-and-school coordinators visit the homes throughout the year to help improve health conditions and to obtain information for the advisory teachers and principals for guidance purposes.

After three years' use of the permanent health record card and a close supervision by the county physician of the health examination made by volunteer physicians, a health score was developed for the district in 1929. We were not able to find a health score in the United States to assist

us. Knowing that life insurance companies score thousands of applicants every year, the county physician worked out the following plan which includes thirteen items, the perfect score being 100 points:

	points
Physical development, nutrition, posture	10
Anemia	5
Cervical glands	5
Thyroid	5
Skin	5
Vision	10
Hearing	10
Teeth	10
Nose	10
Throat	10
Heart	5
Lungs	5
General	10

The health card of each pupil requires that the important facts pertaining to each of these thirteen items be designated, as for example, teeth may show few small cavities, 1-2 points deducted; many cavities and unclean, 3-5 points; inflamed gums, 2-3 points and with cavities 6-7 points; infection and abscess 6-8 points. The score thus indicates to teachers the relative physical condition of pupils for guidance purposes. It also becomes an incentive to children to better their physical and health conditions and encourages teachers and parents to help the child attain as nearly as possible a perfect score.

The relationship of the health of the child, as determined by this score, to retardation or acceleration was found for 1500 junior high-school and partime pupils. Retardation and acceleration were determined by the difference between the chronological ages as shown by school records and the educational ages as shown by the Terman group achievement test. The highest score for all children occurred among boys accelerated two to three years. On an average, retarded pupils had lower health scores than accelerated pupils but the difference was small being .6, 2.1, and 7 percent less respectively for the upper, medium, and lower quartile scores.

The health program has had a marked beneficial effect upon children, teachers, and patrons. Teachers have become more interested in their own health and it is the opinion of patrons and school nurses that the sanitary condition of the community and the health condition of children have been greatly improved.



Vitalized Commencements In Chanute

L. H. PETIT

Superintendent of Schools, Chanute, Kansas

AMONG all the various and sundry tasks that pile up on the shoulders of the administrator of schools, none is of more importance than that of maintaining a proper contact with the public he serves. It is the problem of keeping a constituency informed of the ideals and aims of education, of its changing content and technic, of the needs and demands placed upon the schools in fully fitting youth for usefulness in his social environment.

It is a problem of an informed body of supporters. People will respond when they understand. The task is one of constant education of the public by every legitimate means at command. Every citizen who pays taxes helps support the schools. Everyone who enjoys peace and prosperity under good government enjoys the fruits of education. The public will become more anxious to support education as they learn more about its work, its aims, and its ideals.

Once each year the schools of the entire nation engage in a most significant public program. The commencement season represents the climax of the year's activities. The school-consciousness of a community is at its peak as it is at no other time of the year. When so large a number of boys and girls come to the completion of their grade and high-school work, the natural interests of parents and friends center around these graduates and the work the schools have done for them. In the commencement programs there is a splendid opportunity to capitalize on this interest of parents.

It is a time to drive home the ultimate values of schools—the inspiration of youth. For this is the great gift of one generation to the next; the torch of inspiration, the ambition to dream, to do, and to be, according to ability and talent. This is the gift eternal. The worth of the school and the strength of the teacher is measured by the passing on of this torch. Inspiration is the source of all real teaching. The commencement season affords an unusual opportunity to bring inspiration to a point of high effectiveness.

To the school administrator anxious to use every significant agency in his ap-

proach to the public, the commencement program affords an unexcelled opportunity of presenting a sustained study of vital educational problems. If we really

What Is Education?

TO EDUCATE is to guide growth. Schools exist to help young people until they are able to continue their own development. One's connection with the school should not cease until

(1) He habitually maintains himself in sound health.

(2) He is a constant learner in all the problems of life.

(3) He maintains his home relationships with an appreciation of their meaning to him and to society.

(4) He assumes his responsibility for faithful citizenship, including the duty of helping to form righteous public sentiment.

(5) He is able to maintain himself happily in a useful vocation with a fair prospect of growth and advancement.

(6) He knows how to use leisure time in ways that build up, enrich, and beautify his own life and the lives of others.

(7) He appreciates ethical character as a means of harmonizing his own life with the wellbeing of his fellows.—From an editorial in THE JOURNAL of the National Education Association, May, 1927.

believe that the destiny of the human race is in education we ought to strive to interpret that belief to children and parents and citizens in terms so concrete and convincing as to be inescapable. With all the interests and inspiration that center about the close of the school year, the revival of enthusiasm and spirit that goes with commencement is fertile soil.

Hence the value of the vitalized commencement. It is a shift of emphasis from the formal, rather stilted program to one that tends to capture the interest and imagination of the hearers. In a program prepared and presented by students themselves there is a parental and community interest that can never be aroused through the medium of a formal address by an invited speaker. The vitalized commencement makes possible a continuity of basic truth that brings each year some one of the ideals of life into sharp focus.

How this type of program has been worked out in Chanute is the theme of this article. We are now at work on our third vitalized commencement. The interest and appreciation in this sort of undertaking seems to be increasing in the school and the community from year to year and this spring we expect to have

the best series of commencement exercises yet presented.

We have three main public programs in connection with our commencement exercises. On Sunday night all the churches of the community unite in a baccalaureate service held in the memorial auditorium of our municipal building. Provision is made at this service not only for the graduation class of the senior high school but also for the class that is completing the work of the junior high school. Both of these classes attend in a body. On Monday night the graduating exercises for the senior high-school class are held, and on Tuesday night the junior high-school class presents its program.

In these three programs we plan for a continuity of the theme of the commencement season. Two years ago we took as this theme the Seven Cardinal Objectives of Education. Last year it was the first objective, that of *health*. This year the programs will center around the second objective, *worthy home making*. It is our plan to use each of the other objectives in the succeeding years ahead. Throughout the eight year cycle, therefore, we will bring to public attention an analysis of each of these seven generally accepted objectives of modern education.

The minister who has been invited to deliver the baccalaureate sermon is advised as to the theme of the commencement exercises for the year. He is requested to use it as a central background in the preparation of his sermon. This gives him the opportunity not only to bring a spiritual message but also to bring to his hearers some of the religious implications back of the presentday aims of education. It is an opportunity to bring about a better understanding of the interests of the church and the aims of the school in the production of human worth in the lives of boys and girls.

At a meeting of the senior class held early in the school year the subject for the commencement season is announced and the plan of developing the program is outlined. The general theme is first broken up into a number of pertinent topics. For instance, the first of this series of programs dealt with the seven cardinal

objectives and each objective was discussed by one of the speakers. Last year when the theme was *health* the following relevant topics were discussed: "The Prevention of Disease," "Health and Intellect," "Health and Industry," "Character, a Matter of Health," "Health and Longevity," and "Health in the Chanute Schools." This year under the general theme of *worthy home membership* the following topics will be developed: "The Economic Aspect of Worthy Home Membership," "Worthy Home Making and Character," "Development of Health Through Worthy Home Making," "Mechanical Conveniences in Home Making," "Home Making in the Chanute City Schools."

Members of the senior class who are interested in contributing to this program are invited to select one of these topics and write a paper on it. Reference material is arranged by the high-school librarian. The librarian at the public library is also very helpful in assembling bibliographies and other source material is obtained from the libraries of the state university and the teachers colleges. *Particular emphasis is placed on research into what the schools of Chanute are doing in applying in a practical way the objectives of education. Students are encouraged to investigate just what is being accomplished in their own school. After all, this is the thing in which the public is interested and it is this that gives meaning and life to the whole enterprise.*

Departmental teachers assist the students in obtaining necessary facts and data. In the program on health, for instance, the teachers in the physical education department took an active part in supplying references. This year the teachers in the home-making department are interested in supplying data relative to their work. After the students have collected their material they have the assistance of the teachers in the English department in the mechanics of preparing their papers.

When the papers are completed a committee of judges, chosen from the high-school faculty, reads them and selects the best for use on the program. This is usually done about the first of March. By the first of April the papers that have been chosen are worked into final shape. The copy is turned over to the printing department of our trade school where a beautiful souvenir commencement booklet is produced as a printing project. In this booklet are printed the salutatory,

the valedictory, and the five or six addresses based upon the commencement theme, copies of the baccalaureate and commencement programs, the class roll, officers, and other information pertinent to the commencement season. These books are published primarily for distribution to the members of the class and to interested persons in the community. An additional number is printed to fill requests from school administrators and teachers in other cities and states.

Commencement night is a time of interest and enthusiasm on the part of the senior class itself and the parents and friends of the class. The significant trends and objectives of education are presented at this time to the patrons of the school through the voices of *their own children*. The program carries an interest and an appeal that cannot possibly be obtained through the medium of a formal address. During the many years the writer has gone through commencement exercises they have come to mean to him pretty largely a routine to be planned and got over with. The excitement of the occasion has long since been lost for him. In these last two programs, however, there has been a genuine thrill as he has watched and heard these young high-school students stand on their feet before an immense crowd that filled the auditorium and there deliver their own productions, their own analyses of one phase of modern educational activity. This thrill has been shared by the people in the audience who have carried home with them a fine inspiration and a more kindly and sympathetic feeling toward the work of the schools.

The program for the junior high-school class is different in plan but the same subject is carried out in this program as in the others. The first part consists of a pageant or demonstration worked out by members of the class to portray the applications of the objective in question as a part of school life. It is particularly interesting to parents in revealing the significant work their children are doing in the public schools. This is followed by a short address by the superintendent, which gives him an opportunity to conclude, as it were, the year's work, to present to his hearers a short analysis of the work of the educational institutions of the community, and to emphasize again the objectives the schools are seeking to attain.

Along with these three particular programs there is another agency in the com-

munity that is used generously in making this season an outstanding part of the year's activities. Our newspapers are eager not only for news stories regarding the commencement exercises, but for all the other feature stories that carry human interest. Our papers are very generous in their space devoted to these programs and their reporters cooperate in a most wholesome fashion in the preparation of all this material for the press. By means of this agency which thoroughly covers all the homes of the community, every person, whether he attends the commencement exercises or not, will get an opportunity to inform himself of some things the public schools are doing.

Two years ago this plan was undertaken as an experiment. It was the first time we had discontinued the use of a formal commencement address by an outside speaker. The questions that faced us as we prepared this program were: "Will it work?" and "Will the public take kindly to the change?" It did work and the public did take kindly to the new arrangement. This attitude of the public has been reflected in the personal expressions following the programs, in the increased interest of the members of the graduating class, in the demands for the commencement souvenir booklet which exhausted each edition, and by the reactions as indicated in the press comments.

As we have said before it is our plan each year to bring into sharp focus in the minds of the people of the community some one distinctive phase of the program of modern education. We believe this is serving a twofold purpose. In the first place, *it is bringing to the attention of the public, as no other agency can, an interpretation of educational policy and problems.* In the second place, *it is giving the members of the graduating classes an opportunity to demonstrate rather than to listen.* We believe that every student graduating from high school should leave the institution with a working philosophy of life. A commencement such as we are conducting in Chanute will give our young people a chance to actually live the things we are talking about. [Additional material on vitalized commencements may be found in earlier issues of THE JOURNAL as follows: After School, What?—June 1926; What Is Education?—May 1927; Vitalized Commencements—Dec. 1927; also January, March, April, December 1928.]

The Use of Leisure

HENRY SUZZALLO

WE AMERICANS live in a work-driven world. The rest of the world has noticed it; and we are beginning to take note of it ourselves. We do not know just why we have gloried in this lopsided life. Our common talk seems to show that we have. We talk unduly about the day's work when the day's work is supposed to be over. Shop rules our minds.

We business men and others go to conventions, ostensibly on a serious errand which justifies us among our neighbors; but down in our own rebellious souls we know that we are really seeking change and recreation. We take a socially respectable half-vacation when our psychological need is for a whole and wholesome vacation that has no pretense of responsibility in it. Thus, we veil our real motives to keep our social standing and our personal self-respect.

Every American who is not yet a social rebel is afraid to be a man of leisure. It sounds too much like being an idler. It is associated with laziness and economic parasitism.

I wonder how we came to feel and act this way? Few of us know! And many do not care. Yet I think it will help to give us a new openness of mind toward our problem if we recognize how much the values of another day are ruling us.

Let me repeat that we often make no use of leisure, or a very poor use of it, because we are living up to the code of some dead ancestor, near or remote, who worked out a philosophy of life of his own, while we do not take the same liberty of fitting our working and living values to our own particular needs.

We need a code of our own for a life of our own. Hence it is necessary for us to look sharply at some traditional attitudes which have trickled down to us through many generations, handed on by father to son.

First, there is still among us that lingering touch of asceticism which filtered down from the Middle Ages. It makes us look a bit disdainfully on our bodies as though they were not worth serious attention as are our minds and souls. There is the thought, too, that a thrill of physical wellbeing is not altogether consistent with the good of our souls, and that to be happy in common human ways may not be completely conducive to goodness.

More of us are caught in these tenacious attitudes than would dare to defend them by any rational argument.

Then, there are some conventions among highly respectable people, cul-

THIS article by a master hand is a part of THE JOURNAL'S service in bringing together a new literature of leisure. Dr. Suzzallo is a gifted thinker, writer, schoolman, and citizen. He is a graduate of Stanford University, A.B., 1899, Columbia University, Ph.D., 1905. He is wellknown for his work as professor of the philosophy of education (educational sociology), Columbia University; as president of the University of Washington where he served from 1915 to 1926; as a member of many committees and commissions; and as editor of the Riverside Educational Monographs. He is now director of President Hoover's National Advisory Commission on Education.

turally and socially speaking, which are said to be mid-Victorian. Disregardful of the instincts and impulses of human kind, they are both repressive and narrowly selective in determining how people shall be permitted to enjoy themselves. The pleasures of the parlor are to them more respectable than those closer to earth and human nature. Worthy leisure is, by this pale highbrowism, to be confined to the upper stories of man's very human inheritance, to the polite and more or less subdued activities of mind and feeling.

But more influential with us are the attitudes of our own American social ancestors which pour over from the last generation or two into this one. The Puritan undervalued the recreational side of life and disdained it. Many merely playful activities were thought to be harmful. Later, we conceded they were harmless. Now, we know they could be positively helpful to mental wholesome-ness. In addition, the Pioneer, by the un-

conscious pressure of frontier necessity, overvalued work and responsibility, and gave too exclusive attention to them. One disdained and the other forsook playful leisure as an important part of life. Both alike damaged the free spirit and omitted from the American living tradition a sanction for recreative playfulness. Both alike suffered somewhat from selfdeprivation. Their conditions of life, however, did not make the deprivation tragic. Our own life and time is so different that a taboo on leisure and the playful life is a definitely tragic thing, alike for the common man and the pillar of society. Of this we shall say more later.

It might be well to ask ourselves how life has changed for us from the day of our grandparents—not in its mere externals but in its impacts, repressions, and releases of the human instincts.

We were once largely an agricultural people. It was a life of hard, physical work—that is admitted. But it had its compensations. The work varied from season to season, if not from day to day. There was winter slackening if there was summer overworking. Many skills, judgments, and emotional reactions were called for in infinite variety. But man-at-work was still the master of his tools. And time had flexibility. Often it was a lonesome life. Man, the gregarious, suffered some. Woman, more. The country man and woman were deprived of the best cultural institutions, which flowered most richly in great cities, but he had Nature which his city cousin had lost—skies, the blue hills, the countryside. Trying to command her in all her moods and fancies, his work was changeful and versatile. Life was not standardized or mechanical.

Since then, his children, in countless numbers, have gone to the cities to become urban dwellers, workers in shops and factories in an industrial, mechanized, and standardized age. Flexibility has gone from working time. The tasks are painfully alike from month to month, day to day, and hour to hour. Life lacks variety; monotony and boredom fill its place. More than half the nation's population, more or less, is thus engaged.

Most of what invention and industrial organization has done for the farmer is, in human terms, clear gain. He and his family gain good roads, the automobile,

the advantages of a nearer town. They have the telephone, the phonograph, and the radio. Some but not too many machines relieve him of sheer animal toil.

Much that has happened to increase the efficiency of urban industry is a clear psychological loss so far as human work is concerned. The machine governs the worker. He has become a machine-tender; he has ceased to be its master. The regular turning of a wheel times his reaction. Time for him has no flexibility, no variety. He does the same thing over and over again with a part of his wits. The rest of his powers are uncalled for and unemployed!

From this approximate description, you will realize that something has happened to man industrialized. It will explain why he was the first to get the shortest working day. The farmer's day has scarcely been shortened at all. The contrast has a psychological significance. The work of the factory which is easier on his body is less endurable to his mind, while the hard, physical toil of the pioneer farmer's life is more genial to mentality. Thus, to the city dweller and worker, garden and gentleman farming are leisure occupations.

All that man has and is by human nature is meant to be used. If a single capacity of man is overused, it is abused. If it is not used, underused, or underexpressed, it is also abused. The first leads to fatigue or monotony, the second to boredom or restlessness. Work under such conditions does not satisfy; man craves to stop and seek compensatory satisfaction. His wish to stop has given him a short working day—and incidentally the longest known daily leisure or freedom from work.

What then do we behold in great industrial cities? Bored, underexpressed, monotonized, restless men and women pour out of factories, office buildings, and shops at the end of the shortest working day, moving into the longest daily free-time the worker has ever known. He craves activity, engrossment of mind, enjoyment! He wants to play, which is the desire to let himself act directly or vicariously in genial, interesting, non-irritating ways.

Here is the problem of modern leisure!

A bored man will play! With normal, harmless, and even helpful expression repressed; without interest, capacity or training in the finer, stabler, joyous activities of life, he plays with the only feelingful things he has to play with—with instincts, appetites, passions. Commercialized sensuality, sensuousness, or

sensationalism beckon him. Thus emerges the problem of the use of leisure.

At the other end from the workers are the pillars of society—the managers of the world's affairs or large units of it. They carry larger loads than before. They carry them on soft, sensitive nerves, not on hard muscles. Their decisions touch thousands of men. Theirs is a life of anxiety or apprehension. They break down with the load. Or they grow calloused of heart and imagination, a merciful defense-mechanism for the man himself; but for mankind whose destiny such leaders affect, it is an unpromising trait to have in high places. The work of these does not lack either variety or interest; but it carries an overload of strain. Such men need recreation and leisure to rest and refreshen them. But the world hurries and pursues them with more work and gives them no free time. This, also, is the problem of leisure!

Common folk in between these two extremes also carry more loads upon their feeling life now. The king's responsibility and strain now fall upon the common man. In democracy we are all kings, responsible for the government and the commonwealth, for order, stability, and progress. This wears on the conscientious citizen. He has an increased sense of failure and defeat, less of a sense of effectiveness. Political interest wearies many and they drop their burdens. A new political indifference is the calloused defense-mechanism of less able men, in small but still responsible places. The loads fall more heavily on a few, who continue to bear them. Duty now frowns doubly on the morally able, but with it comes a heavier anxiety to the sensitive and the responsive. Both types need rest, recreation, leisure, mental reconstruction. Without it, they cannot arise in the morning with a new thrill to slay the political dragons. Knightliness does not arise in fagged, discouraged men. Recreation is exactly what it means—recreation! Restored power! New power!

Our world beats on the humble citizen as never before. He lives in the whole big world, not in his little neighborhood alone. The telegraph, the telephone, the cable, the radio, the newspaper, the magazine, the wide distribution of books, fill his mind with everybody's troubles. All these are added to his own. Such a mind certainly needs free time away from a responsible vocation, a responsible citizenship, a responsible humanness. He is entitled to a leisure, full of happy activities which spontaneously interest him and

leave him refreshed. It does not matter so much how much we wear down in eight hours of responsible wage-earning work and two more of responsible, active citizenship if only we can rebuild in five of leisure and eight of sleep. But what if we are not given time to rebuild, to re-create? What then? What kind of a world shall we have if only tired, bored, discouraged men are in it? For society to grant a man leisure is not to confer a personal favor on the individual; it is to give safety, hopefulness, and progressive power to society.

Could we solve the problem of leisure, we should surely have the beginnings of a new kind of world, a more effective and happy one!

Some guiding principles may be suggested to bring it about.

First, let us give leisure, recreation, or free time for the individual as respectable a place in our scheme of life valuations as we give to work. They are supplements. As sleep and rest are to physical restoration, so recreation is to mental, emotional, and spiritual restoration.

Second, let the time conventions of life be arranged to protect the privacy of free time. The gogetters of American life should be warned off late afternoons, our evening hours, our Saturdays, our halfholidays, and our Holy days. Let us have the courage to snub these relentless men. Let us get over the shame of being caught idling or working in our gardens, listening to music, going fishing, or reading a good book. These matters are pressing human needs and while we are at them, we should put up a "busy sign"! Privacy needs to be restored as a human institution for many reasons, of which one is the need to restore our minds to wholesomeness through a leisurely pursuit of the things of heart's desire.

Third, let us not permit supplementary and coordinate aspects of wholesome human living to become rivals or competitors, each seeking to crowd the other out.

Wellused leisure is not a competitor of productive work. Its presence in life will outlaw the pathological slogans that "work is a curse" and "the less the better." Leisure is the humane life-partner of work. In the last analysis, it heightens the pleasure of doing something that needs to be done. It is the good recess that breaks into labor too long pursued, as work itself is another recess to play too long indulged. It is only our false traditions and our psychological ignorance which make us act as though these state-

ments were not true. An unbalanced psychological ration is as bad for the mind as an unbalanced diet is for the body.

That bit of old wisdom which says that "all work and no play makes Jack a dull boy" is in terms of our new psychological wisdom, absolutely true. To begin with, it makes him a duller workman! Also, if he steals his pleasures, and they are likely to be the most forbidden ones, Jack becomes a poorer man and citizen, and somewhat of a social liability.

A true use of leisure never destroys the other important values of life; sanely perceived play or recreation should heighten all other values and processes. Right use of leisure makes us constructive, not destructive. It makes us more moral, not less so, more refined, not more gross; more eager workers, not less willing workmen.

Fourth, let us provide opportunity to train for a good use of leisure everywhere we can in life—at home, in the neighborhood, on the playground, in the school, in every institution that has an interest in wholesomeness. A boy or girl, a man or woman needs a broad exposure to know what fits his nature and his circumstance. Then he makes a wiser choice, one that is likely to endure for him.

We have only to observe those who have rebelled against the unnatural distortions of life and have let mere feeling guide them to pleasure to know how fatally narrow an accidental choice may be. Our observations teach us that they are more likely to be wrecked than saved. What actually happens depends upon how natively intuitive or refined people are. Too often they shortchange themselves with sensuality, sensuousness, or mere sensationalism, the thrills of which do not endure, and which, like drugs, require larger dosages to bring renewed satisfaction. Such unfortunates have no sense of the higher types of play which delight without sad cost to the very last day of life. They had no chance to know. Society did not provide them opportunity to play with the more softspoken but more enduring satisfactions of life.

Fifth, let play opportunities be of every good kind. We need only to recognize that we are all that we are—body, mind, and soul. We cannot wisely leave any of them out of our work. Neither can we leave any of them out of our play.

Body, mind, and soul are inseparable partners for life. This is merely a way of saying that in our plan for the use of leisure and in the educational program which trains for leisure, we must be all-

inclusive and quite tolerant of every wholesome, natural demand, whatever its emphasis. Each way of change, rest, play, or recreation has its place—walking, dancing, games of skill, the sports of the countryside, workmanship in the shop, lectures, sociability, drama, music, the movies and the talkies, the radio, reading good books, drawing, painting, singing, conversation, comradeship. Yes, even what other men call work may be my play. The great organ of life has many keys and many stops.

The things that may occupy our leisure spread from the one extreme of full, lusty, attention-engrossed, and active participation or expression, to the opposite one of a vicarious, imaginative appreciation which is almost passive and receptive. The great organ of life may be played from pianissimo to fortissimo.

Sixth, in whatever program we set up, let us educators profit by our rather long and somewhat sad experience in the intellectual field. Let us not repeat in the new field of recreation that tragic error of assuming that men and women, boys and girls, are all alike in their emotional and expressive needs. They were not in the field of cultural and practical training.

I fancy people are far more unlike emotionally than they are intellectually. Intellectuality has one long dimension, from idiocy to genius. Emotionality has fifty or a hundred dimensions running from almost-not-having-it to having-more-than-any-one-else. And it is largely with man's exciting, inciting, wearing emotions that the biggest jobs of our off-time life are to be found. Let the individual begin to solve the problem of his own use of leisure by fitting free-time to himself and to the conditions of life as he is largely compelled to bear them. Leisure must be individualized.

Two almost inescapable factors make our needs different: the kind of a human nature we carry around with us, and the particular kind of life we are compelled to lead.

Other questions will suggest more specific and suggestive clues. How do we have to live and work? Where do we get joys in these operations? Where are we bored? Overexcited? Worn? When do we feel the thrill of achievement or success? When the sense of bafflement or failure? Is there some enchanting activity outside our life which beckons us? Or two, or three of them? These are some of the questions that must be asked and answered in individualizing the program of leisure. Let the individual find

his own enjoyment, remembering that the kind or kinds are best which satisfy the individual most and hurt his fellowman least. And no fellowman need have his feelings hurt by a difference of choice.

Then let me sympathetically warn teachers against their favorite habit of grading things. There is a kind of dignified disease we have; a kind of dignified highbrowism which suggests that a worthy leisure must be confined to the upper and the rarer stories of human endeavor. The errors of this pale highbrowism may be as pathetic in their unwholesomeness as the opposite primitivism of a lowbrowism engaged exclusively with the appetites and the senses. Both fail.

The gross error of the lowbrow is easier to correct for it is perceived with shock. The traditions of all civilization are against it. The less suspected error of the highbrow is encased in respectability. It afflicts the sensitive and the discriminating who are always trying to live up to what prestige-people declare to be the best. The sedentary mind worker may most require plain, primitive, physical romping. It will probably do him more good than some of the more anaemic entertainments, which merely again over-exercise, in a new way, what is already overworked, instead of exercising or expressing those natural impulses of the human organism which too long neglected foster a mysterious restlessness that is like a mental toxin loose in the soul.

There is another kind of tyranny in recreation which is caught rather than imposed. Too often we take our pleasures in the way that "everyone is doing it." This prescription is good for a trial or experimental taste but it seldom rests on a good personal diagnosis. Our leisure activities are already too faddistic and fashionable. Just when we grow to like something immensely and begin to get a great deal of fun out of it, the style changes and leaves us bereft of our joy. Our leisure, unlike our clothes, cannot be subjected to the constant changes of fashion and the crowd's whims. Once more we must be reminded that the most buoyant and useful recreations are highly individualized. The fact of a mob-companionship or a wide current prestige will not compensate for the secondrate appeal to us of a transiently dominant game or activity. We have to have our fun for ourselves. The joy that others are getting in our presence is not as contagious as we would like to think. Let us find our own joys and keep them regardless of what other folk are doing. There is no wiser way.

I have said that facilities should abound everywhere. Recreation should be in the program of adult education as in that of schools for youth. The chance to learn to play or to change one's kind of play at different levels of life is important. Most children play. Most men in middle life do not. The man retired in old age is the most pathetically playless object I know.

Being old is not being old in years, but it truly is leaving behind or losing the spirit of youth. The spirit of youth is eventually one of venturesomeness and success, curiosity and playfulness, wholeheartedness in doing things and freedom from too much responsibility, anxiety, and strain. A good recreative life provides the opportunity through which each of these

qualities may be invoked and heightened. Middle age, the most active and responsible period of life, needs the repairs these leisure states of mind bring and the energy releases they provide. Even old age, with its weakened body, may take on new happiness and usefulness if empty time can be filled interestingly so as to restore color and quality to the life of the mind.

Vitalized Group Study and Faculty Meetings

HAVE YOU BEEN asking yourself these questions: "Would faculty discussions based on material in the NEA JOURNAL and in the journal of my own state association be enjoyable? Would they really *vitalize our thinking*?" Principal Fred G. Troxell answers these questions for the Hanover, Pennsylvania, High School:

Your articles on "Vitalized Group Study and Faculty Meetings" have interested the members of the faculty of our high school and we have decided to cooperate by using the JOURNAL for discussion in our faculty meetings.

Our senior high-school faculty has been divided into six committees of three each, one committee to be responsible for one of six faculty meetings. These meetings are held the last period every other Thursday and articles from the national and state journals of the current months are discussed. Assignment of committees and journal numbers has been made for the remainder of the school year.

Last evening we had the first meeting of this nature and all express their appreciation of this kind of a faculty meeting. Two articles from the NEA JOURNAL, "Leisure of Tomorrow" and "Child Guidance" and one from our state journal "Guiding the Acquiring of Language Abilities" were discussed by members of the committee, followed by an open discussion from other members of the faculty. *Special mention was made as to how we as teachers could help in our own high school in these three matters.*

J. W. Ramsay, former president of the Arkansas Education Association, and other readers give their opinions of educational journals for discussion groups:

Approximately two hundred and thirty copies of the JOURNAL come to Fort Smith, Arkansas, teachers every month and we feel that it is one of the most effective agencies we have to stimulate progressive educational effort.—J. W. Ramsay, Fort Smith, Ark.

The school magazines make wonderful teachers' meetings.—Guy W. Brace, Weston, Ore.

We find the NEA JOURNAL very helpful. It gives us a fine basis for the discussion of educational problems and present-day trends in educational thought and professional growth.—Alyda Zimmerman, Pekin, Ill.

The JOURNAL shows a fine professional spirit and aids us in broadening our viewpoint.—Ella Wagoner, Flint, Mich.

"Vitalized Group Study and Faculty Meetings" in the February 1930 JOURNAL was a wonderful article. I reviewed it before two different groups of elementary teachers and with some modifications I shall use the method therein described in the next faculty meetings we hold.—J. S. Singleton, Middletown, O.

The suggestions given to us from time to time in the JOURNAL have aided me much in getting some teachers to "shake themselves loose" from old ideas, old books, old methods and to become interested in the new at our door.

All teachers in the many thousands of 100 percent schools have a copy of the JOURNAL every month; 697,779 teachers are enrolled in the state education associations and receive their state journal regularly. What possibilities for growth and progress in this great company! Educational magazines contain new material on vital subjects which no teacher can afford to miss; this will be increasingly true in the years ahead. April is a good time to begin the use of the educational journals for faculty discussions. The experience and enjoyment you have in these professional meetings now will be a preparation for greater growth next school year. Faculties can be divided into small committees to plan and conduct the meetings in turn.

Margaret Alltucker Norton in the *Utah Educational Review* makes a clear statement of why growth in service is essential for all teachers. The statement follows:

In some schools, even today, eighth-grade graduates are trying to teach. They have neither the background, training, nor experience to interpret life correctly for their pupils. For these teachers, as well as for normal school and college graduates, training in service is essential. Growth in service is necessary for these reasons:

(1) Many enter the profession every year who are relatively untrained.

(2) Complete training is impossible before teaching begins, because the necessary basis in experience is lacking.

(3) Teaching is a progressive occupation and unless members of the profession advance

with it, they will in time tend to become comparatively inefficient. Consider the rapid advances and far-reaching changes in the aims of elementary and secondary education in the past ten or twenty years. Consider the new points of view in the older subjects such as reading, spelling, arithmetic, and geography and the introduction of new subjects such as thrift, community health, and vocations. Distinctively new and better forms of educational technic, such as mental and achievement tests, problem-project teaching, the socialized recitation, and supervised study are also recent developments.

(4) Teachers come in daily contact with minds that are inferior, from the standpoint of maturity and experience. They need contact with their equals in class, committee, or council to prevent them from becoming critical, selfconscious or superior.

(5) The satisfactions of educational work, together with its genuine successes, come only to those teachers who maintain the student attitude.

Are Educational Journals Worth Reading?—The student-teachers who answered this question seemed to thoroughly enjoy their "requirement." This story (to be published in May) of an experiment in professional reading will interest faculties of teacher training institutions, superintendents and principals who are encouraging group study and faculty meetings as outlined in the JOURNAL for the past two years, and all teachers who wish to grow in their thinking.

The JOURNAL checkup—The votes of many readers on the 5 articles they like best in the February JOURNAL:

First, *The Need for Educational Interpretation*, editorial; second, *The Home that Laughs in the Gale* by Ivah E. Deering; third, *Teaching High-School Pupils* by E. Clarke Fontaine; fourth, *A Prayer for Teachers* by Glenn Frank; fifth, *Mental Health and the Home* by J. Mace Address.

Articles in this issue interesting for group discussion:

Some Atlantic City Resolutions, Education in the Spirit of Life, Achievements of American Education, Mental Health and Learning, Child Welfare and the 1929 Legislatures, The Use of Leisure, Horace Mann as Curriculum Content, A Call to Action.

The Protective Amendment and the Public Schools

IN response to the many requests for information about its activities on behalf of law observance, Secretary J. W. Crabtree of the National Education Association issued the following statement on February 17: At the request of President Hoover's Commission on Law Observance and Enforcement the National Education Association arranged to cooperate with its plan to get facts which would show behavior conditions in the high schools of the country comparing 1930 with 1920. It will be some time before this work will be completed but enough reports have come in to show that conditions in the high schools are much better than in 1920 with respect both to drinking and to general behavior. This is doubly significant in view of the fact that high-school enrolment has grown since 1920 from two million to more than five million students—an achievement unparalleled in any other country or in all history. Many of the three million additional students who have sought a high-school education within the decade have come from poorer homes where in former times drinking was a heavy burden on the family income. Unquestionably the Eighteenth Amendment has benefited the schools beyond measure. The President's Commission on Law Observance and Enforcement is composed of citizens of outstanding ability and of the highest ideals. It has the confidence of the people of this country and is to be congratulated upon its efforts to get the facts.

[This poster for your classroom is from the JOURNAL of the National Education Association]
Copies, printed on attractive paper, may be had from the Association; 20 copies, \$1; \$4 a hundred; \$30 a thousand]

Teachers' Salary Trends and Buying Power

Prepared by the Research Division of the National Education Association

States and other units	Average salary in:			Purchasing power of average salary in 1913 dollars in:			Index of purchasing power of average salary on 1913 base in:			Rank of states as to amount of average salary in:			Index of average salary in 1928; average salary of United States equals 100
	1913	1920	1928	1913	1920	1928	1913	1920	1928	1913	1920	1928	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States.....	\$512	\$871	\$1,364	\$512	\$418	\$800	100	82	156				100
Alabama.....	320	484	747	320	232	438	100	73	137	43	42	45	55
Arizona.....	677	1,279	1,587	677	613	930	100	91	137	7	2	7	116
Arkansas.....	330	477	680	330	229	399	100	69	121	39	43	46	50
California.....	1,153	1,272	2,186	1,153	610	1,281	100	53	111	1	3	2	160
Colorado.....	599	929	1,450	599	446	850	100	74	142	14	16	14	106
Connecticut.....	578	1,124	1,715	578	539	1,005	100	93	174	16	8	5	126
Delaware.....	381	848	1,451	381	407	851	100	107	223	35	24	13	106
Florida.....	292	518	906	292	248	531	100	85	182	45	40	37	66
Georgia.....	323	426	647	323	204	379	100	63	117	42	46	47	47
Idaho.....	584	932	1,160	584	447	680	100	77	116	15	15	25	85
Illinois.....	662	1,081	1,634	662	518	958	100	78	145	9	10	6	120
Indiana.....	547	964	1,430	547	462	838	100	84	153	17	13	15	105
Iowa.....	460	827	1,076	460	397	631	100	86	137	25.5	25	31	79
Kansas.....	534	761	1,166	534	365	683	100	68	128	18	30	23	85
Kentucky.....	359	413	851	359	198	499	100	55	139	37	47	38	62
Louisiana.....	373	723	980	373	347	574	100	93	154	36	33	34	72
Maine.....	393	603	927	393	289	543	100	74	138	33.5	38	36	68
Maryland.....	533	902	1,418	533	433	831	100	81	156	19	20	16	104
Massachusetts.....	667	1,262	1,823	667	605	1,069	100	91	160	8	4	4	134
Michigan.....	520	911	1,543	520	437	904	100	84	174	21.5	19	8	113
Minnesota.....	460	882	1,259	460	423	738	100	92	160	25.5	21	21	92
Mississippi.....	234	291	545	234	140	319	100	60	136	48	48	48	40
Missouri.....	490	797	1,164	490	382	682	100	78	139	24	27	24	85
Montana.....	657	958	1,137	657	459	666	100	70	101	10	14	27	83
Nebraska.....	520	765	1,092	520	367	640	100	71	123	21.5	29	30	80
Nevada.....	635	1,163	1,504	635	558	882	100	88	139	11	7	12	110
New Hampshire.....	418	759	1,185	418	364	695	100	87	166	30	31	22	87
New Jersey.....	816	1,282	2,002	816	615	1,174	100	75	144	3	1	3	147
New Mexico.....	398	803	1,037	398	385	608	100	97	153	32	26	32	76
New York.....	936	1,256	2,337	936	602	1,370	100	64	146	2	5	1	171
North Carolina.....	243	464	837	243	223	491	100	92	202	47	44.5	40.5	61
North Dakota.....	516	728	837	516	349	491	100	68	95	23	32	40.5	61
Ohio.....	729	1,088	1,529	729	522	896	100	72	123	4	9	11	112
Oklahoma.....	393	768	963	393	368	564	100	94	144	33.5	28	35	71
Oregon.....	529	870	1,348	529	417	790	100	79	149	20	22	18	99
Pennsylvania.....	451	920	1,538	451	441	902	100	98	200	27	17	9.5	113
Rhode Island.....	681	1,070	1,382	681	513	810	100	75	119	6	11	17	101
South Carolina.....	252	464	769	252	223	451	100	88	179	46	44.5	44	56
South Dakota.....	426	696	1,105	426	334	648	100	78	152	28	34	29	81
Tennessee.....	328	494	835	328	237	489	100	73	149	41	41	42	61
Texas.....	422	612	842	422	294	494	100	70	117	29	37	39	62
Utah.....	633	992	1,299	633	476	761	100	75	120	12	12	19	95
Vermont.....	329	667	988	329	320	579	100	97	176	40	35	33	72
Virginia.....	309	546	822	309	262	482	100	85	156	44	39	43	60
Washington.....	708	1,229	1,538	708	589	902	100	83	127	5	6	9.5	113
West Virginia.....	337	639	1,122	337	306	658	100	91	195	38	36	28	82
Wisconsin.....	623	915	1,290	623	439	756	100	70	121	13	18	20	95
Wyoming.....	410	869	1,151	410	417	675	100	102	165	31	23	26	84
Alaska.....	*	1,325	1,551		635	909							114
American Samoa.....	*		293			172							21
Canal Zone.....	*		1,588			931							116
Guam.....	*		303			178							22
Hawaii.....	*	1,181	1,552		566	910							114
Philippine Islands.....	*		386			226							28
Porto Rico.....	*	635	857		305	502							63
Virgin Islands.....	*		760			445							56

YOU can obtain the figures for your state as follows: In Colorado the average annual salary of teachers was \$599 in 1913; \$929 in 1920; and \$1,450 in 1928. Due to the rapid loss in purchasing power of the dollar between 1913 and 1920, the 1920 average salary (\$929) purchased the same as \$446 bought in 1913. This amount (\$446) is 74 percent of, or 26 percent less than \$599, the average salary in 1913. The 1928 average (\$1,450) purchased the same as \$850 bought in 1913. This amount (\$850) is 142 percent of \$599, the average salary in 1913. Colorado ranked 14th among the states as to average salary of teachers in 1913; 16th in 1920; and 17th in 1928. In 1928 the average salary of Colorado teachers was 106 percent of the average for the United States.

In studying the table note that: First, in all states the average salary

increased between 1913 and 1920 (compare columns 2 and 3). Second, the buying power of 1920 salaries was less than that of 1913 in all states except Delaware and Wyoming (compare columns 5 and 6; also column 9). Third, between 1920 and 1928 salaries increased in every state in the union (compare columns 3 and 4). Fourth, the average salary in every state except North Dakota was greater both in amount and in buying power in 1928 than in 1913 (compare columns 5 and 7; also note column 10). Fifth, some states lost in rank even though their average salaries increased both in dollars and in purchasing power between 1913 and 1928, due to the fact that the gain in these states was less than that in most states. Sixth, the states differ greatly in average salary. Mississippi's average in 1928 (\$545) was 40 percent of that of the United States (\$1,364), while New

York's average (\$2,337) was 171 percent of the nation's average.

Sources of data: Figures as to average salaries in columns 2, 3, and 4 are from official reports of the United States Department of Interior, Office of Education. The index numbers used in calculating the figures of columns 5, 6, and 7, to adjust those of columns 2, 3, and 4, for changes in purchasing power of the dollar, are from the U. S. Bureau of Labor Statistics. In the calculations to correct for changes in purchasing power of the dollar, it is assumed that the changes in all states were the same, namely, that for the United States as a whole.

*Figures for territories not available for 1913, consequently the data given for territories are not complete.

1 Partly estimated.

Sixty Educational Books of 1929

THIS LIST is prepared annually for the American Library Association and THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION in the Teachers' Department of the Enoch Pratt Free Library at Baltimore, under the direction of Joseph L. Wheeler, librarian, and with the assistance of Grace A. Kramer of the Bureau of Research of the Baltimore public schools and associate editor of the *Baltimore Bulletin of Education*.

Over 575 publications on education were issued in 1929, of which a practically complete list was published in *School and Society*, December 28, 1929. The following list is the result of careful examination of all available titles and the study of several hundred reviews, together with the scorings and comments of over 200 specialists in various educational fields throughout the United States.

Many excellent books and pamphlets have had to be omitted from this short list of sixty. Especially do we regret not having the space to mention five important revised editions: Chubb's *The teaching of English in the elementary and the secondary school*, Cubberley's *Public school administration*, Hollingsworth's *Vocational psychology and character analysis*, Kirkpatrick's *Fundamentals of child study*, and Terman and Almack's *The hygiene of the school child*.

It is interesting to note the changing emphasis on the various phases of education. The larger proportion of books on the business and costs of education reflects public interest. Supervision of teaching is much to the fore, deservedly. There are fewer books on curriculum than in recent years. No outstanding titles have been published in the field of rural schools. There has been a demand that a smaller rather than a larger proportion of the technical reports and studies be included, because though they often break important new ground, those who use them most have access to the large research libraries. Books for everyday teachers and administrators and the general public are therefore more fully represented. Those considered especially useful have been starred.

History, Principles, and Philosophy of Education

* DEWEY, JOHN. The sources of a science of education. 77p. Liveright. \$1.50. The man who has given the new school movement its working philosophy, presents in this Kappa Delta Pi lecture a carefully built-up discussion as to what a science of education is and is not, and the relationship of the art of education to it. Analyzes those phases of educational experience that contribute to development of such a science and draws illustrations from physical sciences, school reports, measurements, psychology, and psychiatry. An illuminating guide to educational action, claiming that education is by its nature an endless spiral, including science within itself. Of value to all teachers and educators.

GIDDINGS, F. H. The mighty medicine; superstition and its antidote; a new, liberal education. 147p. Macmillan. \$2. Popular treatise in support of a new, liberal education. Of interest to the layman and the educator. The author, a world authority and writer on sociology, has a definite viewpoint on the place of education in society and he attacks many

How a Professional Librarian Selects a Book

NOTABLE among the annual services of THE JOURNAL is this booklist prepared by professionally trained librarians aided by experts in the various fields of education. The librarian is trained to select the best. He would no more violate his client's confidence than a fine physician would abuse a patient. He is trained to high standards of judgment. He knows books from constantly working with them. He knows publishers, authors, and reviewers. He has the tools of his profession which list books and reviews. He examines the book itself before passing judgment. He is an invaluable guide and the indispensable friend of all who wish to nourish their minds as well as their bodies.—J. E. M.

traditional "medicines," fetishes, and current beliefs as children of fear, "born in the jungle and reared in the bush," showing their unsoundness and inadequacy to present needs. Upholds the idea of constant experimenting, and offers a plan of trying and testing, with suggestions for carrying it out. Urges special attention for students showing signs of leadership. Distinctively fresh and provocative.

KANDEL, I. L., ed. (Fifth) Educational yearbook of the International Institute of Teachers College, Columbia University. 464p. Teachers College, Columbia. \$3.50. A concise, convenient summary of the developments in education in England, France, Germany, Palestine, and the United States for the year 1928. Discusses administration of education and presents the status of trade and vocational education. Includes material concerning medical and social welfare, university education, and current problems of education. Part II gives the first systematic account in English of Vocational Education abroad since the war. These yearbooks present a picture of the educational systems of over fifty countries throughout the world and are of great value. Bibliographies.

KLAPPER, PAUL. Contemporary education: its principles and practices. 660p. Appleton. \$2.40. A lengthy, wellplanned, comprehensive view of the whole school situation. Suitable for introductory or orientation courses in education. Expounds theory, but with adequate application to current practices, thus serving as a transition from doctrine to practice. Contents organized in five divisions: Meaning and Function of Education; Education as Physical Adjustment, as Social Adjustment, as Economic Adjustment, and as Mental Adjustment. Simple and lucid style with practical examples from schoolroom situations. Lays groundwork of education methods in series of chapters devoted to various types of recitation. Selected readings and bibliographies.

* KNIGHT, E. W. Education in the United States. 588p. Ginn. \$2.60. Traces the development of schools in the United States; points out factors which have retarded their growth; directs attention to encouraging tendencies; and indicates persistent problems, including the much discussed one of costs and benefits. Gives wide range of facts and presents the author's interpretation of their significance. Critical discussion of the status of education in the South. Especially valuable lists of references and readings. An imposing and challenging assemblage of facts on the history and present status of education in this country. Easy, narrative style.

PROSSER, C. A., and ALLEN, C. R. Have we kept the faith? America at the cross-roads in education. 429p. Century. \$2.75. A criticism of present-day education from the viewpoint of industrial and vocational education. Shows that the school has tended to serve the well-to-do class at the expense of those who must labor. Insists that education should be modernized by the introduction of practical subjectmatter to replace traditional content. Admits that some schools are doing excellent work but demands that all schools reach this standard. A book to be reckoned with by the layman as well as by the makers of school programs and curriculum.

* THORNDIKE, E. L., and GATES, A. I. Elementary principles of education. 335p. Macmillan. \$1.60. Simple and useful presentation of basic theories of modern education. Presents illuminating discussions designed to correct misunderstanding and false applications of certain educational principles. Excellent chapter on the main characteristics of learning with one of the simplest and most practical interpretations of the laws of learning available. Puts the reader in touch with principles and theories developed through scientific study and experimentation without presenting the scientific data itself. Valuable to elementary and high-school teachers. In simple English, stripped of pedagogical terminology. Dr. Thorndike presents his thought on practical educational problems.

Administration and Supervision

* BURTON, W. H., ed. The supervision of elementary subjects. 710p. Appleton. \$2.40. A book expertly edited and of great importance to all those concerned with school progress promised by the newer type of supervision. A symposium of chapters by specialists in various subjects in elementary education, with valuable general introductory chapter by the editor. Partial contents: The supervision of the teaching of history is discussed by Kelty; of arithmetic by Brueckner; of geography by Leppard; of physical education by Williams; of industrial education by Bonser, and so on through the various subjects. Has great value for the teacher as well as the general elementary supervisor. Contains practical illustrations of classroom procedure. Excellent chapter bibliographies. The editor has achieved distinction in the field of supervision.

HECK, A. O. Administration of pupil personnel: a book on pupil-accounting written from the point of view of the classroom teacher. 479p. Ginn. \$2.40. A timely, practical book planned to give principals and teachers a right conception of their relation to their routine and responsibility for the keeping of school records. Proposes a uniform system for the use of administrators. Shows what records should be kept; why and how; their value in the school program. First half of book devoted to school attendance and the second to types of records suggested for various purposes. Valuable summaries, research studies, and references.

JOHNSON, M. H. The dean in the high school: a record of experience and experiment in secondary schools. 366p. Professional and Technical Press. \$3.25. Crowded with helpful material concerning the opportunities of this strategic position. Discusses the development of progressive education, the application of the new psychology to problems of social adjustment, and the service of the schools to the personal welfare of boys and girls. Includes sufficient theory and principles but the highest recommendation of the book lies in the fact that it gives an account of plans that have worked. For school administrators, teachers interested in the social results of their relationships with pupils, and for social workers in contact with the schools.

MOEHLMAN, A. B. Public school plant program. 405p. Rand McNally & Co. \$3. Authoritative and experienced presentation of the principles underlying the scientific organization and administration of school plant programs for public schools, together with a practical technic. Provides a technic, basic to all school planning, for analyzing and appraising the present plant and determining the ultimate plant. Chapters also on educational policies, means of procedure, and finance. Will greatly aid in the actual problems that face superintendents and school boards. Selected bibliography.

NATIONAL CONFERENCE OF SUPERVISORS AND DIRECTORS OF EDUCATION. Second year-

book: Scientific method in supervision. 307p. Teachers College, Columbia. \$2. Represents with few exceptions material collected and presented for publication solely through this yearbook. Highly suggestive as to the possibility of a scientific method in supervision. Will make supervision more acceptable and effective. Will help the supervisor analyze educational situations. Classifies supervisory technique under various aspects: the pupil, the teacher, the recitation, objective studies for evaluating method. Discusses also the means of securing teacher participation in the study of school problems.

* NATIONAL EDUCATION ASSOCIATION. Eighth yearbook of the Department of Elementary School Principals: Activities of the principal. 132-528p. National Education Association. \$2. Valuable to elementary school teachers and principals. Timely contribution towards development of the professional leadership of the principal. Part I, Activities of the principal, concerns itself with general problems, such as adjustment of new teachers in city schools, establishing standards in composition and speech improvement, use of standard tests, formation of guidance programs, character education, and so on. Part II is a reprint of the very important first yearbook of this department, 1922, devoted to "The technic of supervision." Part III contains official information such as lists of local principals' organizations and state principals' associations.

RAINEY, H. P. Public school finance. 385p. Century. \$3. A thorough, scientific study of the increasingly discussed subject of school costs. Presented simply and with many typical cases and details from various towns and cities. Gives a workable method for accurately determining the comparative costs in education, capital costs and future operating costs of districts. Reduces the complex political, social, financial, educational problem to simple terms. Although designed primarily for use as a textbook for courses in school administration, book will be helpful to superintendents and other school executives.

* REEDER, W. G. The business administration of a school system. 454p. Ginn. \$2.40. An important work representing vast research and personal interest in many actual problems. Holds that the largest and most important business of a state should be properly organized and administered. Describes types of administrative relationships in school organization. Instead of dealing with problems of general financial implication, discusses those devolving upon the local school officials, such as financing accounting, new building programs, janitors and upkeep, supplies, personnel, etc. Provides data by means of tables and figures and gives profuse selected references. Based on practical experience of school officials in hundreds of communities. Will help supply that economic background and business viewpoint needed by school executives, both superintendents and board members.

SMITH, H. P. Business administration of public schools. 432p. World Book Co. \$2.20. A very effective treatment of the four great phases of administration as it is faced by boards and superintendents—board organization and conduct; budgets, finance and accounts; building upkeep and purchasing; new building programs and procedures. Written by one who has seen in daily work as a superintendent the need for a systematic study of this field from a practical viewpoint, has gathered widely of actual data and cases, and arranged all in a most logical and appealing manner with plentiful references. Successfully covers more in one volume than do several other titles in this field.

STONE, C. R. Supervision of the elementary school. 573p. Houghton Mifflin. \$2.50. Gives practical, specific help to teacher, supervisor, and principal. This book is aimed especially at the principal, who in the newer conception of his "job" is looked to for the improvement of the quality of teaching in his classrooms, quite as much as for the more obvious routine and order of the school in the community. Analyzes the objectives, and deals at length with methods, technic, and devices. These are applied in general but the book's chief value is its full discussion of the teaching of each school subject and how to improve it, not by inspection, but by sound tests and standards of many sorts and by helpful suggestions.

* UHL, W. L., ed. The supervision of secondary subjects. 673p. Appleton. \$2.40. For principals, supervisors, and classroom teachers as well as classes in special methods. Studies of supervision in the various subjects written by experts in their fields; for instance, Pieper in science, Clark in mathematics, Gray in Latin, Leonard in English, and Edgerton in industrial subjects. The book recognizes the widening scope of the high-school program by the inclusion of chapters on health education and library service, treated by Ethel Perrin and Hannah Logasa, with a chapter on commercial education by Blackstone. Each subject forms a distinct, wellrounded unit in the

volume. Includes discussion of the experimental phases of supervisory and teaching procedures. Chapter bibliographies.

WRIGHT, J. C., and ALLEN, C. R. Efficiency in education. 405p. John Wiley & Sons. \$3. A book which approaches education from the vocational viewpoint. Analyzes efficiency in education administration, super-

The Printer

THROUGH countless centuries of old time, from pyramid building to cathedral building, civilization limped along, dragging one foot wearily after the other, unmindful of passing years, ignorant of the thought world, and not suspecting the possibilities of the common man. Then came the printer, heaven-appointed prophet of the new ages to be, opening the doors to worlds unknown. Civilization leaped forward, alive and eager, romping through the years, scattering new ideas with a prodigal hand as seeds into the fertile soil of human possibility. Today, thanks to the printed word, the common man, conscious of his powers, may look upon a broader horizon than did the wisest men of old. Tomorrow, perchance, the sky will brighten into an unclouded day in human progress—a day more worthy of the cumulative efforts of the ages—
Waldo Pondray Warren, through the courtesy of the Reading Paper Mills.

vision, and methods of teaching. Discusses objectives, standards, tests, curriculum, programs, improvement of personnel, records, reports, buildings, equipment, devices, guidance, leadership. Its critical but constructive outlook makes it stimulating as collateral reading in advanced courses in administration and supervision. Applies to the public school many principles of efficiency from business fields. Main purpose of the authors is to bring the administrator, supervisor, and probably the classroom teacher to measure their own performances in comparison with standards of efficiency.

Curriculum

* HOPKINS, L. T. Curriculum principles and practices. 617p. Sanborn. \$2.75. Discusses the place of aims, content, method, and research in modern curriculum making. Suggests definite plan for curriculum construction within a given school system. Outgrowth of six years of investigation and study. Represents combined experiences and opinions of many workers in this field. Part I is devoted to full discussion of curriculum principles, and Part II to curriculum practices. The specific steps in curriculum construction are definitely presented together with plans for installing a new course of study. The book is interestingly written and direct in style.

Conduct and Character Formation

CLEVELAND, ELIZABETH. If parents only knew: a message from teachers to parents, telling what the modern school is doing for the child and how the home can help. 153p. Norton. \$1.75. A much needed volume, reprinting chapters from a popular magazine for parents. Author has a gift for simple, clear discussion of what the modern school is doing. Devotes a chapter to each of the "seven cardinal principles" of education. At each chapter-end appear live questions: "The Cooperative Parents' Catechism" and "Suggested Parent-Teacher Association Activities." Urges parents to cooperate with the school in

its efforts to develop future citizens. Could be read with profit by all parents and teachers and should be easily accessible to them.

* GERMANE, C. E., and GERMANE, E. G. Character education: a program for the school and the home. 253p. Silver, Burdett. \$2.80. (Cheaper edition at \$1.40 for study groups.) A tested program for the school and the home, based on a series of experiments, of investigations, and school, home, and community projects in sixteen cities and thirty-one rural communities, with 715 teachers and 5463 parents co-operating. Purpose of study is to present a theory and practise of character building designed to enable the home and the school to cooperate intelligently and zealously. Contributes to the study of character training in two ways: by ascertaining certain crucial and universal problems and by determining a successful technic by which to approach these vital problems. A carefully prepared and clearly arranged program for the use of teachers and parents in teacher-training schools and parent-teacher organizations.

Educational Psychology

BODE, B. H. Conflicting psychologies of learning. 305p. Heath. \$2. Discussion of new developments in field of psychology with interpretations for education. Semi-historical order of presentation. The nature of mind is the central theme of the volume. Chapters on reaction against formal discipline, the rise of physiological psychology, behaviorism, education from a pragmatic viewpoint. For the graduate student rather than the beginner.

* BROOKS, F. D. The psychology of adolescence. 652p. Houghton Mifflin. \$3. Especially valuable contribution to educational psychology. The first comprehensive summary of the facts on adolescence, including a wealth of precise research and case material upon which the author bases his interpretations and conclusions. Adopts the modern viewpoint that development is a continuous function through childhood and adolescence, and that personality development is the most important factor in education. The mental and physical growth of adolescence are traced side by side from childhood. Significant chapters on growth of intelligence, social tendencies, emotional life, adolescent interests, the problems and disturbances of personality, and the hygiene and guidance of adolescence. A clear and logical presentation. Recommended to the cultured parent and indispensable to libraries of grade and high schools.

PINTNER, RUDOLF. Educational psychology: An introductory text. 387p. Holt. \$2.50. A wellorganized textbook reflecting Dr. Thorndike's influence. Part I discusses original tendencies, the inheritance of mental traits, the measurement of intellectual and non-intellectual traits, and the value of intelligence testing. Part II discusses the nature of learning and the conditions affecting it. Offers an excellent chapter on the learning curve. The outstanding characteristic of the volume is the author's treatment of measurement as a fundamental part of educational psychology. Includes the modern subjectmatter evolving in this subject rather than outworn general discussion.

Tests and Measurements

* RUCH, G. M. The objective or new-type examination: an introduction to educational measurement. 478p. Scott, Foresman. \$2.20. A serious study of the theory and practise of the objective examination. Technical topics discussed in closing chapters. Full discussion devoted to the criteria of a good examination, to objections to the old type of examination, and to the advantages and limitations of objective examinations. Part II tells how to construct an objective examination; Part III is devoted to experimental and theoretical considerations; Part IV to statistical treatment and interpretation of test results. A volume for the student seriously interested in measurement of achievement from the pen of one who has keen influence in developing the new type of examination. Excellent classified bibliography.

Exceptional Children

* ZACHRY, C. B. Personality adjustments of school children. 306p. Scribner's. \$1.80. The author maintains that the teacher must do more than teach. Offers five types of case studies to show how teachers may study the nature and disabilities of individual children. Describes in detail, discusses, and interprets symptoms of maladjustment. Analyzes their implications in the classroom and outlines practical treatments. Offers a scientific, sympathetic basis for a new and enlightened type of school discipline. Of interest to those working with elementary school children in school and at home.

Teachers and Teaching Methods

*BURTON, W. H. The nature and direction of learning. 595p. Appleton. \$2.25. Advances three theories in the theory of learning—Herbartianism, emphasizing teacher purpose and direction; the principles of Dewey, Kilpatrick, and McMurtry, emphasizing pupil purpose; and the third theory stressing the use of statistics and all available data in support of these principles. The learning process is presented in coherent fashion and from this all the pupil activities involved in learning and the teacher activities needed to stimulate learning are handled. The teachers in either normal schools or college classes should find a valuable organization of material giving methods for developing a good technic in questioning, recitation, assignment, grading. All matter has gone through minute process of refinement and organization.—Bibliographies.

CHARTERS, W. W., and WAPLES, DOUGLAS. The commonwealth teacher-training study. 666p. Univ. of Chicago press. \$4. Provides a technic for the reorganization of professional courses in teachers' colleges. Result of collaboration of hundreds of teachers, school administrators, and teachers of education in a three-year investigation. Part I, The Investigation, concerns itself with master-lists of teachers' traits and activities, evaluating teachers' activities, and using evaluated activities to revise existing courses and to construct new courses. Part II, The Findings, gives data developed by this study and organizes it for use by others. Methods of using evaluated activities included, thus rendering the findings of practical value for curriculum improvement. Determines what prospective teachers should be taught during their training period.

PALMER, A. R. Progressive practices in directing learning. 300p. Macmillan. \$2. A text prepared to give definite help to the classroom teacher, bridging the gap between general principles and their practical application. Will help her direct learning activities and individualize them for each pupil. Includes large amount of illustrative material in form of experiments, scientific studies, and progressive practices in teaching. Analyzes the nature of learning and the direction of activities appropriate to different types of learning. Discusses provision for individual differences and diagnoses of particular difficulties. Suggests remedial measures and the use of specific aids to teaching. Suitable as a text in teachers' colleges.

Preschool, Kindergarten, and Elementary Schools

(See also Administration and Supervision, Social Studies, and Health and Physical Education.)

BLATZ, W. E., and BOTT, HELEN. Parents and the preschool child. 340p. Morrow. \$3. A comprehensive, concrete discussion based on first-hand studies of normal children. Is concerned with topics of fundamental interest to parents; sketches history of the mental-hygiene movement and shows its relation to child study. Contains charts, forms, and records used in clinical consultation service. Parents will not agree with all chapters in the book but will find it of service in dealing with young children. Suitable for use by organized study groups or by individual parents or teachers.

FOSTER, J. C., and MATTON, M. L. Nursery school procedure. 220p. Appleton. \$2.25. Fills long felt want as general book of principles and instruction. Organization and equipment and general operating of school receive full attention. More attention given to habit training, diet, sleep, growth, social habits. Distinctly a book for teachers and represents considerable experience of several specialists. Helpful also to parents.

MOSSMAN, L. C. Principles of teaching and learning in the elementary school: an interpretation of modern school procedure in the light of our present knowledge of the laws of learning. 292p. Houghton Mifflin. \$1.90. Indicates the principles of the new conception of learning and the procedure by which they may be made operative in teaching. Immediately helpful stimulation and guidance for experienced and beginning teachers or for students preparing to enter the teaching field. Written with the spirit of interpreting school procedure in the light of present findings and evaluations. Gives practical treatment of both general and special methods. Discusses the curriculum and teaching procedures. Author conceives it to be the school's business to be genuinely alive to modern civic, social, and economic conditions. Helpful to teachers who wish to adjust their programs in the light of newer theories.

*NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The twenty-eighth yearbook: pre-

school and parental education. 875p. Public school publishing company. \$3.75. Work of committee of experts in childhood and parental education; such as, Bird Baldwin, Arnold Gesell, Patty Smith Hill, Lois H. Meek, Douglas Thom, Edna N. White, and Helen T. Woolley. Surveys the field of preschool and parental education with information concerning the move-

The supervision of secondary subjects; Brooks, F. D. The psychology of adolescence; Mearns, Hughes. Creative power; Kitson, H. D., ed. Commercial education in secondary schools; and Stack, H. J. Safety education in secondary schools.

Reading, Writing, and Languages

COLEMAN, ALGERNON. The teaching of modern foreign languages in the United States: a report prepared for the modern foreign language study. 299p. Macmillan. \$1.50. An elaborate report of a four-year cooperative study by the American and Canadian Committees on Modern Languages. Gives the objectives of modern language instruction, the content of the course, organization of classes, and a forty-page discussion of methods. Emphasizes importance of developing reading ability in the foreign languages, thus endorsing the school's plea for a greater and more attractive supply of material towards that end. Style is lucid and brief, in spite of much tabular material, and progressive teachers will study it with profit.

GRAY, M. D. The teaching of Latin. 235p. Appleton. \$2. Author an outstanding authority in the field of teaching and curriculum construction in Latin. The book is written to meet the needs of the beginning teacher as well as the experienced supervisor. Furnishes discussions and procedures which equip one to criticize and improve his own technic. Discusses the status of Latin in secondary schools, the place and purpose of motivation, and the immediate and ultimate objectives of teaching Latin. Includes practical suggestions; lists places where slides, pictures, and maps may be secured. A book which serves a practical purpose. Probably the best in the field. Excellent bibliography.

*LYMAN, R. L. Summary of investigations relating to grammar, language, and composition. 302p. Univ. of Chicago Press. \$2. Assembles, classifies, summarizes, and interprets the most important studies in this field with the expectation that educators may have in compact form for curriculum revision and methods work the major facts and principles as they have been revealed by such researches. Shows how the scientific movement in education has been applied in this field. Work of a competent English research scholar. Reliable compendium of information concerning the presentations of this subject with indication of the most needed, most promising lines of future development. A major contribution to education.

*MEARNS, HUGHES. Creative power. 396p. Doubleday, Doran. \$3.50. Mr. Mearns, formerly of the Lincoln School, for whom New York University founded a special chair of Creative Education, gives his interesting experiments in breaking through the conventions of teaching and developing the creative instinct which, he holds, is found to a greater or less degree in every normal individual. Illustrating with examples in verse and prose, which he has drawn out of the hidden powers of ordinary children, he explains how he obtained these amazing results. An important, unusual book, a companion volume to his "Creative youth."

Mathematics

CLARK, J. R., OTIS, A. S., and HATTON, C. First steps in teaching number, 225p. World Book Co. \$1.48. The sort of book from which primary teachers get real help. Skillfully designed by competent authors, working on sound ideas, and after painstaking testing and proving under actual classroom conditions. Provides for a complete and up-to-date course in arithmetic, with suggestions for individual pupil practice, oral and written testing, and recording of pupil progress. Takes up such topics as pupil's needs, attainment of objectives, first steps in learning, work in addition, subtraction, measurement, and problem solving. Review questions at end of each lesson.

Social Studies, Arts, and Music

CRAWFORD, C. C., and McDONALD, L. P. Modern methods in teaching geography. 306p. Houghton Mifflin. \$1.90. Traces historical trends in teaching geography and shows that the changing objectives to which the World War has given emphasis require new skill on the part of the instructor. Suggests effective relation of geography to current events. Chapters on the social viewpoint, laboratory activities, supplementary reading, projects, problems, and the measuring of results. Includes lesson plans, assignments, and class activities. Discusses visual aids, games, and selected references. Full of workable ideas for beginning and experienced teachers.

Ways This List is Used

INDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

3. Persons in charge of professional libraries for teachers use it as a check-list in making up purchase orders.

4. Librarians in public libraries use it as a buying list for their teachers' room.

5. Librarians in teachers colleges check their year's purchases with it.

6. Librarians in foreign countries and instructors of foreign students in America use it to keep contact with educational writings in this country.

7. Directors of extension courses for teachers study these lists to discover new material for reading courses.

8. Editors use it to seek new ideas for their magazines.

ment and its phenomenal growth. Shows trends and present need of carefully trained personnel. Emphasizes influence of home, school, and community; and focuses attention on every important aspect of child development. Part I is concerned with general history and basic considerations; Part II discusses methods of educating young children and research reports in child development. The yearbook is unified in plan and presents the product of the committee as a whole, rather than the work of isolated contributors.

Junior High School

(See also Health and Physical Education)

*COX, P. W. L. The junior high school and its curriculum. 474p. Scribner's. \$2. The author holds that the junior high school, like the democracy of which it is a part, must be in a process of constant readjustment. Offers keen discussion of the emerging curriculum and contributes definitely to the solution of specific junior-high problems—civic attitudes and knowledge, the core curriculum and electives, articulation, administration, and so on. The purpose of the volume is to express for junior-high teachers and administrators an adequate philosophy and a program which harmonizes with it. It is a buoyant philosophy and the program expresses the thinking and experience of an expert in the field. Bibliography.

MCGREGOR, A. L. The junior high-school teacher. 284p. Doubleday, Doran. \$2. Presents in detail pupil and teacher relations of junior-high years and suggests the atmosphere and outlook which make for wholesome environment. Discusses the teacher as a director of learning in the classroom, a counselor in the homeroom, a coworker in the community, and a student in the educational world. A general discussion based upon the working experience of the author.

Secondary Education

See the following titles in other sections: Johnson, M. H. *The dean in the high school*; Uhl, W. L., ed.

KIMBALL, R. S. Current-events instruction: a textbook of principles and plans. 310p. Houghton Mifflin. \$2. Introduction of new social studies in curriculum demands knowledge of effective teaching methods in current-events. Present volume, largely a compilation of materials appearing previously in many periodicals, is a text giving a large variety of suggestions on how successful text instruction should be given, goals to be reached, and where to find and how to use current-event material. Chapters on Type of lessons, Geographic background, Use of visual aids, Games and contests are followed by model lesson plans in detail. Such authorities as Knowlton, Klapper, Hatch, and Packard cooperated. Good bibliography.

MATHIAS, M. E. Art in the elementary school. 180p. Scribner's. \$2.50. Devoted to encouraging child's creative impulses through the teaching of drawing and design. Does for grades three to six what the author's earlier book, "The Beginnings of Art in the Public Schools," did for the initial stages of the child's art experience. Explains art and educational principles and gives them practical applications, in definite projects and instructions for classroom use. Discusses and illustrates teaching procedures in art and evaluates classroom results. A good supplement to Whitford's book.

THORNE, A. G. Music for young children. 158p. Scribner's. \$1.25. Definite, wellorganized material with many suggestions in line with present thinking in the various phases of music teaching in early grades. Excellent chapters on rhythmic development through pupil activities and use of available materials to make crude musical instruments in class. Useful to parents and teachers, especially those unable to make actual contacts with experts in music education. Valuable introduction by Patty S. Hill.

WHITFORD, W. G. An introduction to art education. 337p. Appleton. \$2.25. Deals with the organization and administration of art in both elementary and secondary schools. Covers every phase of the subject in relation to the modern education program. Considers the needs of small, rural high schools as well as of large, city schools. Shows both wide research and broad knowledge of subject, but does not describe so many actual pupil projects as Mathias. Valuable for all those working in art education. Progressive outlook, detailed courses of study, classified bibliographies. A comprehensive, authoritative treatment of a subject fast developing wide connections with other curriculum subjects.

Vocational

BREWER, J. M. Cases in the administration of guidance. 304p. McGraw-Hill. \$2.50. Purpose of book is to present comprehensive view of problems arising in the field of guidance, furnishing useful subject-matter for all workers in and students of guidance. Practical in that it gives teachers specific instances of how to attack cases confronting them and the details of conversation, difficulties, and results are very illuminating. Tables up to 149 problems under headings of Educational guidance, Vocational guidance, Personnel and equipment, and Plans for guidance. Each problem is followed by questions designed to aid the student. Of great help to the "overhead" people and as a textbook, also to the individual vocational counselor.

COHEN, I. D. Principles and practices of vocational guidance. 471p. Century. \$3. General discussion of the problems of vocational guidance. Incorporates interesting and effectively described summaries of the best theories and practices. Strengthens previous arguments set forth by educators and industrial systems for the institution of guidance in the school. Gives the principles upon which to build a guidance program and surveys current practices. Evaluates wage-earning qualities; gives suggestions for discovery of aptitudes; discusses the work of the school counselor, including placement and follow-up work. Clear presentation of guidance based upon the author's experience as a school man.

KITSON, H. D., ed. Commercial education in secondary schools. 374p. Ginn. \$2.20. This volume is the outcome of definite cooperation between workers in two technical fields, education and commerce. Editor is a professor of education and the contributors are specialists in education, business, and commerce. Records the steps that progressive secondary schools are taking to free themselves from the shackles of the traditional curriculum and to fit the work of the commercial department to the demands of modern business practice. The high type of content and material renders the book a contribution to those working in commercial education, to general high-school princi-

pals, and to business men who pay attention to the subject.

TRUMBULL, F. M. Guidance and education of prospective junior wage earners. 298p. John Wiley & Sons, Inc. \$3. A wellconsidered study of all the school facilities now available for the 85 per cent of our school children who never graduate from high school,

DO YOU read books that you cannot understand easily? Books that require to be read slowly and deliberately? Books that you know are beyond your capacity to understand fully? If you do not, you are not educated: you have not the temper and habit of an educated mind; you are not a student. Do people who fail to meet that test *think* they are educated? No. Such people do not think.—Cassius J. Keyser, *Mole Philosophy and Other Essays*.

especially those going to work. Author has based viewpoints from considerable background and feels that much better attention must be given this problem. He reviews and suggests the utility of present types of organization, and draws on progressive examples to point out further advances that would help junior wage earners. Gives brief history of educational objectives, with advice to counselors and curriculum revisers. Apprenticeship, continuation schools, junior placement discussed.

WRIGHT, J. C., and ALLEN, C. R. Efficiency in vocational education. 443p. John Wiley & Sons, Inc. \$3. Holds that vocational education has become subject to a national program only within the past decade, and that it now needs to develop efficiency as the next logical step for advancement. Discusses purposes and methods for evaluating and surveying the efficiency of vocational organization courses, teaching, supervising, and guidance. Furnishes very thorough and effective details. An important contribution from a new viewpoint, and will doubtless exert considerable influence.

Health and Physical Education

COBB, W. F. Values and methods in health education: a handbook for teachers and a textbook for normal schools. 362p. Row, Peterson. \$2. Emphasizes importance of health education; and presents practical methods, suggestions, and devices for instruction and training in formation of habits affecting the individual, the home, the school, and the community. Points out ways of correlation with history, geography, and so on. Each chapter divided into two parts—the first part considering some important health problem, the second part giving methods and devices for teaching definite health principles. Presents illustrative material, devices, and methods which have been tried with success in actual classrooms. Questions and references for further discussion. An excellent simple book for the teacher's own guidance.

* KEENE, C. H. The physical welfare of the school child. 505p. Houghton Mifflin. \$2.40. A comprehensive, wellarranged survey of the whole field, presenting a unified program for preventing some of the enormous loss from ill health. Discusses standards and costs for such a service, the direction of the program, the school physician, nurse, dentist and clinics, physical education, playgrounds and athletics, the teachers and health work, mental hygiene, and health in the rural school. Marked by a sensible viewpoint and cites hundreds of interesting cases of effective work.

STACK, H. J. Safety education in the secondary schools: objectives and materials of instruction. 157p. National Bureau of Casualty & Surety Underwriters. \$1.75. A clear, concrete discussion in a comparatively new field, presenting successful methods that have been used in organizing curriculum material. Considers the causes and prevention of fires and accidents and the nature and treatment of common in-

juries. Discusses safety activities in secondary schools and suggests textbook material. Encourages the construction and use of the safety-education test and offers simple tests and bibliography. The illustrative material will challenge the interest of those concerned not only with the education of youth but with the saving of life.

TANNER, J. R. A game program in physical education for the elementary school and the junior high school. 257p. Ginn. \$1.48. Handbook for the regular teacher not a specialist in physical education but includes game materials suitable in teacher-training classes. Discusses posture problems of growing children and gives game program for improvement. Includes folk dances, singing and group games, together with individual athletics and stunts. Good book for teachers who must work without aid of supervision.

Extracurriculum Activities

McKOWN, H. C. School clubs. 498p. Macmillan. \$2.50. An interestingly written work on the objects, organization, administration, and supervision of school clubs. Presents sufficient material and enough programs to enable a club sponsor to make the school club truly succeed as a citizenship activity. Systematic arrangement facilitates reference work and extensive reading lists pertaining to all classes of clubs and all types of club programs make the book of great help to club officers, club sponsors, and administrators.

ROEMER, JOSEPH, and ALLEN, C. F. Readings in extracurriculum activities. 844p. Johnson Pub. Co. \$3. A volume of carefully chosen readings in extracurriculum activities, largely from recent educational magazines, assembling a wealth of scattered material on practically every extracurriculum activity. Most interesting material is that which describes actual practice in many schools. Chapters on controversial matters deal with both sides of the question. Full of excellent ideas and useful as a handbook for principals and teachers.

Higher Education

GOOD, C. V. Teaching in college and university: a survey of the problems and literature in higher education. 557p. Warwick & York. \$3. A unique and encyclopaedic guide to nearly two thousand books, theses, and magazine articles that have appeared, during a decade, to improve the teaching work of college professors and instructors. Notes progress in reorganization and methods, and gives many topical summaries of important discussions by writers at large. A striking example of applying to college teachers the same method now so effectively used in lower schools—outlining the topic and problem and listing the material that is to be read for a real "reaction" on the subject. A refreshing departure from the wordy generalization of principles and an encouragement to professors to do some real study on the technic of their day's work. Will not satisfy those who wish a summary of what the author concludes from all this; it is "an incitement" to further reading.

Adult Education

FRIESE, J. F. The cosmopolitan evening school; organization and administration. 388p. Century. \$3. A practical, timely contribution in a growing field in which there is a dearth of authoritative literature. Discusses the night school from the angles of wider opportunity for development of efficiency among citizens and wider opportunity for the school to serve the whole community. Submits practical planning of the evening school and discusses specific problems, courses of study, methods, and so on. Advises short-unit courses at all levels. Offers much detailed guidance in selection and especially in the training of teachers for this type of work. Incorporates the experience of the author, with data from other school systems.

* GRAY, W. S., and MUNROE, RUTH. The reading interests and habits of adults: a preliminary report. 305p. Macmillan. \$3.50. A scientific examination of adult reading of newspapers, magazines, and books based on numerous elaborate questionnaires, library records, publishers' sales, circulation figures, and individual interviews with readers of many types. Also summarizes other scattered studies in this field. What it is, in the experience of some people, which causes them to read what they do, the nature and significance and possible effect of this reading, make a very interesting social and psychological study of greatest import to all educators, whether teachers, librarians, or school administrators.

Builders of Our Profession

UNLESS you are a teamworker you are little likely to succeed under modern conditions. Civilization is built on teamwork—is teamwork.

Savages do not practise teamwork. Each is self-contained, self-sufficient, so to speak, and the life is comfortless. But the moment savages realize the advantages of teamwork and act on their new intelligence, they cease to be out-and-out savages and begin to travel the path that leads to civilization.

Even civilized peoples formerly practised little teamwork. Each tilled his own little patch, wove his own rude clothing, traveled solely in his own oxcart or on horseback, built his own primitive dwelling, found his own fuel, made his own crude candles, baked his own bread, made his own soap.

Today, all these things are done by teamwork. Teamwork has given us fine homes, palatial apartment-houses, giant hotels. Teamwork has given us machinemade clothing, machinemade shoes, machinemade foodstuffs, machinemade necessities, and comforts of every description. It is teamwork that has displaced candles by gas and electric light, displaced logs and peat by coal from mines, displaced the prairie-schooner by steam and electric railways and Pullmans and automobiles and airplanes, displaced the hook and the scythe by the reaper and the binder, displaced the spade by the plough and tractor.—From a school in Hawaii.

New Life Enlistments

THE following life members have been reported since the list was published in the March JOURNAL.

ALABAMA—E. B. Erwin.
CALIFORNIA—Gail Calmerton, Frances B. Harden, Louis E. Hoffman, Milton J. Katzky, Pauline M. Merchant, Ehregott Stan K. Rosenkranz, Cedric Stannard.
DISTRICT OF COLUMBIA—Abbie M. Sisson, Emeline S. Whitcomb.
HAWAII—Arthur L. Harris, Thomas K. Nahiwa.
ILLINOIS—Daniel J. Beeby, Ethel Ray.
INDIANA—Robert O'Connell, Glendon Rightsell.
IOWA—Wiley G. Brooks.
KANSAS—Robert G. Tebow.
KENTUCKY—Henry H. Cherry.
MICHIGAN—Arthur G. Erickson, Jonas Sawdon.
MISSOURI—Emma O. Mumm, Isabel Tucker.
NEBRASKA—Clare McPhee.
NEW JERSEY—Zach G. Masten, Jr., R. L. Predmore.

NEW YORK—Richard R. Dry, Leland C. Genor, Ernest C. Hartwell, Elizabeth I. Leary, Paul Monroe, Benjamin H. Root.

OHIO—J. C. Marriott, Lewis H. Mills.

PENNSYLVANIA—Donald P. Davis, Henry Klonower, Laura E. McGann, Nelda Miller, Harling E. Sponseller.



THIS beautiful building which houses the School of Education of New York University was dedicated February 28. In connection with the occasion notable educational conferences were held around the general theme, "Controversial Issues in Character Education."

PHILIPPINE ISLANDS—Eladio G. Castro, Arthur T. Heidenreich, Solomon A. Magana, David E. Ordenez, Damian Rayala, Luis Raymundo.

SOUTH DAKOTA—Helen F. Baker.

TEXAS—H. C. Braly, A. E. Dauley, H. H. Goodman, J. C. Scarborough, E. M. Sory.

VIRGINIA—Katherine Pendleton, Samuel P. Vanderslice, Jr.

WEST VIRGINIA—Fred Phillips.

WISCONSIN—G. O. Banting, H. S. Hemenway, A. L. Prodoehl, Henry E. Smith.

WYOMING—Fred B. Logan.

Completed Enrolments

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

Ten years

TEXAS—Beaumont, Junker.

Nine years

CALIFORNIA—Fresno, L. A. Winchell.

ILLINOIS—Elgin, Columbia.

MICHIGAN—Battle Creek, Number 2, Number 10, Number 13.

Eight years

ILLINOIS—Elgin, Franklin, Garfield, Lowrie.

OKLAHOMA—Muskogee, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier.

Seven years

CALIFORNIA—Oakland, Melrose.

ILLINOIS—Elgin, Grant.

TEXAS—Beaumont, Averill.

WASHINGTON—Seattle, F. A. McDonald, Horace Mann.

Six years

ARKANSAS—Wilson, Wilson Public Schools.

CALIFORNIA—Buena Park, Elementary; Oakland, Cleveland, Crocker Highlands, Durant, Emerson, Frick Junior High, Hawthorne, Lafayette, Lakeview Elementary, McChesney, Peralta, Piedmont Avenue, Stonehurst, Tompkins.

ILLINOIS—Elgin, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing.

INDIANA—Evansville, Benjamin Bosse High, Chestnut-Walnut, Delaware, Henry Reis.

MASSACHUSETTS—Medford, Osgood.

MINNESOTA—Minneapolis, Clara Barton, Harrison, Thomas Lowry.

MISSOURI—Kansas City, Scarritt.

OHIO—Amherst, Highland.

RHODE ISLAND—Jamestown, Jamestown Public Schools, Carr, Thomas H. Clarke.

WEST VIRGINIA—Clarksburg, Monticello.

Five years

CALIFORNIA—Oakland, Burekhalter, Dewey, Roosevelt High, Washington, Webster, Westlake Junior High.

MAINE—Dover-Foxcroft, Grammar.

MASSACHUSETTS—Plymouth, Cornish-Burton.

MINNESOTA—Minneapolis, Eli Whitney, Louis Agassiz.

OREGON—Marshfield, Harding.

SOUTH DAKOTA—Belle Fourche, Belle Fourche Public Schools, Departmental, Gray, High, Lincoln.

TEXAS—Dallas, Austin, T. G. Terry.

WASHINGTON—Seattle, John B. Allen, John Hay.

WISCONSIN—Eau Claire, Eau Claire Public Schools, Development, Eighth Ward, Fourth Ward, High, Junior High, Ninth Ward, School for the Deaf, Second Ward, Seventh Ward, Tenth Ward, Third Ward, Vocational.

Four years

ARIZONA—Chandler, High.

CALIFORNIA—Oakland, Campbell, Clawson, Fruitvale, Horace Mann, John Swett, Lincoln, Montclair, Prescott Junior High, Sequoia.

COLORADO—Fort Morgan, Abner Baker, Central, Grant, Meeker, Rio Blanco County High.

ILLINOIS—Cicero, Burnham; Springfield, Palmer.

INDIANA—Evansville, Fulton.

THE INSPIRATION to devote my life to education came when I attended my first meeting of the Department of Superintendence in 1887," recently remarked a noted educator. "I had been working as superintendent in a small town without any real appreciation of the importance of the school. At that meeting I met men bigger than any I had known before. Their fineness of spirit and the nobility of their minds were a challenge to my young life and from that day to this the meetings of the Department have been my college of education." He then went on to speak of lives that had meant much to him—of the great lover of young men, William T. Harris; of the artist schoolmaster, Randall J. Condon; of the eloquent humanist, William M. Davidson; of the educational engineer administrator, George D. Strayer; and of a host of others. And so it has been with literally tens of thousands of men and women. The speaker went on to remark that he had just paid the first installment of \$50 toward his contribution of \$250 for the research fund which the Department has created. "I want to do my bit," said he, "for the other boys who are coming on." Here is the living gospel of inspiration. To its cumulative force American schools owe the idealism and the devotion which has lifted them to a high place in American life and achievement.

The Department began its existence during those significant years following the Civil War when the Nation was binding up its wounds and laying the foundations for rapid expansion and rise to national greatness. From that day to this the Department has met year after year, now in this city, now in that, under the guidance of able presidents, with programs that have drawn upon the finest talent in the nation, with opportunity for fellowship, and the cultivation of that harmony and singleness of outlook which are helping to make American schools the finest and best schools on earth.—J. E. M.

MASSACHUSETTS—*Somerville*, Morse.
 MICHIGAN—*Battle Creek*, Fremont, Number 3.
 MINNESOTA—*Minneapolis*, Hawthorne, Lafayette.
 MISSOURI—*Kansas City*, Hyde Park.
 NEW JERSEY—*Hightstown*, Primary.
 UTAH—*Duchesne County*, Boneta, Cedar View, Duchesne Junior High, Ioka, Mt. Home, Myton, Neola, Roosevelt, Tabiona, Talmadge.
 WASHINGTON—*Kent*, Kent Public Schools, Junior High, Senior High, Valley; *Seattle*, E. C. Hughes.

Three years

CALIFORNIA—*Needles*, Needles Public Schools; *Oakland*, Cole, Franklin, Glenview.
 GEORGIA—*Atlanta*, Tenth Street.
 INDIANA—*Evansville*, Baker, Bosse Elementary, Campbell, Carpenter, Centennial, Columbia, Daniel Wertz, Emma Roach, Francis Joseph Reitz High, Howard Roosa, Stanley Hall, Wheeler.
 MAINE—*Mexico*, Kimball.
 MASSACHUSETTS—*Stoughton*, Stoughton Public Schools, Adams, Atherton, Capen, Clapp, Dennis, Drake, High, Kimball Junior High, Smith, Supervisors Department, Tolman.
 MICHIGAN—*Battle Creek*, Number 11, Urbandale; *Detroit*, Webster.
 MINNESOTA—*Minneapolis*, Morris Park.
 MISSOURI—*Kansas City*, McCoy, William A. Knotts.
 NEW JERSEY—*Atlantic City*, Special Class Department, Texas Avenue; *Ridgefield Park*, Ridgefield Park Public Schools, Grant, Lincoln, Roosevelt, Special Teachers Department, Washington High, Washington Irving; *Titusville*, Public.
 OHIO—*Ashtabula*, West Junior High.
 OKLAHOMA—*Hominy*, Horace Mann, Mullins.
 OREGON—*Valsetz*, Training Center, Oregon Normal School.
 VIRGINIA—*Richmond*, Springfield.
 WASHINGTON—*Keyport*, Public.
 WEST VIRGINIA—*Clarksburg*, Clarksburg Public Schools.

Two years

ALABAMA—*Kennedy*, Kennedy Public Schools.
 ARIZONA—*Phoenix*, Alhambra.
 CALIFORNIA—*Oakland*, McClmonds High; *Pasadena*, Andrew Jackson; *Stockton*, Prevocational.
 HAWAII—*Kawanakoa*, Experimental.
 IDAHO—*Sandpoint*, Jefferson.
 ILLINOIS—*Cicero*, Morton Park Elementary, Roosevelt.
 INDIANA—*Evansville*, Evansville Public Schools, Baker, Benjamin Bosse High, Bosse Elementary, Campbell, Carpenter, Centennial, Central High, Chestnut-Walnut, Columbia, Daniel Wertz, Delaware, Emma Roach, Francis Joseph Reitz High, Fulton, Henry Reis, Howard Roosa, Stanley Hall, Wheeler; *Indianapolis*, Number 49, Number 74; *New Castle*, New Castle Public Schools, Benjamin S. Parker, Charles S. Hernly, Holland, James C. Weir, Junior High, Omar Bundy, Senior High.

MAN'S abiding happiness is not in getting anything but in giving himself up to what is greater than himself, to ideas which are larger than his individual life, the idea of his country, of humanity, of God. They make it easier for him to part with all that he has, not excepting his life. His existence is miserable and sordid till he finds some great idea which can truly claim his all, which can release him from all attachment to his belongings.—From *Sadhana* by Rabin-dranath Tagore.

KANSAS—*Atchison*, Ingalls Junior-Senior High.
 MAINE—*Fort Fairfield*, Grammar; *Monson*, Grade, Monson Academy; *Waterville*, Grove Street.
 MICHIGAN—*Battle Creek*, Jefferson, Southwestern Elementary.
 MISSOURI—*Kansas City*, Irving, Lykins.
 NEBRASKA—*Gordon*, High.
 NEW JERSEY—*Camden*, Kaighn; *Summit*, Washington; *Trenton*, McKinley.
 OHIO—*Bucyrus*, Crawford, Lincoln, Norton; *Cambridge*, Ninth Street; *Cleveland*, Charles Dickens, Woodland Hills.
 PENNSYLVANIA—*Hummelstown*, Hummelstown Public Schools; *Williamsport*, Daniel Webster.
 TENNESSEE—*Hamilton County*, Central High, Friendship, Gann's Grammar, Lupton City, Ooltewah High and Elementary; *Memphis*, A. B. Hill, Cummings.
 TEXAS—*Beaumont*, Fletcher; *El Paso*, Bailey.
 UTAH—*Duchesne County*, Altonah, Basin, Fruitland, Mt. Emmons Junior High, Uplalo.
 WASHINGTON—*Wenatchee*, Lincoln.

Current year

ALABAMA—*Birmingham*, Moore.
 CALIFORNIA—*Los Angeles*, Citizenship Division; *Oakland*, Allendale, East Oakland High, Edison, E. Morris Cox, Longfellow, Lowell Junior High, Manzanita, Markham, Santa Fe, Woodrow Wilson Junior High.
 COLORADO—*Fort Morgan*, Junior-Senior High, Lincoln.
 CONNECTICUT—*Westport*, Staples High.

DELAWARE—*Western New Castle County*, Brandywine Springs, Newport, Stanton; *Wilmington*, Number 29, William P. Bancroft.
 GEORGIA—*Atlanta*, Luckie Street.
 IDAHO—*Boise*, Hawthorne.
 ILLINOIS—*Frankfort*, Public; *Griggsville*, Griggsville Public Schools, Grade, High; *Litchfield*, Lincoln; *Silois*, McKinley; *Springfield*, Dubois; *Western Springs*, Grand Avenue; *Wilmette*, Wilmette Public Schools, A. H. Howard, Byron C. Stolp.
 INDIANA—*Mitchell*, Senior High.
 KENTUCKY—*Louisville*, Jacob Addition.
 LOUISIANA—*New Orleans*, J. G. Parham.
 MARYLAND—*Delmar*, Maryland High.
 MASSACHUSETTS—*Newton*, John Ward.
 MICHIGAN—*Battle Creek*, Central Junior High, Number 7, Number 9, Number 12; *East Detroit*, Kern Road Public Schools; *Grand Rapids*, East Leonard; *Highland Park*, Leslie; *Saginaw*, Continuation.
 MINNESOTA—*Minneapolis*, Douglas, Dowling, Pillsbury.
 MISSISSIPPI—*Rosedale*, Rosedale Consolidated.
 NEBRASKA—*Gordon*, Gordon Public Schools, Grade, High.
 NEW JERSEY—*Atlantic City*, Chelsea Heights, Illinois Avenue, Venice Park; *Bloomfield*, Fairview; *Cassville*, Public; *Newark*, Webster Street; *Union*, Washington.
 NEW MEXICO—*Raton*, Columbian.
 OHIO—*Bucyrus*, Central; *Canton*, Henry S. Martin; *Green Springs*, Green Springs Public Schools; *Harpsster*, High; *White House*, Public.
 PENNSYLVANIA—*Lewistown*, Lewistown Public Schools, Fifth Ward, High, Junior High, Logan Street, Sixth Ward, Wayne Street; *Washington County*, Independence Township Public Schools; *Williamsport*, Abraham Lincoln, Andrew G. Curtin Junior High, Andrew Jackson, Benjamin Franklin, Charles Lose, George Washington, J. Henry Cochran, Samuel Transeau, Special Teachers Department, Thaddeus Stevens Junior High, Theodore Roosevelt Junior High, Thomas Jefferson, William Penn.
 TEXAS—*Beaumont*, Pennsylvania; *Houston*, Betsy, Ross, Charles Eliot Elementary, Fullerton Elementary, William G. Love; *Waco*, President Heights.
 UTAH—*Duchesne County*, Duchesne County Public Schools, Altonah, Basin, Boneta, Blue Bell, Cedar View, Duchesne Junior High, Farm Creek, Fruitland, Ioka, Mt. Emmons Junior High, Mt. Home, Myton, Neola, Roosevelt, Roosevelt Senior High, Tabiona, Talmadge, Uplalo.
 VERMONT—*Hartford*, West Hartford Grammar; *Newbury*, Central.
 WASHINGTON—*Seattle*, Ross.
 WEST VIRGINIA—*Springton*, Grade.

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.

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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.

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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.



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NOTES and ANNOUNCEMENTS

Texas legislature appreciates election of prominent citizen to presidency of the Department of Superintendence—In a resolution adopted unanimously, the house of representatives of the Texas legislature expresses its appreciation of the honor conferred upon Superintendent Norman R. Crozier by his election to the presidency of the Department of Superintendence.

Dr. Dorsey heads committee—Dr. Susan M. Dorsey, former superintendent of schools of Los Angeles and noted administrator, has accepted the chairmanship of the California Commission for the Study of Problems of Education. This committee was created by the governor and operates on a \$50,000 appropriation by the legislature.

Is this teacher in your community?—That we do not yet protect the teacher as the most precious asset of our civilization is shown in the following ex-

cerpt from a letter to Secretary Crabtree:

Would it be possible I'm wondering, if it could be urged on the school systems to consider more carefully the conditions that the teachers have to work under as well as those of the children. In my case, the basement room where I taught was on the north, a very large room with but one small radiator along the ceiling. One asks how could the children stand it? Perhaps they had some ill effects too but they were in the room only 30 minutes, then another class would come in, as it was an art room. The teacher had to remain in the room the entire day. There were many other similar conditions that I knew of during my two years experience there. I am sorry that I will not be able to join the National Education Association this year as I am unable to work now.

Copies of early Proceedings needed—The Proceedings of the National Education Association for the following years are desired by the Association to complete sets: 1877, 1882, 1883, 1885. Persons having copies of these Proceedings for sale are asked to communi-

cate with the Division of Publications, National Education Association, 1201 Sixteenth Street N. W., Wash., D. C.

The Association aids the state—The Research Division is now issuing, under the general title of *Studies in State Educational Administration*, a series of occasional studies bearing on various problems of state school control. The following have already been completed:

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A challenge—The statement by Secretary Crabtree on The Eighteenth Amendment and the Public Schools (see page 127) suggests a line of effort which

(Continued on page A-110)

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(Continued from page A-108)

every teacher can pursue for himself by comparing conditions now with conditions in saloon days. Many teachers will wish to give this statement to the editors of local and county papers. The new standards are here. They are here to stay and teachers can help the situation by creating a fuller understanding of the great gains that have been made in America under the new policy, an achievement which may eventually be recognized as one of the leading contributions of this country to the advance of civilization.

President Hoover calls for observance of Covered-Wagon Centennial—The following is a copy of the President's Proclamation:

The Congress by unanimous vote has authorized commemoration of the heroism of the fathers and mothers who traversed the Oregon Trail to the Far West. On April 10, 1830 the first wagon train left St. Louis for Oregon, pioneering the way for the thousands of men and women who settled the Pacific states. On December 29, 1830 Ezra Meeker was born, who carried over into our day the personal memory of this historic epoch. The Oregon Trail Memorial Association, which he founded and which includes men and women in all walks of life in all parts of the country, has sponsored the movement to observe the period from April 10 to December 29 of this year as the Covered-Wagon Centennial, to recall the national significance of this centenary of the great westward tide which established American civilization across a continent. *Therefore, I, Herbert Hoover, President of the United States, do call upon our people to employ this fitting occasion to commemorate the lives and deeds of the heroic pioneers who won and held the West. In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed. Done at the city of Washington this twenty-first day of February, in the year of our Lord nineteen hundred and thirty, and of the Independence of the United States of America, the one hundred and fifty-fourth.*—HERBERT HOOVER, By the President: J. P. COTTON, Acting Secretary of State.

Progressive Education Association to hold conference—The tenth annual conference of the Progressive Education Association will be held in the Willard Hotel, Washington, D. C., April 3, 4, and 5. Railroad rates of "fare and one half" are available. For information as to the attractive program arranged address the Association at 10 Jackson Place N. W., Wash., D. C.

Would we care to return to this?
—The human wreckage caused by the use of alcohol, observed in one hour's time in the tenement sections of London,

proves the wisdom and the sanity of those who worked to make the United States dry. The writer has seen in ten minutes in London more drunken, demoralized, and destroyed human beings, victims of the liquor traffic, than he has seen in the past ten years in America. At noontime last Sunday, when returning from Wesley's Chapel, we saw four bars within three blocks of this historic old church, each crowded with drinking men and women and with little children huddling at the door. American saloon days at their worst were not as bad as are the present-day grog shops of England at their best. But Great Britain is feeling her inability to keep pace with the sober American business and laboring classes. Already the people of Scotland have voted over half of their territory dry by means of local option.—Harry E. Woolever, editor of *The National Methodist Press*, in *The Christian Advocate*, March 6, 1930.

Observe these two special days—*Child Health Day*, May 1 and *World Goodwill Day*, May 18 are set aside in order that some definite advance shall be made each year in the character life of every child with reference to these two important subjects—health and world understanding. The associations which sponsor and devote their entire time to the furtherance of these special days spend unlimited skill and money in shaping each year's program from the best material which can be gathered. Unless you will deprive your class of a real service write the addresses listed below for material:

Child Health Day—American Child Health Association, 370 Seventh Ave., New York, N. Y.

World Goodwill Day—Florence B. Boeckel, director, National Council for Prevention of War, 532 Seventeenth St. Washington, D. C.; W. G. Carr, Research Div. NEA; Committee on Militarism in Education, 387 Bible House, Astor Place, New York, N. Y.; World Peace Foundation, 40 Mt. Vernon St. Boston, Mass.; Anna D. White, chairman, Library and Literature Committee, Women's International League for Peace and Freedom, 1924 Chestnut St. Philadelphia, Pa.

From the Editor's mail — I am glad to see space given in the *JOURNAL* for 4-H Club work. We find that this organization is doing more to lift up the homes of the country than any other factor. The saying that a child shall lead them is true. The parents can not be changed much but the coming generation engaged in 4-H Club work is going to make American homes of higher standard and better citizens; leaders will be pro-

(Continued on page A-112)

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(Continued from page A-111)

duced through this organization. I hope to see and read more in your JOURNAL of this work.—Gertrude R. Coleman, principal, Bowerstown School, Coopers-town, New York.

Is a captain worth more than a principal? — The Interdepartmental Pay Board has recommended a forty-four percent increase in the pay of commissioned officers of the army, navy, and marine corps. The recommendations as given in the Washington Star, March 5, 1930, are:

Major general—Base pay, \$14,000; increase, none.

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Unemployment—and yet, child labor!—Unemployment and child labor cannot exist side by side among a civilized people. Such a condition is barbarism. Has your state ratified the proposed amendment to the federal constitution permitting the federal government to regulate this insidious evil? The following verses entitled "A Tribute" by Joy O'Hara appeared in *Westward* (San Francisco):

Never was a fat child in all my ragged childhood,

(Continued on page A-114)

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(Continued from page A-112)

Never was a fat child at spinner or at loom,
But scrawny little youngsters, fleet as chip-
munks in the wildwood,
Bending over bobbins in a noisy, whirling
room.

How we fought the stretcher-kids, a sort of
world-war always,
It was all the world we knew—and not so
bad at that . . .

Doublers, reelers, matchers, spinners—such a
whirling universe
And every little twelve-year-old a "Casey at
the Bat."

I recall a window that opened near the en-
gine room,
Windows could be raised by stealth (a crack
across the sill),
Through this space on sunny days we used to
watch the cattle

Following a tiny path to climb a distant hill.

Then for just a moment our young hearts
ached for silences,
Longed for wind-blown hill tops where on the
velvet grass

We might rest like millionaires and for a
golden hour

Lie there free from time clocks and watch the
white clouds pass.

Years that richer children spent unwillingly
in study

We spent doing piece work in a noisy, driv-
ing mill;

Studying by lamp light, and reading—read-
ing everything . . .

Following a vague, dim path to climb a dis-
tant hill.

Gay, efficient laborers with half grown little
bodies,

Strained to breaking point sometimes but al-
ways swift and sure,

Ignorant of everything but sleep and work
and hunger . . .

Groping upward—fighting, laughing, children
of the poor.

For a toast, today, I give, these happy little
rascals,

Grown long since—dead, some of them—
books closed, their gay songs sung;

Anything that's good, or fine, or true in me I
owe to them,

For they were all I knew and loved, when I
was very young.

**Educational books of 1929 pub-
lished in England**—Clare Soper, in-
ternational secretary of The New Educa-
tion Fellowship, 11 Tavistock Square,
London, W. C. 1, England, sends the
following list of books of outstanding
value:

A modern philosophy of education by God-
frey W. Thomson. Allen & Unwin 8/6d.

Psychology of the preschool child by Drever
& Drummond. Partridge. 6/-.

The English tradition of education by Cyril
Norwood, M. A., headmaster of Harrow.
Murray. 10/6d.

The practical infants' teacher by P. B. Bal-
lard. Sir Isaac Pitman & Sons.

Matter and method in education by M.
Sturt and E. C. Oakden. Kegan Paul.

*Memorandum on teaching of modern lan-
guages*. A. M. A. University of London Press.
(Not in itself necessarily outstanding, but im-
portant as the carefully considered opinion
of a large group of experts.)

Health of school child. Report of C. Medi-
cal Officer. Board of Education.

Translations.

The activity school by Adolphe Ferrière.
Published by Allen & Unwin. 12/6d.

The child's conception of the world by J.
Piaget. Published by Kegan Paul. 12/6d.

The stitch in time—To reach tuber-
culosis at its source, the National Tuber-
culosis Association and its many affiliated
associations will conduct a national cam-
paign during April for the detection of
tuberculosis among children. This newer
aspect is important, not because the child-
hood type of tuberculosis is in itself a
dangerous disease, but because it may de-
velop into lung tuberculosis or oldfash-
ioned consumption. The campaign, one
of the many projects made possible by the
sale of Christmas seals during December
1929, will be entirely an educational ef-
fort, seeking to impress upon the public
the fact that tuberculosis usually begins

(Continued on page A-116)

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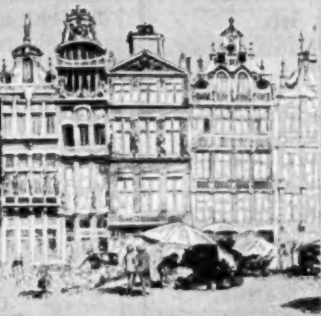
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(Continued from page A-114)

in childhood. All literature issued in connection with the campaign—leaflets, pamphlets, posters—will bear a child's picture and blaze forth the message to parents: *Protect them from tuberculosis*, together with the specific advice: "Keep them away from sick people," "Insist on plenty of rest," "Train them in health habits," "Consult the doctor regularly." For further details, address any local or state tuberculosis association or the National Tuberculosis Association, 370 Seventh Ave. New York, N. Y.

Natural resources yield school funds—For the last fiscal year, the federal government allotted \$1,600,000 to thirty states as their share of the receipts of national forests lying within their borders. This represents a payment in lieu of taxes which the states would have received if the national forests had been privately owned. The money, which goes largely to western states, must, according to the law, be used for schools and roads.—*Normal Instructor and Primary Plans.*

Peace and the seven objectives—

The realization of the seven cardinal aims of education will be possible when there is a genuine peace. The highest standards of personal and social health cannot be attained in time of war. The life of the family in the home can be neither certain nor happy when there are conflicts between nations. The worthy use of leisure is possible only when international concord is a fact. The stability of economic enterprise, the effectiveness of social reform, and the security of political institutions are dependent upon peace. The character of the individual citizens becomes the character of the nation, and war brings to the spirit of the citizens and the nation degradation rather than exaltation. The "fundamental tools" are of the greatest service when used to promote amicable relations between individuals and between groups of individuals.—Lawrence R. Campbell in the *Detroit Educational Bulletin.*

An effective type of training in service—A recent bulletin from the state department of education of Illinois, compiled in the interest of the one-teacher schools, advises county superintendents to establish at least one demonstration school for the purpose of promoting professional growth among their teachers in service. According to the bulletin a few such schools have been established and are in operation. It is recom-

(Continued on page A-118)



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University of Idaho, Moscow—June 10-July 18.
Washington State College, Pullman—June 11-Aug. 8.
Oregon Normal School, Monmouth—June 16-Aug. 29.
So. Oregon Normal, Ashland—June 16-July 25 and July 28-Sept. 5.
Eastern Oregon Normal, La Grande—June 16-Aug. 29.
Oregon State College, Corvallis—June 16-July 25.
Washington Normal College, Cheney—June 2-Aug. 14.
Eastern Montana Normal, Billings—June 16-Aug. 15.
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(Continued from page A-116)

mended that each be under the direction of a selected superior teacher employed in the county; that the school in which the demonstrations are held be one "well-adapted (to school purposes) and equipped." Other teachers should be invited from surrounding communities for an all-day session. The state department recommends that approximately three fourths of the school day be spent in regular school work on the part of the children and the demonstrating teacher while the visiting teachers observe. The children are then dismissed and the remainder of the afternoon devoted to conference and discussion. The meeting may be held on a regular school day, visiting teachers being allowed the time by their respective boards of directors, or on Saturday. In the latter case the following Monday should be a holiday for the demonstration school.

An interesting recommendation of the state department is that the school selected for the demonstration session be equipped with a library including "books suited to the ability of every grade and such as the pupils will choose to take home and read at their leisure," supplementary informational books other than

the adopted texts, a children's encyclopedia, work books, and a reasonable variety and quantity of teaching materials.—*Rural Schools News-Letter No. 80*, U. S. Bureau of Education.

Strong arguments for the county unit plan—George Willard Frasier, president of Colorado State Teachers College at Greeley in speaking before the Oregon State Teachers Association said:

If the schools of Oregon were organized on the county unit plan or in large consolidations, and if the state would provide funds with which to make possible a uniform system of schools, and if the state department of education could be built up to an efficient level, education would go forward with leaps and bounds in Oregon.

The state constitution of Oregon contains this: "The legislative assembly shall provide for the establishment of a uniform and general system of public schools."

There is no uniformity in education when one pupil is taught by a well-prepared, adequately paid teacher, while another child must get his education in a one-room shack with a poorly paid, untrained teacher and with no books, supplies, or equipment.

A study of the education and financial maps of Oregon fails to reveal any uniformity in education, or in the burden of tax borne by the average taxpayer. . . . Thousands of children in Oregon are not getting the education they should have, and the kind they

would get if larger units of organization were adopted for your state.—*Bulletin*, Portland Grade Teachers Assn.

An eminent educator who made a close study of Idaho education says that under county unit control the 754 one-room schools could easily be merged into 100 and that the 267 two-room schools could, with efficiency, be reduced fifty percent—and this would be of value to the children. The bonded per capita debt of the schools in Idaho is \$109, or approximately \$10,900,000. This is almost one third above Utah where the county unit control is in use. The most popular thing in the public mind today—and I am pleased that the State Education Association is looking into it—is the idea of centralized control of schools in counties.—C. E. Arney in *Idaho Journal of Education*.

New type report card—Ann Arbor public schools are using a new type of elementary school report card. The report blank is an eight-page pamphlet giving reports in five fields; progress in school citizenship and work habits, progress in school subjects, goals of attainment in school subjects, health, and individual adjustment factors.

In announcing to the parents this new type of report card, Superintendent Otto W. Haisley states:

We have sought a more personal basis for giving school marks. We have tried to direct the attention of the child himself in re-

(Continued on page A-120)



Vacation

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(Continued from page A-118)

lation to his attainment of worthwhile objectives, rather than in relation to the achievements and accomplishments of other members of his group. Hence we have abandoned letter markings.

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Are we cheating the rural schools?—Fifty-three percent of the pupils in the United States are in rural schools. Fifty-eight percent of the teachers in the United States are in rural schools. The average length of the school term in rural schools is 156 days. The average length of the school term in urban schools is 183 days. The average salary for rural school teachers in the

United States is \$855. The average salary for urban school teachers is \$1,878.—*Wyoming Educational Bulletin*.

Physical education on a higher plane—The statewide program of physical education in the public schools of California has several characteristics which have been noted by physical education leaders throughout the United States. Some of the problems which have received special attention during the last three years are:

Play days for girls have been substituted for interscholastic athletics in practically every high school in the state.

State athletic championships for boys have been eliminated except in track events and the tendency is to restrict championship games to local leagues. This will eventually give to every boy the opportunities he should have, rather than shower the major attention on the few expert athletes who are already superior to the general group.

Progress has been made in changing the viewpoint of coaches. Coaches are returning the game to the players, the original owners, substituting psychology and democracy for fear and dictation.

Interscholastic football for junior high-school boys is slowly being eliminated.—From the *Southern California Educational Ass'n Bulletin*.

Student-promoted attendance—Canton, North Carolina has developed a

plan for improving the attendance by appointing a committee in each grade composed of ten students, supervised by the grade teacher. This committee looks after the attendance in each grade and when a child is absent two members of the committee visit the child. The work of the committee has resulted in considerable increase in the interest in attendance.—*North Carolina Teacher*.

New York advances adult education—New York City is making a heroic effort through its evening elementary schools to eliminate illiteracy. A report has been prepared on the subject by the Teachers Union Auxiliary, 70 Fifth Avenue, New York City.

Two of a kind—Three very dirty little boys walked into the library recently. They were asked to go home and wash their hands before they looked at books. As they were reluctantly leaving, one little boy called back, "I didn't come in here to look at bookth. I came here to thleep."

He was much disgusted when the librarian told him, "Thith ithn't the plathe to thleep."—*The Library Log*, Cleveland, Ohio.

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