

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Education and the Improvability of Man

AN EARLIER EDITORIAL on the *Leisure of Tomorrow* noted the rapid development of machinefacture and the increasing stream of workers who are being released by the development of automatic processes. This revolutionary change is steadily gaining possession of industry and is beginning to transform farming. Unless unemployment is to be chronic and increasing we shall have to develop new occupations for large numbers of people. Instead of one creative worker to every twenty hand workers, we shall have one for every fifteen or ten or eight. Teaching as the greatest of our creative activities will be enriched by substantial expansion.

The inspiration of the teacher is the conviction that his service makes a difference in the lives of men. Of course, individuals vary in their inherited resources and races vary in the cumulative force of their natural gifts. But among both individuals and races the fraction of potential talent so far developed is a relatively insignificant part of the whole. Most of our human resources remain untouched—a wealth infinitely richer than all the stores of hidden gold; a power greater than all the waterfalls; a resource so gigantic as to quite outweigh even the limitations of soils and climates.

How education comes in as the master factor in the improvement of man may be understood by anyone who has done a reasonable amount of observing, travel, and historical reading. Education is a master factor in the sense that it operates at all points in the upward struggle of civilization. Like the life-blood of our bodies it penetrates the whole structure and bathes it constantly. A few examples of the way education enters into man's improvement will make the point clear.

Food is one of the profound influences in civilization. The variety, excellence, and certainty of food combined with its intelligent use may lift one group of men above another. Probably food accounts in considerable measure for the demonstrated superiority of California athletes. It may account also in large measure for the seeming superiority of the more fortunately situated races.

How education improves food is a long story. Education improves agriculture and adds to the abundance of food. It leads to research and the development

of new foods. It breaks down traditions which limit the use of food. It has vastly improved cooking. No one can estimate

So Fast We May Go and No Faster

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the importance of what high schools and colleges have accomplished through their courses in cooking. Education is spreading an understanding of diet and the relation of food to individual differences. Education is helping to correct the tendency among certain people to eat to excess; to eat as a gross pleasure far beyond the limits of reasonable hygiene. Benjamin Franklin in his plan for self-improvement as given in his autobiography has the maxim: "Eat not to dullness"—and few of our great men have loved eating more than the genial Franklin! He clearly recognized its relation to the higher faculties.

Clothing is another fundamental influence in the life of man. When the skin draws heavily on the blood to keep it warm or cool there is less to supply the brain. The sense of restraint and weight that goes with heavy, crude garments influences the mentality. The lightness, adaptability, and beauty of the clothes of women today affects their mental and emotional states.

Education is a mighty factor in the improvement of clothing. Among races whose education is static, dress remains unchanged from century to century. By freeing the mind in some measure in such matters our modern education has been

truly liberating. Education has affected our ability to produce clothes—to cultivate fibers, to develop synthetic fibers, to weave them, to design them into garments, to make the garments at low cost, to sell them in immense quantities. At a thousand points education comes in to speed up and fortify the improving process.

The influence of housing on life is so vital that when its full significance is realized our homes will be designed by humanists rather than realtors with a large appetite for profits and a small appreciation of the specific qualities which a home must have as an ideal place for human beings to live and grow in. The house—in the sense of the actual structure and its total environs—determines such matters as fresh air, quiet, warmth, sun, order, beauty, convenience, wholesome and safe play opportunities, the degree of neighborhood life—all factors which may contribute to the development of man.

Education is a mighty power in home improvement. All the skills which are involved in building have been improved through education. Schools of architecture and engineering have helped in the development of home design—but not so much as they should; they have been more interested in monumental buildings and fine machines, forgetting that the abiding foundation is the home. Courses in home decoration, now common in high schools and colleges, are a vital contribution. The spread of inventive activity, for which school courses in physics, engineering, and mechanics are in large measure responsible, has led to better equipment of homes. Community planning—still too little touched by the schools—has large possibilities for making the homes of the masses beautiful centers of rich and abundant life.

Government shapes life by its very might and authority. It allows chaos or maintains peace. It restrains or fosters the combative impulses. It directs the energy of the people into destructive activities such as war or conserves them for the higher arts of peace. It allows powerful forces to exploit the people or insists on economic decency.

The importance of education to good government has been the theme of statesmen particularly since the dawn of the

democratic era. There is a clearly observable relationship between government that is honest, efficient, and progressive and the level of education in our various states and localities. It becomes increasingly plain that men like Horace Mann who inspired our people with faith in education and the improbability of man, have made as large a contribution to the advance of the race as have such leaders as Franklin, Washington, and Lincoln.

As government becomes more intricate, the need for education is emphasized. The effect of the citizenship training which is going on in the schools today is incalculable. No one can estimate the mighty possibilities of the six million young people who are now in the high schools and colleges seeking the best education ever given the masses of youth. Other nations are now beginning to follow America in the extension of universal education to higher levels.

One of the wonders of today is giant industry—its amazing effectiveness, its colossal organization, its alertness in research. The fact that free universal education has made giant industry possible is too little appreciated. The relation of industry to man's improvement is basic not only in the production of the goods and tools which it places at his disposal but even more in the incessant hour-after-hour, day-after-day, week-after-week, year-after-year way in which occupation shapes one's habit, thinking, and outlook. Industry is not only solving problems today, but it is creating problems—problems which touch life at its roots, which may force an almost total reorganization of such basic factors as government and education.

Education may be obliged to provide in a machine age the creative factors which give significance to life. It may also be obliged to assume responsibility for developing skill, specific skill not only in the children but in every adult who finds himself thrown into unemployment by the sweeping changes in the organization of industrial machinery, which may come to displace within the span of a few months hundreds of thousands of workers. Never has the need for careful,

thorough, individualized, extended education been so pressing as at this very moment. Little wonder that those who are less fortunately situated economically

EVERY economist today knows that the real wealth of nations is the health, skill, intelligence, and purpose of the people and that the schools conserve and multiply the human resources. The free common schools are America's supreme contribution to civilization. They have made giant industry and business possible. They are the safeguard of our future—our ultimate guarantee that the human values shall survive.

or racially hold to a faith in education as their hope for better times. It is their hope.

The industrialist or merchant who seeks to hinder right education by limiting taxes or influencing legislation is simply stupid. He is cutting off the sources of his wealth. He is limiting the skill of his employees and the consuming power of his potential customers. If the economic value of education were fully understood, schools would be embarrassed by the riches at their command and every program of industrial expansion would be preceded by a program for developing efficient free public schools.

Learning is man's mightiest lever. The number of men in a generation who have learned in any large way has always been relatively small but it is increasing today by leaps and bounds. The amount of thinking that man has so far achieved is but a minor part of what he might achieve. But today—thanks to schools, libraries, printing, photography, radio, and travel—people are learning, *learning*, LEARNING; young people, old people, white races, brown races, black races. The tide of learning has set in with such mighty force that veritable continents of superstition, ignorance, and prejudice are being swept off the face of the intellectual earth. Literally a new age is here. For the first time in history it is possible to foresee a situation in which the masses of men will enjoy all the food they need; homes that surround them with warmth, order, beauty, and clean-

ness; transportation that is quick, comfortable, and even in itself beautiful; communication that is instant and worldwide; protection from many of the misfortunes and disasters of life. In other words through the gradual extension of education it is possible to produce an age in which everyone can have, to the full measure of his ability to use them, the good things of life which only a few wealthy people have heretofore enjoyed.

It is impossible to overemphasize the lifting force of rightly conceived, rightly managed education. It is the process by which civilization grows. The teacher stands on the unlimited frontier of childhood—a frontier that transcends time and space, and that leads on and on and on. We shall double the number of teachers; we shall free them; and pay them; and honor them beyond our most generous dreams of today. We shall do it gladly, eagerly because of the richness they add to our lives. Teachers are overworked. There are too many children to each teacher. Many teachers are tired—chronically tired—unable to give their best to the individual child; unable from sheer overload to know his parents, his home, his needs, his hopes, his possibilities. Military leaders throughout the centuries have held to a squad of eight men. Long experience has taught them that a group of eight is all that one man can manage effectively. Education needs to learn that lesson. It is one thing to herd children. It is another thing to understand them, to appreciate them, to be familiar with the forces that play upon them in home and community; to guide them in health, human relations, learning, citizenship, vocation, leisure, and character. Every dollar spent to provide in the schools the friendly guidance of able teachers will save ten times itself by preventing inefficiency, disease, and crime. America faces chronic unemployment as a result of machine efficiency. Why not give teachers aids as we give secretaries to office men? Why not draw into our schools another million teachers, nurses, psychiatrists, sociologists, librarians, researchers, directors of clubs, gardeners, mechanics, artists, scholars, home visitors? Let us invest in the abundant life.—J.E.M.

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.

Our Great Enemy

HORACE D. TAFT

HEADMASTER HORACE D. TAFT of the Taft School for Boys, Watertown, Connecticut, is an able and farsighted citizen. He is the distinguished brother of the beloved late chief justice. Like many other sane and able people he is working at his task of citizenship. The following story is one of a series of articles which Headmaster Taft is writing for Connecticut daily papers.

IN THIS BATTLE, who is our great enemy? Whence comes this prodigious noise, this propaganda over the whole country which results in twisted news items everywhere, in false statistics, in heaping scorn on officers of the law for doing their duty, in jubilation when they fail, in the sacrilegious use of Faneuil Hall over the death of three acknowledged lawbreakers, in the maudlin speeches in Congress, in such an idiotic bill as the one to prevent officers from using arms against a criminal in self-defense?

It all reminds you of the Copperheads in the Civil War. They kept screaming, "The war is a failure," and thereby did all that was in their power to make it a failure. Every victory for the Union they deplored and belittled. Every victory for secession brought them joy and they kept clamoring for an impossible compromise that should end the fight.

But who is behind it all? Is it because the good citizens on the wet side are more selfsacrificing and enthusiastic than those on the dry?

No, we must recognize our real enemy, an enemy that is fighting not in Massachusetts alone, not in the United States, but in Canada, in Scandinavia, in Finland, in England, throughout the world. It is what the English call *The*

Trade. They usually confine that name to England but now the whole liquor, wine, and beer interest of the world is organized and is fighting with its back to

IT IS WELL that teachers are again taking up the problem of outlawing beverage alcohol in the individual life as well as in the Constitution. Teachers will bring to this task a high sense of fairness, sanity, moderation, combined with an appreciation of the need for attitudes which are clear and firm. These attitudes must be strongly enough established to guide the individual in his own life and to fortify him against the onslaughts of the wet forces during the present period when America is the world battleground in this issue. The Protective Amendment in another ten years will prove its worth to a point where other civilized nations will recognize its advantages. The world liquor forces know this and they are fighting with vast resources.

the wall, with enormous financial resources, against the rising tide of temperance, or prohibition, or local option, or whatever form the upward movement takes.

And, of course, they have concentrated on America, for they know well that if the success of prohibition is acknowledged here, their doom is sealed.

According to the Associated Press, Mr. De Mun, president of the International League of the Adversaries of Prohibition, a Frenchman, said seven years ago, "We have a hundred million people behind us and untold millions of dollars which we will spend in the merciless fight to destroy prohibition in the United

States." The same gentleman, as chairman of the French Wine Export Commission, said in the French Wine Trade Journal, "The approaching electoral struggles in the United States will probably be the occasion for redoubling the efforts of the commission, and it is now awaiting the return of its representative to decide its action in the matter."

A French Commission in accounting for the expenditure of great sums of money, claimed a share in the wet victories in Canada and stated that wherever the fight was on in any country there they would be with their money.

The German beer men in convention announced their intention to free America.

Canadian whisky and beer men paid tremendous sums into the campaign chest in Canadian campaigns and they and their English brethren are awake to the dire consequences of a dry victory in America.

Here is a gigantic corrupting power proposing in the very words of the French president of the Wine Association to break down the Constitution and laws of the United States and to do it with money. If these gentlemen who are making such a noise are anxious to use Faneuil Hall for something akin to its old purposes, there is their opportunity.

Remember that what the good citizens on either side contribute in this fight are mere *contributions*; what these whisky, beer, and wine men contribute are *investments* and contributions are a mere bagatelle compared with investments. I wish we could bring home to every voter a realization of this situation and of the motive power behind this prodigious propaganda. [Every school should receive regularly *The American Issue*, Westerville, Ohio, a weekly periodical which gives important facts.]

SHALL we teach Prohibition? The answer is: Shall we teach law enforcement and respect for the Constitution of the United States. To the teacher with backbone and character there can be but one answer. We must teach Prohibition because it is a part of the Constitution and the law of the land. Moreover, all vociferous wet propaganda to the contrary notwithstanding, it is the earnest desire of a vast majority of the citizens of this country that this law be enforced. We must teach Prohibition because Prohibition is desirable; it has brought immense benefit to us in wealth, in health, and in happiness. A much smaller percentage of our people indulge in the use of liquor than ever before. We can make the law much more effective by teaching the values of Prohibition. The gangster, the beer runner, and the beer runner's friend will object, of course, but the manufacturer of alcoholic drinks and the saloon keeper objected to the enforcement of liquor laws and the teaching of abstinence before Prohibition went into effect and the objections of the later gentry should have no more effect than did theirs. In conjunction with what we may all hope will be an honest attempt at law enforcement, teachers should do their duty.—Editorial paragraph from the March number of the *Idaho Journal of Education*.

The Wise Use of Leisure

FRANCIS W. KIRKHAM

It is a new and difficult task for the school to extend its control for educational purposes over out-of-school time. In the Granite (Utah) district program of guidance, each pupil of the junior high school gives a confidential report to his advisory teacher as to:

(1) Whether he has kept the rules of the health game.

(2) Minutes spent per day in recreational activities, movies, dances, theaters, concerts, indoor games, riding for pleasure, loafing.

(3) Minutes spent per day in vocational activities such as farm, household, or clerical work, shop, factory, or other work.

(4) Minutes spent per day in extracurriculum activities such as music lessons or practise, dancing lessons or practise, outside reading not required for school work, and the like.

(5) Minutes spent per day in community activities, such as Boy Scouts, 4-H Clubs, Sunday school, athletic clubs, glee clubs, bands, choirs, and the like.

The report is arranged to permit each pupil to check himself daily; it stimulates the pupil to account to himself for the use of his time and is important to the advisory teacher for guidance and placement. All pupils in the junior high schools, as part of the civics course, complete a project in citizenship or take part in some community organization such as those listed above among *community activities*. This resulted in plans for co-operation with three national youth movements—for the grammar grades, The Knighthood of Youth; and for the secondary grades, the Boy Scouts and the 4-H Clubs. The Junior Red Cross was already approved. The Knighthood of Youth is the only national club organization the district was able to find which is adapted to children of the elementary grades and which aims to interest children in out-of-school activities.

During summer vacation—In 1927 the Board of Education authorized the employment of several teachers and the principals of the two high schools to outline, supervise, and direct the summer program for pupils of the seventh to tenth grades. The work consisted of health, citizenship, project work, or regular employment.

Cooperation with Boy Scouts of America—During the year 1926-27 a plan of cooperation between the Granite school district and the Salt Lake Council Boy Scouts of America was recommended to

the Board of Education and to the Salt Lake Council. The plan adopted is:

(1) A survey of the district to find: names of boys in Scouting with troop, rank, and length of service; boys not in Scouting and if they desire to join; and boys once in Scouting, with rank, when they joined, when discontinued, and reason for discontinuing.

(2) Making available without cost, rooms and equipment of schools for Scout work under regulations to be approved by the Board of Education.

(3) Asking teachers of science, civics, and other subjects to help boys prepare for merit badge examinations.

(4) Providing opportunities for Scouts' "daily good turns" in school activities.

(5) Encouraging teachers to volunteer service as Scoutmasters and local merit badge examiners and to assist Scouts in various ways.

(6) Permitting enrolment and consistent advancement in Scouting to meet the requirements of the out-of-school activities required in character education programs of the district for which the advisory teachers are held responsible.

The responsibility for the administration of the Scouting program was given to the physical education director of one of the junior high schools. The advisory teachers of boys 12 years or older were held responsible by their principals to make the above survey. The lists of names and addresses secured in the survey, were furnished to Scoutmasters to enable them to check on the Scout enrolment and to learn the names of boys who should belong to their troops. Duplicate lists were furnished the school principals. The Salt Lake Council Boy Scouts of America sent a personal letter to each boy 12, 13, and 14 years of age who was not a Scout, inviting him to join the troop in his neighborhood. The principals reported to the superintendent any rank or certificate in Scouting held by the men teachers or any of their activities in Scouting.

The only cost of the plan is for light, heat, and janitor service of the school gymnasium and a small cost of supervision. The successful administration of the plan depends upon the enthusiasm of the superintendent, the person to whom he gives the responsibility for its administration, and the principals and teachers of junior high-school grades. Boys of these grades can easily be encouraged to become Scouts and to advance in the Scouting program. They will appreciate this interest in their welfare and will readily accept Scouting as a logical part of their training for citizenship. The teacher who becomes a Scoutmaster will be delighted to find in this service the solution of his problems of

discipline and an exceptional opportunity to help create ideals and ambitions in the lives of his pupils.

The plan aims to magnify and dignify Scouting, to build up its local units, and to support the national organization. It does not submerge Scouting or its distinctive methods in a school curriculum. It helps give to youth the trained leadership of men vitally interested in their welfare. It discovers those teachers who are willing to volunteer a part of their time and energy for the moral training of youth.

The national 4-H Clubs promoted by the Federal Department of Agriculture provide excellent leisure-time activities for boys and girls of junior and senior high-school grades. It is an excellent plan for putting instruction into action. At first, home economics teachers employed by the district directed the 4-H activities. The plan was changed a second year by the district employing a teacher of home economics to supervise clubs consisting of 8 to 10 girls, directed by *volunteer* leaders. There is no conflict between the work of the school and the 4-H work for girls. A duplication of effort, however, appears in the promotion of vocational agriculture in the high school and the 4-H work for boys. The 4-H work was recommended for boys of less than high-school grade and for those boys of high-school standing who did not select agriculture as their major subject.

Cooperation with the Junior Red Cross was recommended to all teachers. Membership in the national organization encourages attitudes and ideals of helpfulness, tolerance, and international goodwill by providing interesting activities for the child in school and during out-of-school time. The national headquarters at Washington, D. C., furnished helpful material and supervision.

Granite district in the above program for leisure time recognizes that the school *alone* will fail; therefore it takes the initiative in cooperating with the *entire community* for the wellbeing of its boys and girls; it uses worthwhile organizations already in existence; it concerns itself with an *allyear program*; it sees that "all work and no play makes Jack a dull boy"; also that all play and no work makes Jack a foolish boy—that better success in school helps to a wiser use of leisure and that a better use of leisure helps to a finer school success.

The Young Citizens League

S. B. NISSEN

Editor, South Dakota Education Association Journal, Sioux Falls, South Dakota

NOT AT ALL unlike the Athenian youth of long ago who daily repeated and who believed in and tried to live up to the pledge to "never bring disgrace to this our city by any act of dishonesty or cowardice" and "to revere and obey the city laws and do our best to incite a like respect and reverence in others," are the elementary school children of South Dakota who as members of the Young Citizens League believe in and endeavor to live up to the motto—*Help Uncle Sam, one another, our school, and our community*—when each of them takes the following pledge:

I hereby pledge my active devotion to my country by a study of its ideals and by a constant interest in the general welfare of my state and nation. I shall strive to do something each day to improve the standards of my school and community and thereby endeavor to promote better citizenship.

The Athenian youth made their city great in every respect and South Dakota teachers and school officers are sure that Young Citizens will in like manner contribute to their state's further greatness.

The Young Citizens League was founded in 1912 by M. M. Guhin, then superintendent of schools in Brown county and now rural school supervisor at Northern State Teachers College, Aberdeen, South Dakota. Upon Mr. Guhin's recommendation the League in 1925 was made a state organization. Under E. C. Giffen, then rural school supervisor of the state department of public instruction, later fulltime executive secretary of the League, and now state superintendent, the Young Citizens League made its greatest growth.

Adult attention, within and without the state, has been focused upon the League because of its uniqueness as an organization of young children, because of its surprising growth in numbers of active chapters and members, and because of its unexpected achievements. Though this interest is somewhat popular in vein, League sponsors earnestly adhere to the belief that these achievements are the least important elements of its worth and that the real worth lies in the character building influences which are set loose because of it. They check all efforts at commercial

exploitation of the League programs and projects and insist upon these being of such nature as to contribute definitely to



TO THESE children the flag symbolizes America. Is the nation doing its part to make sure that they have a fair start in life?—That the school of the open country shall be as good as the school of the city?

making boys and girls into better citizens.

Yet these accomplishments indicate the tremendous worth of the League to the schools, to the communities, to the state, and to the boys and girls themselves. This brief resumé of recent League developments and achievements is given with the further statement that the true League worth lies back of them.

At present, membership totals more than 75,000 elementary-school pupils, mostly in rural schools in every county of the state. State officers roughly estimate that the chapters this year number 5000, which would mean that few of the 4500 rural schools of South Dakota are without a League, for many village and town schools have more than one League. The sister state of North Dakota has Leagues in twenty-five counties and many have been formed in other states. Rural-school children are given through the League an opportunity for cooperative, worthwhile activity which does not come to them from other character-training organiza-

tions that confine their efforts to larger cities and communities.

The Young Citizens League organization is simple so far as adult supervision is concerned. Each teacher whose group comprises a League is an adviser; county superintendents are county chairmen and the state superintendent of public instruction is ex officio state chairman. The League has had a fulltime paid adult executive secretary since the state legislature in special session in June 1927 (called for the purpose of paring down appropriations and which did cut down certain school appropriations) unanimously, upon the recommendation of Governor W. J. Bulow, appropriated \$10,000 for the League for the biennium. This was done again in 1929 for the present biennium. When E. C. Giffen became state superintendent in 1929, D. C. Mills, a former county superintendent who had done outstanding League work in his own county, was appointed state secretary.

Each year, the League has a two-day state convention held at Pierre, the state capitol. This is preceded by county conventions at which delegates are elected and contestants chosen to enter the state-wide essay and speaking contest that for the past three years has been its most interesting feature. The fourth annual convention will be held May 27-28, 1930.

Different civic organizations or departments of government have sponsored these contests, appropriating funds for literature, publicity, or prizes. In 1928 the contest was upon the subject of "Black Stem Rust and the Common Barberry" and was a followup of the League's campaign to eradicate the barberry bush—which plays a part in the life cycle of the black rust—so destructive to the small grain crops of the northwestern states. This first contest was staged under the auspices of the Rust Prevention Association in cooperation with the Bureau of Plant Industry of the U. S. Department of Agriculture. In 1929 the South Dakota Association of Manufacturers and Employers sponsored the contest upon the subject, "Agriculture and Industry must Prosper Together." For the present year, the essay subject is "Con-

servation of Natural Resources, including Woods, Waters, and Wild Life." The state department of game and fish has appropriated \$1000 for prizes and expenses and the state division of the Izaak Walton League is cooperating in every way possible. Over six thousand members of the League entered the contests this spring.

Last year the annual convention banquet program was broadcast over station WNAX at Yankton, South Dakota, about two hundred air miles distant from Pierre. The radio station owners donated the use of their facilities and other interested individuals and business firms paid for the cost of providing the necessary remote control hookup. This will be done again this year.

Another feature of each annual convention is the governor's reception at which League delegates meet the state's chief executive in his chambers and also the other state officers in their offices at which time they explain their respective duties to the Young Citizens.

Convention sessions of the League are held in the legislative halls of the capitol building. Many adult observers have remarked upon the decorum and parliamentary skill of the youthful delegates, such skill having been acquired through practise in local chapter meetings and county conventions. One prominent state official, a gallery onlooker, has been widely quoted as saying, "There was never a more intelligent, more earnest, and better-looking group of growing American citizens assembled at a meeting of this kind."

Each year at the state convention the major project for the next school year is adopted. These projects during the past four years have been as follows: 1926-27, recataloging, reconditioning, and building up of school libraries; 1927-28, beautifying school grounds; 1928-29, music appreciation and the purchase of

musical instruments; and 1929-30, art appreciation and the adding of good pictures to classrooms. Annual reports from the counties, compiled by the executive secretary, give ample evidence of local chapter activity and the success of the projects. Major projects, as soon as a new one is adopted, become and remain minor projects and interest in them is thus continuous. Funds for necessary expenditures for project work is realized from small self-imposed chapter dues, school programs, socials, carnivals, and the like.

The League has an official Y. C. L. march song, words and music for which were written as the result of a statewide contest several years ago. The words for the song were written by Major Joseph M. Hanson, Yankton, South Dakota, national historian for the American Legion and the music by Richard Broughton, Sioux Falls, South Dakota. The music as sung and played by an orchestra has been recorded. Distribution of the phonographic record is through a state dealer with the League sharing in the revenue.

Aside from the major and minor statewide projects, local chapters are active in many ways. They sponsor local projects which may be that of the erection of a flagpole, the purchase of a flag, or even the study of a local water-supply system. Local chapters, too, have charge of school observance of special holidays and special week programs, such as those for American Education Week and Thrift Week. Members sell Christmas seals in county campaigns. The American Legion, Izaak Walton League, South Dakota Education Association, and similar organizations are interested in the Young Citizens as shown by resolutions passed commending their patriotic and other activities. Each October, during Fire Prevention Week, Young Citizens cooperate with the state fire marshal in making surveys of home premises and in presenting public fire-prevention programs. Each year Gov-

ernor Bulow's Arbor Day proclamation is addressed to the Young Citizens and not to the public at large.

The latest statewide enterprise of the League is the publication of its monthly official organ, *The Young Citizen*, which now, in its first year, has a circulation of over 4000. The editor is Eileen Erickson, a member of the state department staff, who has had special journalistic training and experience. Contributions come from members and from prominent citizens and state officers upon solicitation. A feature of the paper is its state current-event items which would not otherwise come to pupils from nationally distributed current-event papers. Most county superintendents and many local chapters issue monthly Y. C. L. newsletters; a few of these are printed, many are mimeographed, and some even hectographed. At each annual state convention there is a newsletter contest. These newspapers are exceptionally fine agencies through which schools and their programs are interpreted to pupils and parents.

When former President and Mrs. Calvin Coolidge spent their summer vacation in 1927 in South Dakota's Black Hills, Young Citizens daily placed native wild flowers in the Game Lodge, the executive residence. The state League also presented to the Coolidges a splendid painting entitled "Looking Toward Washington," done by a native artist.

Though it would be easiest to point to these rather unusual activities of the League which may have elements of the spectacular as exemplifying the Y. C. L., adult officers of the organization always urge consideration of the character training outcomes of this *do* program. They state that the League is not a panacea for ills of all teaching situations though they do believe that many such are indirectly solved by the resultant morale of League work.

THE FINE SPIRIT which characterizes the work of the Young Citizens League is readily seen in the January editorial in the League's monthly paper, *The Young Citizen*, which sounds the keynote of the year's program:

We already will have begun a new year by the time this issue of *The Young Citizen* reaches you. We will gain new experiences in both work and play in 1930. Let us resolve to profit by our past year's experiences and accomplish more worthy tasks this year. ¶Let us look ahead and note the things we have planned to do this year. Our county and state Y. C. L. conventions are just a little more than three months away. We must make our plans for these and then carry them out. There is our major project for the year—*art and art appreciation*. Are we making any progress with our major project? There is the continuation of our last year's major project—*music and music appreciation*. We must not forget this. ¶Work on the speaking contest has been organized and more than two-thirds of the counties have enrolled. Is your league going to be represented in the contest this year? ¶Then there is our new venture, *The Young Citizen*. This is the fifth issue of the paper. Will leagues continue to send contributions and will each subscriber try to obtain one more subscription? ¶Our Y. C. L. march song has been recorded, and the first five hundred records already sold. Less than one thousand copies of the first edition of the Y. C. L. march song remain. Each league will want to have a copy of its official song. ¶As we look forward to the new year of 1930, let us resolve to make it a year of wiser, happier experiences.

Saving the Child from Tuberculosis

J. A. MYERS

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THE SCHOOLS can do much to help control tuberculosis. Teachers have opportunities that almost arouse the envy of others who are in tuberculosis work. They have the children grouped together at a time when they are easy to teach, at a time when the child's mind is retentive. They have the confidence of the children and their parents. During the school years, particularly the early years, the child's body resists tuberculosis better than it ever will again. Therefore, teachers have them sufficiently long when they are fairly free from serious forms of the disease to teach them what they should know before the destructive period overtakes them.

The subject of tuberculosis has been made popular in recent years through the educational campaigns of the National Tuberculosis Association financed through the sale of Christmas seals. People have become interested in the subject. Therefore, the teacher has an interested group to teach.

If we will apply what we know about the control of tuberculosis, we can save approximately 50,000 lives in the United States each year from this disease. Can any teacher, knowing this fact, fail to become enthusiastic over her opportunities in this field?

Rathbun, in Chautauqua County, New York, in 1923 began to make careful examinations of the 23,000 school children in that county. Of the first one thousand examined, he found 1.3 percent to have healed or active tuberculosis of the lungs. A relatively large percent of the active cases, he says, were athletes engaged in major sports. After conducting this study, Mr. Rathbun says, the public school is one of the most important fields in the control of tuberculosis.

Chadwick of Massachusetts, Opie and McPhedran of Pennsylvania, Dickey and Faber of California, and others working in different parts of the country have reported results of excellent studies on tuberculosis in children.

The mortality from tuberculosis is exceedingly high among boys and girls of high-school age and immediately thereafter. This is particularly true among

girls. To prevent destruction at this age, we know it is not a matter of teaching tuberculosis only but of teaching boys and girls the fundamentals of health to help them prevent the development of the fatal forms of tuberculosis. This teaching should be begun early in the grades and continued through high school. When one learns of the amount of money that is expended each year to educate girls and boys who die of tuberculosis before reaching the age of twenty years, one is appalled, but dollars and cents are insignificant when compared with lives at these early ages. We have a serious problem and the question that confronts us is how can the schools help most in the solution of that problem?

From the age of about three or four years to ten or twelve years, tuberculosis is found in the lymph nodes more often than in any other part of the body. That group of nodes located at the root of the lungs is most frequently attacked. Tuberculosis of these lymph nodes does not always cause marked symptoms. The child with them may be normal in weight, may have approximately the same play spirit as other children, and may look well. The enlargement of these lymph nodes can be detected with a fairly high degree of accuracy only by an xray examination. If children manifesting such enlargement of the lymph nodes later found to be due to tuberculosis are placed on a schedule which conserves their energies and builds up their bodies, they will often heal their disease. When such a schedule is not followed, many of them will later spread their disease to other parts of the body and become ill from tuberculosis.

In 1921, Dr. F. E. Harrington, commissioner of health and director of hygiene of Minneapolis, initiated what has proved to be a worthwhile movement in this country. He established a special public school for tuberculous children. This institution has cared for approximately one thousand boys and girls. These children have, for the most part, continued to live at their homes and the extra care by way of food, rest, medical, and nursing supervision has enabled them to improve their health at the same time as they have continued their education. In many places

the tuberculous child is excluded from school by law. Think of the terrible loss to these one thousand little boys and girls if this special school, Lymanhurst, had not been in existence and they had been refused educational advantages. Many of them, a little later, would have been thrown into the world unprepared to meet competition. Not only would they have been miserable but they would have made life miserable for many others. Moreover, in not a few of these cases, their disease would have spread to the point where they were menacing the lives of others with whom they came in contact.

In addition to the work in the school, an outpatient department is in operation where any teacher, school nurse, school physician, private physician, parent, or guardian who questions the health of a child can bring that child for a complete tuberculosis examination. In this department more than six thousand girls and boys have been examined since 1922.

The first pupil admitted to the Lymanhurst School on May 31, 1921, was a boy of approximately eleven years. Two of his uncles had died of tuberculosis. The tuberculin test showed that he had been infected with tubercle bacilli. The physical and xray examination revealed evidence of tuberculosis. He remained in the school until September 1923 when he was transferred to an open-air school. Because of change of address the medical staff had been unable to follow him but in 1928, when there was some question about funds being available for the continuation of this school, the following letter from him appeared in one of the daily papers:

Editor, The Star: In a recent issue of your paper, you had an article of reference to Lymanhurst School that it was to be closed for lack of funds.

This will be a great blow to the city as well as to the state. This is a wonderful institution and the work they do cannot be equalled elsewhere; I know for I had the privilege of being the first pupil to enrol in this school.

I am sure there must be some way to get funds to carry on the work they do there. Won't you suggest in your paper something that could be done to keep this school open?—H. H.

After reading this letter, everyone who had helped in the work of the institution

was greatly encouraged, for certainly there is no greater recommendation for the work than that which comes from one who has benefited by it and has later made a success in life.

Tuberculosis often causes serious deformities, such as shortening of the extremities and hunchbacks. On March 6, 1922, a girl of ten years was brought to the Lymanhurst School. Her mother died of tuberculous meningitis while this child was a patient in the school. Careful examination revealed the fact that tuberculosis had already involved the spine. The destruction was not great. The physicians of the school had detected it before any deformity occurred. This girl was placed on rigid treatment over a long period of time. Her disease began to heal and healed so completely that she is now in excellent health. In other words, marked deformity, perhaps severe hunchback deformity, was prevented through the early detection of the tuberculous spine.

A father was found to have a rather extensive tuberculosis on his first examination. There were two boys, one seven and the other thirteen years of age, in the family. They were both in school. When the father's case was detected, the parents were advised to bring the two boys

to the Lymanhurst School for examination. They both appeared to be in excellent health. Examination showed that not only had both of them already been infected but had become diseased. In one case the disease was fairly well confined to the lymph nodes but in the boy of thirteen years one lung was definitely involved. However, the disease had not yet broken down the lung tissue so that symptoms had appeared nor was he yet a menace to others with whom he associated. This is tuberculosis work of the finest quality. Nothing could be better except to prevent the development of tuberculous infection but with our present knowledge, the prevention of infection in every case is not possible. In the cases of these two boys, one can hope for excellent results, as far as treatment is concerned, through the arrest of their disease before it has broken down the tissues. In reality this is preventive work, for without the detection of their disease, it is quite possible that they would have continued in school until they had become a menace to other school children. They are now being kept under treatment and close observation through the school.

From the records of the Lymanhurst School, it would be possible to cite many similar cases of boys and girls who have

been benefited. Florence M. Jameson, principal of the school, makes this statement:

All grades from the kindergarten through the 8A are represented at Lymanhurst and the distribution of pupils in these grades is about as even as that in all the schools throughout the city. The child transferred to this school comes with a certain classification from his home school. This is accepted without question. Is he able to make substantially the same progress here as a normal child would in the ordinary school? Figures obtained from the Research Department covering the last eight periods of promotions show that the average percentage for the city is 87.7; for Lymanhurst 88.4. This would seem to prove that the child does hold his own while here.

The next question is, what is his measure of achievement when he returns to his home school? A study made recently of the progress of children checked out answers this question. One hundred names were chosen at random from the list of 550 children admitted during the years that the school has been in existence. Nineteen of these have been withdrawn from the Minneapolis schools for various reasons. Eighty-one are still attending the city schools. Of this number 92 percent have received the regular promotions—4.3 percent higher than that of the city—may be partly accounted for by the fact that the less desirables have been withdrawn, nevertheless, it proves in a fairly accurate way that our children while making great gains physically lose nothing in scholastic attainment.



Habit formation is especially important with very young children. Particular attention is given to habits of health and cleanliness.

Ten Questions for High-School Teachers

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IN VISITING high schools in several states within the past two years, and particularly in visiting the high schools of Arkansas during 1929, I have been impressed with the fact that seldom do high-school teachers have a clear conception of what the inspector or supervisor is looking for or what his purposes are when he visits classrooms. Too frequently teachers feel that a visit of fifteen minutes or more cannot possibly reveal much to a visitor. This is largely true so far as individual supervision is concerned or so far as getting an entirely accurate estimate of the teacher is involved but the visitor may get a fair idea of many things within a few minutes and in general his idea will be about right. Especially is this true if, as was done in surveying the high schools of one state, certain questions may be asked the teacher herself.

The ten questions briefly presented in this discussion have been listed primarily with the idea of informing the high-school teachers of some of the points by which the best high-school teachers may be judged. Since each question forms the basis for a faculty discussion, they may prove helpful to principals and supervisors as well.

(1) *Does the teacher pay attention to the physical conditions of the room?* Are there adjustable shades but a teacher who does not adjust them? Is there a wave of stuffy and foul-smelling air upon entrance to the room? Are the lights on when properly adjusted shades would give natural light? Or is the room attractive with shades adjusted properly, with a fresh, clean-smelling atmosphere, a vase of flowers on the table? The visitor finds both extremes. During the past winter I have visited rooms varying in temperature from fifty to eighty degrees Fahrenheit. Three minutes will tell an experienced

supervisor the answer to question one. As a well-dressed man is frequently one whose clothes have been so well-selected that the total effect is the only impression on the observer, so the room with right physical conditions is frequently one with which the supervisor is satisfied at once, without checking details.

(2) *Is good discipline evident without apparent compulsion?* We may define good discipline as being the evidence of the industrious, workmanlike atmosphere in which all are profitably and agreeably engaged in classroom work with no undue disturbance to each other. The visitor is able to decide this within a few minutes. Does the teacher have to call for order or rebuke pupils for their behavior? Or is good discipline evident with little apparent effort on the part of the teacher? This latter fact usually means that plenty of effort on the part of the teacher has been directed towards the learning processes going on in the classroom.

(3) *Is any method other than the "textbook recitation" in evidence?* I am not one of those who urges the abandonment of the textbook recitation in its best sense. In the face of modern theory which urges getting away from the textbook, I still see advantages to be gained from its proper use and believe that in some form or other it will survive when more highly rated newer modes have had their day. Yet if the textbook recitation is all that is evident, the teacher is missing her opportunities. Directed study, the contract plan, the socialized recitation, to name only a few of the newer methods, may all be used at some time or other by the best teacher. One does not have to formally adopt any one of these in order to teach well but the teacher who does not make some effort to adapt the newer methods to her particular situation is not one of

the best teachers. Even in a visit of a few minutes the experienced supervisor will frequently find evidence to justify a verdict on this question.

(4) *Is there a plan for adaptation to individual differences within the class?* The visitor may not always be able to answer this question from a visit of fifteen minutes but it is a question he would like to ask the teacher. Particularly in our smaller high schools, about the only worthwhile and practical adaptations to individual differences must come within the class through differentiated assignments, grouping, enrichment through particular tasks assigned brighter pupils, and so on. The teacher who says by her actions that every member of her class—whether it number forty or twelve—is to receive the same assignment, the same treatment, and the same instruction, deliberately violates the philosophy of individual differences, one of the big advances of the past twenty-five years and to that extent fails to be a best teacher.

(5) *Does the teacher use new-type tests, and if so, for what purpose?* This is in general a question that the supervisor may not find out in a brief visit, though in many cases he will. The writer was recently presented an examination by a colored teacher of Latin and asked to criticize it. It was made entirely of true-false, multiple choice, completion, and other similar objective new-type tests. The only criticism might be that she should have included some translation to test organizing and composition ability. This teacher had recently taken an extension course in new-type tests and had used what she had learned in this course.

The second part of the question is almost more important than the first. Unless testing, which is a sampling process to determine what has been learned, is

WITH their charter, the emigrating Puritans also brought over the germ of the American public school system. In their opinion, it was essential for every faithful Christian to read the Bible daily; consequently all children had to be taught to read. As soon as the leaders found that they could not depend on parents to teach the children their letters, every town in Massachusetts Bay was ordered to establish a free public school. The Boston Latin school, for secondary education, was founded as early as 1635; and Harvard College in 1636, "for the advancement of all good literature, arts, and sciences." No colony in the world's history has been so careful to educate its children as Massachusetts Bay; and from there the idea of free public education for all, without any taint of charity about it, has spread over the United States and back again to Europe.—S. E. Morison in the *Historical Background for the Massachusetts Bay Tercentenary*.

used for diagnostic purposes, or as a teaching device, it makes little difference whether tests are essay or new-type. Too many teachers stop when they are just ready to begin; they test and the testing becomes the end, both literally and figuratively, instead of the means of helping the class towards more effective learning.

(6) *Is there evidence of a lesson plan?* The visitor can usually tell, even during a brief visit. It is not germane to discuss the variant views of lesson plans, whether they should be written or not, made for every day, and so on; but unless the teacher has some plan of procedure, whether written on the back of an envelope, or clearly outlined in her mind, the lesson becomes a comparatively meaningless and random affair.

(7) *Is the teacher interesting or dull?* There was once a Texas superintendent who would recommend only good-looking teachers for his elementary schools on the theory that young children might have their æsthetic appreciation dulled by continuously looking at ugly teachers. Whether we agree with this practise or not, most of us would agree that when we are bored by dull persons we lose interest and escape when we can. The children cannot; all the more reason for securing interesting teachers. And when is a teacher interesting? When she has some verve, spontaneity, humor, and camaraderie, or whatever it is that makes us listen and learn. It is easier to decide than to describe. The best teachers are interesting.

(8) *Has any attempt been made to*

create "classroom atmosphere"? Members of the Newburgh, New York, survey staff visited all the high-school classrooms to find out the answer to this question for that school. It takes not more than five minutes in a classroom to find out. Should not the best teachers make it easy for a visitor to tell what is taught in their classrooms without his having to listen to the class or to ask? Or are four bare rectangular walls, bulletin boards which are perfect—because they have not been used—desks, and persons all that we have a right to expect? I know of a Spanish classroom which almost resembles a Spanish museum: Spanish posters about bull fights, Spanish menus, Spanish advertising, Spanish pictures, Spanish postcards, Spanish magazines and newspapers, Spanish dolls, Spanish costumes. Is there any wonder that pupils like to study under this Spanish teacher and learn Spanish? How could they do otherwise?

Admittedly the task of the teachers of mathematics and shorthand is not so easy, yet I have found these rooms full of "classroom atmosphere." The best teachers are neglecting an opportunity if they fail to challenge their classes with the group responsibility of working towards having a classroom on whose door the name of the class taught there does not necessarily have to be written.

(9) *Is the teacher carrying on what for her is a classroom experiment?* As Buckingham in his *Research for Teachers* says, the average classroom teacher shrinks from research because of the usual connotation of the word. The

teacher who experiments in a simple way with some methods which she has read about or heard about, or the teacher who tries what for her is an experiment, grouping within the class, surely means more to the schools than the teacher who does this year exactly what she did last year. Even when I have found innovations which seemed doubtful, I have been glad to see the teacher alert enough to try something different.

(10) *Does the teacher teach with a real purpose?* Here the average state inspector or supervisor may usually only wonder; he doesn't often have time enough to find out. He would like, however, to ask the teacher why she is teaching algebra, for example; to have her tell him just what she hopes to do this week and this month; to find out why she thinks this is of value to this particular class, and so on. In other words, he would like to know whether she is merely going through exercises which lead nowhere, unless by accident, or whether the teacher has a well thought out philosophy of work.

It may be too much to ask our best teachers to be able to answer correctly all ten questions for teachers are human and most of them have both strong and weak points. The best teachers are those who have a stalwart majority of good points. Undoubtedly the best teachers should answer satisfactorily most of these questions. Undoubtedly, too, and this is the reason for the list of questions, teachers will work towards a more definite goal with these objectives placed before them.

The Horace Mann Junior High School

THE new junior high school to be erected at West Forty-first Avenue and Navajo Street will be known as the Horace Mann Junior High School. "Why Horace Mann, and what has he to do with Denver?" asks a wondering citizen, recalling names of public-spirited men whose work deserves commendation on building tablet or corner stone. "Whereupon someone else discovers that one of the avowed purposes of the Horace Mann League, a national organization of prominent educators, is to name one school in each city of the United States for Horace Mann. A second question follows: "Why name a school building just to please an organization?" "In answer, Horace Mann and progress in public education are synonymous terms—hence Horace Mann has much to do with Denver. "And the naming of Denver's new junior high school for Horace Mann is in no sense of the word a mere capitulation to the aims of a national organization. "It is, rather, a tribute embodying something of that spirit of gratitude to the unnamed and unsung heroes of war which inspired nations to build monuments to their unknown dead. "For education, too, has its unknown soldier—the man who believes that every child should have greater opportunities than did he—the man who knows that the nation can be no greater than its educational system—the man who contributes time and effort to realize his belief—the man who willingly pays the price of his faith. For him, every city and hamlet should name a school. "But how? The man is not alone. He lives on every street. You may see him riveting girders in a rising framework of steel or hear his decisions at the directors' meeting of a great financial institution. "To name him, then, we must find a name that symbolizes the layman's power in the cause of education. Hence, Horace Mann. "Encyclopedias describe Horace Mann as lawyer, publicist, statesman—never as a schoolman. So far as education was concerned, he was a layman, driven by his faith in public education to devote his life to its cause. Only in the last years of his life, which he spent as first president of the famous Antioch College, can he be rightly called a schoolman. "As a lawyer and member of the Massachusetts legislature in the early days of the nineteenth century, he caught his first glimpse of the schools of the morrow. As layman and legislator, he followed that vision until he had done for education what all the schoolmen in Massachusetts together could not do; until he saw in reality the reorganization of the common schools of his state. The rest is history that needs no retelling. "Denver's new junior high school will stand, not only as a monument to the work of Horace Mann, but as a tribute to that innumerable company of Denver's citizens whose faith in education makes our progress possible.—From *The School Review*, official publication of the Denver public schools of which A. L. Threlkeld is superintendent.

Vitalized Leisure¹

MUCH of the social degradation we see around us is the result, sometimes direct, sometimes indirect, of uneducated leisure. "Consumptionism" (the creation of new desires as a means of stimulating trade), with its host of attendant evils, physical, intellectual, and moral, flourishes on the fact that millions of people with money in their pockets and time at their disposal have no rational notion of what to do with the one or the other. "Untrammelled," in the sense of having room for creativeness, leisure hours should certainly be, and so, too, should be the hours of work; but if "untrammelled" means that leisure is a region without law, where restraints of reason become inoperative and no distinction exists between wisdom and folly, who would hesitate to say that to leisure so "untrammelled" many a civilization has owed its downfall in the past, and that our own may ultimately perish from the same cause? I name education for leisure as an outstanding need of the present age.

I submit, therefore, with due deference to the Book of Genesis, to the genius of Mr. Russell, and to the well-intentioned violence of his ally in the *Labor Leader*, that any philosophy of labor which sets labor and leisure in contrast and opposition to one another, cursing the first and blessing the second, is radically false. As against the view that labor is cursed employment and leisure blessed unemployment, I would advance the doctrine that employment covers both of them, that the two are fundamentally one, to be governed and directed by the same ideal—the ideal, namely, of excellent performance, which Aristotle long ago laid down as the proper function of man. The only reason which a wise man can give for preferring his leisure to his labor is that the former offers him an opportunity for the more excellent performance, for the doing of better work; but if, as often happens, notably to artists and to creators of real value in general, the hours of labor call for the greater skill, then it will be in labor rather than in leisure that such

men find their greatest joy and happiness.

Whether labor be a curse or a blessing depends on the kind of labor you engage in and the aims and spirit you bring to

THIS ESSAY by the great English philosopher, L. P. Jacks, is printed in THE JOURNAL as a part of the nationwide movement for the enrichment of human life through adult education and the wise use of leisure. Let every elementary school, high school, college, and more especially teachers colleges appoint a committee from the faculty to work on the following problem: What can this school do to educate for a richer, more vital, more constructive, more satisfying use of leisure among the entire population of the community which it serves.

the performance. But observe that precisely the same holds true of leisure. Devitalized labor—the labor, that is, from which personal skill has been banished—is unquestionably a curse, blighting the body and soul of him who performs it, let the "wages" for it be what they may. But so, too, is devitalized leisure, the leisure in which skill has no function. Of the two evils, devitalized labor and devitalized leisure, both sufficiently conspicuous in these days, I count the latter as far the wider spread and the more formidable. Nay, even as the root evil, for there cannot be a doubt that the most degrading forms of mass production now extant in the industrial world are those which minister to the imbecilities of people in their leisure time; those which furnish leisured fools, both rich and poor, with the means of making themselves a nuisance to their fellow-men and a danger to themselves. The labor of the tired barmaid who stands all day behind the counter pumping beer into glasses and the leisure of the soaker who stands in front of the counter drinking it are related to one another as effect and cause. For my part I see no great difference between the general worthwhileness of the two operations. I suggest the picture as furnishing a kind of formula for explaining the way in which devitalized leisure and devitalized labor reciprocally imply and promote one another throughout the whole fabric of industrial society. Of all the games men play in their

leisure time none is so costly from the social point of view as the game of playing the fool; the fool at the leisure-end means a slave at the labor-end.

A thoroughgoing study of devitalized leisure, as the twin curse to devitalized labor, and of the relation that obtains between the stupidity of the one and the "boredom" of the other, is urgently needed at the present time. It would probably form one of the gloomiest chapters of our social history, for there is nothing in which the modern man is so "unhappy" as in his pleasures. But it would prove no less instructive than gloomy and would help us to understand many features of the labor "problem" which are quite unintelligible without it; nay, perhaps, might even give us the long-sought key to the "problem" itself. Here, of course, it is not possible to attempt even a partial survey of so vast a field. But there is one of our leisure occupations, now become so popular among all classes and so deeply characteristic of modern society that I cannot forbear the mention of it.

I refer to the occupation, if occupation it may be called, which goes by the name of "sightseeing." Ours is preeminently a sightseeing age, an age much given to looking at things or "to going to see what things look like," all men with money in their pockets putting themselves into locomotion for that purpose and incessantly travelling by rail, road, or air to such distance from their place of abode (now rapidly becoming a mere point of departure) as the length of the aforesaid pockets and the amount of their disposable leisure render possible. The space-thinking which dominates our habits of work has its counterpart, appropriate enough, in the "sightseeing" which fills our holidays and our leisure hours. It dominates even our habits of play, which the many "go to look at," and the few to engage in.

To the lust for "sightseeing" in general and view-hunting in particular, never absent, indeed, but comparatively feeble in simpler societies, an enormous impetus has been given by modern facilities of locomotion and transport. From the urchin at a picture show, the crowd at a football match, the streams of impetuous Americans in an Italian art gal-

¹ From *Constructive Citizenship* by L. P. Jacks; Copyright by Doubleday, Doran & Company, New York, 1928. Used by permission.

lery, the multitudes on the racecourse, the million tourists converging on the "totality belt" for the solar eclipse, to the philosopher in quest of a "view" of the universe, we have become, to an extent unparalleled in earlier ages, a race of sightseeing nomads. Of old the traveler set forth on his toilsome journey from other motives; to learn a craft or practise one, to hear a teacher or to teach, to pay his devotion at a shrine; *did* something significant in the place he arrived at; gathered wisdom as he passed on his way and left it behind him; then came back a wiser man. By travellers such as these were the arts disseminated, the learning spread, the religions taught which have civilized the world. Alas, for one such traveller today there are ten thousand whose business is done when they have paid their fare and hotel bills and seen the "sights"; carried about, lodged and fed, at great expense in fuel, road-wear, and human labor; contributing nothing save cash and astonishment to the life of the places they visit and receiving in return—sights, victuals, change of air, and locomotion.

An example, this, chosen out of thousands, but deeply characteristic, I think, of what leisure has come to mean for a space-thinking, eye-serving, nomadic age, a process, namely, of *killing* time more or less agreeably by looking at things, to the ruin of that other form of leisure which *vitalizes* time by creating things and doing them, and which I am about to recommend as by far the more enjoyable and worthwhile of the two. "Beware," said a voice which some of us may have forgotten, "beware lest your leisure become a nuisance to your neighbors and a boredom to yourself. Travel as widely as your means allow; to Epping Forest or to Blackpool; to Venice or to New Zealand; but never for the sole purpose of seeing the world or men; for the world considered as a mere spectacle is hardly worth looking at, no, not even when Mount Everest stands before you, while men, as you see them in the field of vision, are the most uninteresting objects imaginable. Travel to look into

these things, but never merely, to look at them. There is no joy in scenery when it is scenery and nothing more, and a change which is only a change of scene

TO CHARACTER, the leisure of tomorrow may mean a new center of gravity—even as Copernicus, the Polish astronomer, in 1543 gave the human mind a new challenge by announcing that the sun and not the earth is the center of the universe. All through the ages man has struggled for power. Now that power is his in abundance it becomes plain that light is a higher value. Will not the center of gravity shift from the "the struggle for power, with its mean passions, its monstrous illusions, and its contemptible ideals to the struggle for light, with its wide fellowships and its high enthusiasms?" Perhaps the leisure of tomorrow will bring men and women everywhere to ask, What is true? What is good? What is beautiful? What is right?—From an editorial in THE JOURNAL, January, 1930.

can never be other than insignificant. When you plan to visit a place—Hampstead Heath or the Alps—ask yourself first: 'What am I going to *do* when I get there?' . . . If it is the mountains, learn to climb them and to find your own way amid their solitudes; if it is the sea, learn to swim in it or to sail your boat on the perilous waters; believe me, you will know the mountains better by climbing a small one than by looking at ten thousand big ones, and the sea better by swimming twenty yards than by circumnavigating the world, first-class, on an ocean liner. Claim not to know a foreign country unless there are at least six individuals in it whom you can call your personal friends. Seek most the places that furnish you with interesting occupations and vital contacts with mankind; shun those, let the 'scenery' be what it will, where you have nothing to do . . . As to rest, I counsel you to take it in plenty; but unless 'home' be the place where you can rest most peacefully when you are tired and re-

cover most rapidly when you are sick, then, let me tell you, that 'home' of yours is not all that it should be . . . I end in sadness. When my doctor says to me, 'You want rest; go away from home,' he seems to be passing sentence not on my 'home' alone, but on the whole civilization which has produced it; and my heart aches anew for the people in the slums."

And here I will introduce another quotation in the same vein, but more fantastically conceived, from a long letter recently written by a young and ambitious friend of mine whose mind, in regard to these matters, I can claim to have had some part in forming.

"When I become a candidate for Parliament," writes my young friend, "which you assure me will turn out 'a disastrous enterprise,' I shall stand as a member of the Leisure Party. This Party I intend to found, to begin with, in flat opposition to the Labor Party now in existence, but with the view of ultimately absorbing it, together with the Conservative Party, now noted for its misunderstanding of Leisure as the other is for its misunderstanding of Labor. They are natural allies, though they don't know it. I shall point out to my opponents, repeating what you quoted in your last letter from the *Labor Leader*, that by putting a curse on Labor and declaring their hatred of it, they have, both explicitly and by implication, put a blessing on Leisure and declared themselves lovers of that; which done, I shall next invite them to call themselves henceforth by the name of the thing they love, bless, and want more of, which is Leisure, and to cease calling themselves by the name of the thing they hate, curse, and want less of, which is Labor. This, I imagine, will be the easy part of my propaganda; the Conservatives will be with me to a man, while Labor, though conceding the main point, will only be held back by a suspicion that I am pulling its leg.

"The next stage, however, in which I shall have to reveal what I am after, will come as a shock to both Parties. For I

THE FIRST mechanical revolution came about a century ago with the development of the factory system. During that period the sixteen-hour day was not uncommon. The working day has been gradually reduced to as low as seven and eight hours. We are now in the midst of a second mechanical revolution more profound and far-reaching in its effects than the first and the working day must be gradually reduced from eight hours to perhaps as low as four hours if unemployment is not to be chronic and widespread. This brings us face to face with the gigantic task of education for the wise use of leisure and for the enrichment of human life. To meet this problem the Association, under President Pyrtle, has created a National Commission on the Enrichment of Human Life. This Commission brings together many leaders from the country at large and is supported in each of the states by state commissions.

shall now have to explain that this Leisure Party of mine is not founded in the interests of people who desire to have nothing to do or to go on the dole, but in the interests of people who love work and desire to have something better to do than they have been doing heretofore—that is, in the interests of mankind at large, and especially that part of it called 'the workers of Great Britain.' I shall say that the deep cry of these workers, machine-minders for the most part, which the extant Labor Party has never learned to interpret, is not 'give us more wages and more time to play the fool in,' but rather this: 'In God's name give us something better to do'—the cry of humanity through the ages, the cry of industrial civilization, the cry of the process worker, of the hooligan, of the criminal, of the prostitute, of the rich fool.

"In soberness and seriousness (all suspicion of pulling the Labor Party's leg having by this time evaporated) I shall go on to point out—I got it from you—that the increasing leisure of the people, achieved by shortening the hours of mechanical labor, which my Party will eagerly promote, is the coming opportunity, long waited for by wise statesmen and educators, for developing the skill of the people, which is, as you so often insist, the greatest of our undeveloped national assets. That, I shall say, is the lost road to human 'happiness,' which our civilization must recover or perish for not recovering; the one sure means to the life that is personally enjoyable and socially valuable; the salvation of the 'industrial individual'; the dawning of the age of noble work.

"The Conservative Party and the Labor Party solidly converted to these principles, all cursing of labor hushed forever in both of them and the Leisure Party fairly launched, the next step will be 'to introduce the Bill.' It will be called 'A Bill for the better Education of the People in a sensible Use of their leisure Time,' or more briefly as 'A Bill for promoting the Skill of the People,' and I imagine that posterity will know it as 'the second Magna Charta of British

Liberty.' For the object of it will be to liberate the mass of the people, rich and poor, from the intolerable exploitations of their 'consumptionist' oppressors, so

WITHIN a generation the average working day has been reduced from ten hours to eight hours and the forces which have brought that change are only beginning to make themselves felt. A work period of six hours a day, five days a week, forty-eight weeks a year for the masses is a possibility by 1940. The factors which point in that direction interact upon each other so that each gain at one point means gains at several other points. Among these factors are the lifting influence of universal education; the development of automatic machinery; scientific factory management; the reduction of ill health and disease; changes in home occupations which send women into office, shop, and factory; the elimination of parasitic industries such as the liquor business; and the reduction of warmaking activities.—From an editorial in *THE JOURNAL*, January, 1930.

that no man hereafter, save through fault and weakness of his own, shall be led by the nose into spending his money on goods that he does not need and his leisure in boring himself to death or in plaguing other people till they pray the devil to fly away with him. This my 'Bill' will do by enacting, as the law of the land, that henceforth no boy, nor girl, shall be suffered to leave school until, to quote your last letter, 'the book knowledge there imparted has been brought to the point of completing itself in some kind of recognizable skill,' at once enjoyable to the possessor and serviceable to mankind, though it be only that of speaking his mother tongue with intelligible audibility and correctness of articulation, the 'final examination' always consisting in a proof given that the pupil is able to do something of human significance with the knowledge he has acquired; that all schools, colleges, and universities in receipt of public money,

or enjoying the privilege of Royal Charter, shall gradually transform themselves into Academies of Skill, in default of which the said public money to be withdrawn and the said charters cancelled.

"This for the children and the young. For the tragic multitude of unskilled workers my Bill will provide appropriate systems of Adult Education; wherein the adult pupil will no longer be trained for speechmaking and demagoguery by a smattering of 'political and economic science' (though this subject will be included in proper measure), but restored to the craftsmanship he has lost, and to the joys thereof, by due instruction in the manifold arts and crafts of body and spirit, so that, if it comes to the pinch of unemployment, he and his wife between them can raise their own food, weave their own clothes, make their own furniture, and find no hour of the weary day hangs heavy on their hands."

With the ardor of youth in reckoning on the chickens before they are hatched, my young friend then goes on with the tale of his future political operations, some of them visionary enough. But on the whole he seems to be in earnest with this queer Leisure Party of his, and to have in him, if I may say it of a pupil of mine, the true spirit of constructive citizenship. One principle of great significance he has unquestionably laid hold of. He has seen, with a clearness of vision that argues the coming statesman, that reform in the Labor department of industrial civilization presupposes a parallel reform in the Leisure department, that 'better conditions' in the one are impossible without 'better conditions' in the other; the slavery that obtains in this reflecting the foolery that obtains in that. He shows foresight as well as insight. He has foreseen a time when the increase of leisure, achieved through shortening the hours of labor and raising the wages of it, will cause the fate of civilization to be less determined by what people do with themselves in the few hours when they are officially at work and more determined

THE PURPOSE of these commissions is to promote interest in all that will enrich each individual life and make the home a center of culture. The home is not merely a place to indulge appetites, rear children, and to establish economic security. It is a community of enterprise, understanding, fellowship, and happiness—a garden of growth. It cannot be these things in the highest sense without periods of common life, of talking together, reading together, meditating together. Upon the perfection of this little community the wellbeing of the larger communities depends. We need always to remember that the purpose of education is life, that the purpose of industry is life, that the purpose of religion is life, that the purpose of government is life, and that in the home, life reaches its finest growth. Let us teach the children, let us ourselves learn to use the extra hours of tomorrow for the improvement of the home.

by what they do with themselves in the many hours when they are officially not at work—a piece of time-thinking that does him credit. His attempt to persuade them to go on working in their leisure time, but to work skilfully and creatively then, wears on the face of it, I must confess, a look of austerity not likely to commend itself to a sightseeing age, but will be found, on closer examination, to point the way to a life worth living and to be kindly, sensible, and humane. "In the Kingdom of Heaven," he says in the course of a moralizing paragraph too long and too paradoxical to quote, "in the Kingdom of Heaven they neither work nor play; they do both at the same time"—a remark which shows that he has sound notions about the nature of Art and of its place in the industrial civilization of the future.

I approve also, for reasons with which the reader is now familiar, his proposal "to attack the labor problem" (his own phrase) from the leisure end of it, and to "solve" it by developing the skill of the people, though I utterly condemn his use of "solve." By spreading the practise of useful crafts among all classes of the citizens something will be done, though not much at first, to diminish the demand

THE PECULIAR NATURE of the age in which we live—the speeding up of life, the concentration of industry and living quarters, the struggle for new values and new ethical standards have placed an intense strain upon this generation. Huge problems of mental and emotional adjustment have been created. Success and happiness depend on making these adjustments to the satisfaction of one's self and his fellows. Almost overnight the mental hygiene movement has become nationwide. The reason is plain. It meets a challenging need.

for mechanized labor and to ease a little the strain on mass production, which has unquestionably come to stay and which there is no reason to wish entirely abolished. This easing of the strain would increase as time went on. Meanwhile a generation would be growing up whose acquisition of skill would greatly alter their standards of living; on the one hand, promoting the demand for goods

and services of a higher quality, and thereby reacting beneficently on mass production itself, in accordance with the much neglected economic law that he who works skilfully demands that he shall be skilfully worked-for (being a good judge of such things); on the other, building up, in all classes of the community, the silent pressure of a demand for skilled occupation as the one sure pathway to the true "end of man," now more clearly discerned under the illumination which the possession of skill brings to the possessor thereof. With these forces sufficiently operative we may be well content to leave the ultimate fate of mass production on the knees of the gods.

Among the occupations mentioned by Mr. Bertrand Russell as appropriate to the "untrammelled" leisure which the worker will enjoy when the hours of industrial labor have been reduced to four per diem by his particular brand of socialism, I observe that Art has a place. From which we may infer that he with his Labor Party and my young friend with his Leisure Party are not so far apart as superficial indications might suggest. A promising augury for the fusion of the two Parties into one.

The Enrichment of Human Life

TRAINING FOR THE USE OF THE EXTRA HOURS—*The Purpose* is for the teaching profession to promote plans for a wiser use of the extra or leisure hours just as it has in previous years promoted the movement for vocational efficiency. To promote the avocational is naturally the next step. It is also next in importance.

The Plan of Organization is for the National Education Association to take the initiative and to assign the chief responsibility for carrying the work forward to the Department of Adult Education; to seek the cooperation of the American Federation of Labor, the United States Chamber of Commerce, the American Legion, the American Bar Association, the American Medical Association, the National Congress of Parents and Teachers, and other national agencies; to appoint a committee in each state; and to provide for contacts with

all industrial, civic, fraternal, and religious organizations. The Executive Committee of the Department together with additional members, will constitute the National Commission on Adult Education, and the committee of fifteen to fifty in the state will constitute the State Commission on Adult Education. All committees are assured that there is no work of greater importance than this.

The Work of the Department, with the help of cooperative agencies, is to arrange for investigations; to determine the best plans for recreation and for work during extra hours for the enrichment of life; to outline problems of investigation for state committees; to call on colleges to conduct lines of research; to call on the best thinkers in the nation for suggestions; to send out to the state committees conclusions and recommendations; to secure funds from individuals and organizations for the work of the commission;

and to aid the states in finding funds for conducting their investigations. The work of the state commission is to follow out the plans of the national commission, both as to investigations and as to the distribution of information; and to initiate plans for securing the cooperation of teachers and citizens in every community in the state.

The Old Theory that people do not learn after twenty-five has been exploded by years of research and experience. People can now see richer lives ahead of them. In proportion as we spread the knowledge of actual facts, will we add new hope in the lives of men and women and in proportion as we provide opportunities for growth, will we witness improvement and enrichment of home and community life. This is a movement to meet a great national need. The people in industry and in the professions are ready for it. Let the profession meet its opportunity and responsibility.

Columbus: A Place to Discover America¹

COLUMBUS discovered America. America can be discovered in Columbus.

Columbus, Ohio, describes itself as a *typical American city*. It is the largest of the nineteen Columbuses of the United States named in honor of the discoverer of the New World. As "Middletown" served as an example of American towns so Columbus faces the world as a sample city of the United States. In fact sociologists agreeing to Columbus' selfestimate have chosen the community for case studies in American life.

From the 45-story skyscraper tower to the long established German community in Ward 2; from the ranchlike municipal flying field to the monument to heroes of the Civil War; from the populous state university to the negro community called Flytown; from the bright promise of the developing civic center to the depressing ring of obsolete, grimy, mauve, decayed, gingerbread houses; from High Street's stores to the outer ring of broad-lawned suburbs, Columbus is all American.

There are forty-three United States cities in Columbus' population range. Some of them specialize: Akron in rubber; Youngstown in steel; Paterson in silk; New Bedford in cotton weaving; Grand Rapids in furniture; and Dallas in cotton. Some are port towns or have other special features. But Columbus believes the race for prosperity is a decathlon at the very least requiring balanced effort of all the geographic muscles and sinews that make a modern city. Sugar and spice may be what New Orleans is made of; students and steel (some kind of steel and iron fabrication seems to be the staff of life for cities in the 200,000 to 300,000 class), state legislators and wholesalers, railroads and railroad shops, shoes and furniture, insurance and conventions, is what Columbus is made of.

Like Washington, D. C., and Canberra, Australia, Columbus is a made-to-order capital. On the eve of the War of 1812, the Ohio legislature accepted the recommendation of an investigating committee to establish the capital near the geographical center of the state. The site

selected was a forested district where the Olentangy meets the Scioto and opposite the pioneer village of Franklinton. Two squares were reserved on the city plat for

PRESIDENT E. RUTH PYRTLE and her associates are making substantial progress in completing the arrangements for the sixty-eighth annual meeting of the Association in Columbus, June 28-July 4. The convention theme is *Vital Values in Education*. The program will open on Saturday evening, June 28, with the general session and will close with a patriotic general session on Friday forenoon, July 4. There will be a vesper service Sunday afternoon, June 29 and a conference in the evening. There will also be general sessions morning and evening throughout the week. The representative assembly will meet July 1-3. Departments and allied organizations will meet on the afternoons of Monday, Tuesday, and Thursday, leaving Wednesday afternoon open for sight-seeing. There will be a governor's reception on Monday afternoon and a pageant Monday night. The second life membership dinner will bring together more than five hundred men and women who have thus dedicated their lives to the profession. Ohio is preparing a royal welcome. The teachers of the nation will respond generously.

the state—one for a capital building, the other for a penitentiary.

The Cumberland or National Road built by the Government reached Columbus in 1833 but by this time the stream of pioneers and trade was flowing strong down the Ohio and through the Great Lakes. Neither the National Road nor the plank roads in other directions or the canal which connected with the Ohio built up Columbus as the railroads soon did. Seven trunk railroad lines project a complete circle of transportation spokes today. The wilderness in which the capital was put down has become a wealthy agricultural and industrial countryside. Thirty-five miles north is Marion, the home of the late President Warren G. Harding.

Typical as a business center for a wide area of the productive Middle West farms, Columbus is also typical of the new age of manufacturing. The center of manufacture in the United States is within eight miles of the Ohio capital.

Columbus has been compared in shape to a Greek cross formed on the axis of

High Street and Broad Street. High Street, the main business street, runs north and south. It is Columbus' seesaw, on the north end of which sits Ohio State University and on the south end an important steel district where many factories smoke. Education balances industry until the sunny days of Indian summer when all Columbus, south, east, and west joins north Columbus in the stadium on football days.

Broad Street, which as part of the old National Road, has succeeded to the title of Old National Trail or U. S. Route 30, enters the town from the east near the new municipal aviation field, crosses High Street under the shadow of the skyscraper, divides the new civic center, crosses the Scioto, and climbs the rise to Hilltop, a new suburb that has succeeded pioneer Franklinton.

Announcement at the first of the year that the cost of combination air-rail travel from New York to Los Angeles had been cut below the cost of all rail travel was welcomed with great enthusiasm in Columbus. Lower fares for air-rail transportation mean more passengers; more passengers mean more air traffic; and more air traffic means heavier use of Port Columbus, the \$850,000 municipal aviation field.

Probably the best time to visit Port Columbus is either early in the morning or at sundown. Early in the morning the New York special train pulls in beside the municipal flying field's combination waiting-room, restaurant, headquarters, and lighthouse. Passengers leave the train, enter the building, and walk out under a society wedding sort of awning to a big passenger plane fitted with every comfort.

All aboard! They're off. By sundown the plane and passengers will land at Waynoka, Oklahoma, where another train awaits them. A good night's sleep and they awake in Clovis, New Mexico; another day's flight, Los Angeles by sundown—forty-eight hours from coast to coast.

Columbus is proud of its part in this service which, within a year's time has become so popular that the company has had to order a fleet of new airplanes with double the passenger-carrying capacity.

Although organized later than many of its neighboring state universities, Ohio

¹Prepared especially for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION by The National Geographic Society, Washington, D. C.

State University has grown like the traditional corn of Kansas. The Ohio Agricultural and Mechanical College, as it was first named, opened on September 13, 1873. Seventeen students registered.

There was no difficulty entering the doors of this institution because the doors to the single large building, University Hall, had not been hung. Scraps of lumber, piles of plaster, pieces of pipe ornamented the muddy path leading from the turnpike. Students who did not walk, drove buggies or rode horseback daily over the two-mile toll road to Columbus; some lived in the basement of the Hall. Rooms were set aside for them, rooms separated by partitions of muslin. There was no electricity, no gas and very little equipment for the laboratories. When the chemistry class needed gas for experiments one of the students went to town and returned carrying over his shoulder a huge black bag filled with six or eight cubic feet of gas.

In 1871 the Ohio legislature appropriated \$4500 for the university. Fifty years later the institution had so grown and was performing such an important service to the state of Ohio that the legislature voted it nearly \$2,000,000. Now

the annual appropriation multiplies the \$4500 of 1871 one hundred times.

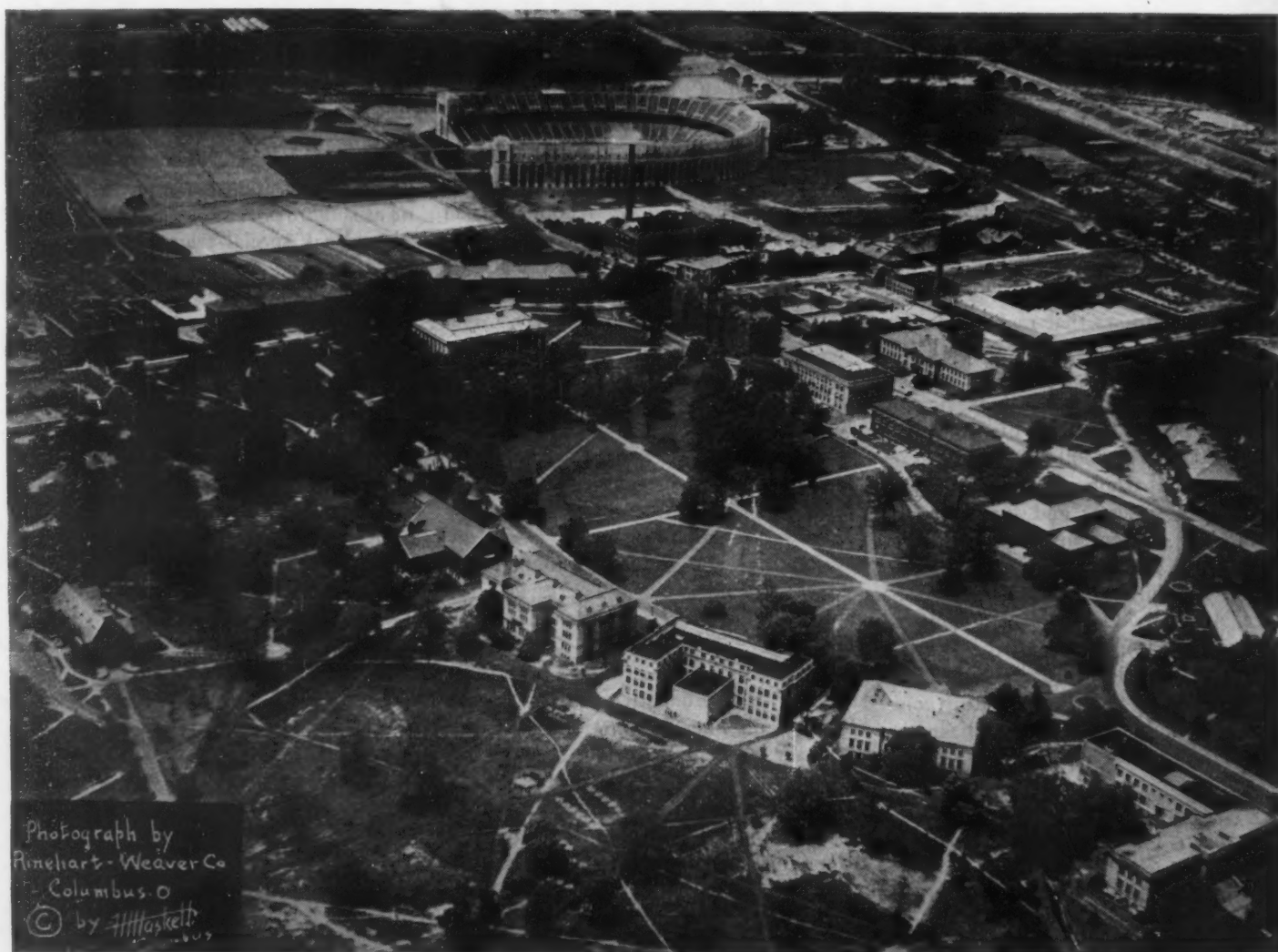
The few buildings of early days have increased like fruit flies, springing up in everdeepening circles around the central campus. Idealistic and visionary as the first seventeen students and seven faculty members must have been it is scarcely credible that they envisioned among the future buildings of their institution a stock-judging pavilion, a journalism building, a maternity hospital, and a stadium which would seat twice the entire population of the Columbus of their day.

Ohio State University which admitted seventeen students September 13, 1873, admitted last fall, more than 10,000 students. The total attending regular sessions, summer sessions, and partime in 1929 was 13,179 students.

A former president of Ohio State University, William Henry Scott, is the author of a dedication of a school building which has become a classic of education literature. In fact it is used widely through the United States for dedicating new school buildings and rededicating schools annually during American Education Week.

"Let us now with earnest hearts,"

said Dr. Scott, "and with exalted faith and hope solemnly consecrate this building to its high and holy purpose. May the youth of this community for generations to come gather in this place to receive instruction in knowledge and training in virtue. May they find here every condition necessary to a true and enlightened education. Especially, may their teachers be examples of excellence in scholarship and character, seekers after goodness and truth, lovers of children, enthusiasts and adepts in the finest of all arts, the development and inspiration of human souls. May these rooms always be pervaded with an invigorating atmosphere of mental and moral life and may no child pass from these schools to higher grades or to the outer world without having been made more intelligent, more thoughtful, more courageous, more virtuous, and in every way more capable of wise and just, of useful and noble living. To this end, may the blessing of God be upon child and parent, upon pupil and teacher, upon principal and superintendent, and upon every one whose influence will in any degree affect the work of education as it shall be conducted within these walls."



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A Peace Program for Educators

ARTHUR E. MORGAN

President, Antioch College, Yellow Springs, Ohio

WHETHER controls the mind of youth determines war or peace. The causes of war lie to a considerable degree in education and mental disarmament is more important than the scrapping of battleships or submarines. This disarmament must take two forms—the removal of misinformation, misrepresentation, fears, hatreds, and ambition for conquest; and the building of understanding, goodwill, and mutual respect and regard.

But in dealing with youth we have a greater responsibility than war or peace—the responsibility to teach only the truth. To cover up the truth with an uncritical optimism for the sake of peace is no service to youth or to our times. Rigorous loyalty to truth, regardless of results, is the surest way to peace; because it will see and remove basic obstacles and will not leave youth in a fool's paradise.

To count most surely for world peace, goodwill and understanding must be reciprocal. While we are disarming young minds in America, the same process should be taking place in other countries.

This is a development which need not wait upon the action of corporate governments. It would be entirely possible and feasible for the National Education Association, by official action, to give support to a movement which in the long run might go farther than the London disarmament conference toward laying the foundations for world peace.

In many countries the teaching of history is distorted by untruths, misrepresentations, and hatred. There should be a recognized international tribunal to examine and pass upon all important elementary and secondary school textbooks in history and other social studies. Whenever such a tribunal should find false statements or misrepresentations, or propaganda contrary to the treaty for the renunciation of war or other international agreements, or should find that very important and significant facts are omitted, it should first bring these defects to the attention of the publishers, the users of the textbooks, and the appropriate public officials. If the corrections are not made within a reasonable time, the tribunal should then draw the

attention of all the world to such cases.

Public opinion in time would bring about the elimination of offensive and

WORLD GOODWILL DAY—sponsored by the World Federation of Education Associations—is observed each year in many schools on May 18. It is the anniversary of the first Hague Conference. Each school and each teacher will find ways to celebrate World Goodwill Day. The following quotations may prove helpful:

When the people of one country, through the education of its youth, come to understand the ideals, aspirations, and the hopes of other countries, then they no longer will submit to war, any more than a civilized community will tolerate a street brawl.—*Uel W. Lamkin, past president, National Education Association.*

Wars come out of stored-up hidden beliefs and sentiments—emotions and attitudes people are unaware of—or they would uproot them and denounce them. That they are unforeseen and nondeliberate makes them even worse.—*Committee on Militarism in Education.*

In these days rulers cannot make war without the consent of the ruled. The trouble is that too many of the people themselves are still too willing. Centuries of propaganda for war have borne their fruit. The romantic side of war looms large to those who have not experienced its horrors or witnessed its bestialities.—*Lieutenant Commander J. M. Kenworthy.*

harmful elements. Any nation which would presumably seek peace, while deliberately planting the seeds of war in the hearts and minds of its children by teaching falsehood, misrepresentations, and hatred would suffer loss in the respect and confidence of the world. Even Russia and Italy would be compelled to take notice of the decisions of such a tribunal, for in the long run world public opinion is a mighty force.

A natural development might be that in time publishers would submit to the commission proofs of forthcoming text-

books, knowing that the approval of the commission would be a condition precedent to the general adoption of such books. Knowing that their writings would have to survive such scrutiny, authors would be more careful of their statements. Thus the work of the commission would tend to become preventive, rather than corrective.

Here is a possibility for reducing one of the chief causes of war, which is entirely within the range of practical action of educators themselves, without waiting for governmental action. In the long run, this work of the educators might have more to do with the elimination of war than all the disarmament conferences of half a century. The causes of war are many and to remove them requires many kinds of effort. The action here suggested is peculiarly appropriate to educators.

Already a considerable start has been made in this direction. The Carnegie Endowment for International Peace has made a study of history texts in European countries. The World Federation of Education Associations is making a study of history textbooks of many nations.

The International Committee on Intellectual Cooperation of the League of Nations in 1925 passed a resolution providing a method for correcting misrepresentations and misstatements in textbooks by national committees in various countries. The recommendations of this committee are very conservative and might be strengthened today.

There is need for organizing and coordinating all these efforts and for giving them vitality and drive. Cannot the National Education Association request similar organizations in other countries to cooperate with it in setting up an impartial commission to bring about the elimination of inaccuracy, misrepresentations, significant omissions, and hostility in elementary and secondary teaching throughout the world? Can it not appoint a small committee to work out, with the Committee on Intellectual Cooperation, and with educational associations of other nations, a single international program for the creation, administration, and maintenance of such a commission?

The Dream of a Farseeing Educator

GLENN K. KELLY

Superintendent of Schools, Houghton, Michigan

THE Houghton, Michigan experiment in helping equalize educational opportunities, initiated by Superintendent John A. Doelle in 1912, has resulted in the enactment of a law giving special state aid to a certain type of consolidated rural school. The John A. Doelle Rural Agricultural School, the first of its kind in the state of Michigan, is named in honor of the man whose initiative, vision, and courage are responsible for the rural agricultural school act of the Michigan legislature.

This school, referred to by the opponents of the movement as "a college in the wilderness," has become the chief agent in turning that wilderness of northern Michigan into a prosperous farming countryside. The location of the school was formerly known as Otter Lake. The people who have settled and developed the community, all of Finnish extraction, have perhaps both affectionately and humorously renamed the little training center that has grown up around the school "Tapiola." Tapiola is the Finnish equivalent of the American expression "backwoods."

Where school once was held the first half of the school year in a log cabin in one little community and the second half in another, there now stands on a new county highway—or rather did stand until a few months ago—a well-equipped school building with home-economics and manual-training rooms, an auditorium, and a forty-acre farm in connection. Eight school buses transport the children to and from school within a radius of five miles. In 1913, when the school was first opened, 85 children were enrolled. Today the enrolment amounts to approximately 250.

Boys and girls clubs—In addition to the regular work of the schools of the district carried on under the direction of teachers, supervisors, principals, and superintendent a large variety of activities is offered in club work for boys and girls. The work is carried on under the direction of the principal, who is a graduate of the state agricultural college. Within the past few years a large number of Upper Peninsula championships have been won, including dairying, sheep judging, can-

ning demonstrations, manual-training demonstrations, and clothing judging. The winning of Upper Peninsula championships in various activities secures for the winners free trips to the state fair at Detroit. This contact with other parts of the state furnishes a great incentive to the pupils. Two boys have already won scholarships to the Michigan State College of Agriculture.

Work in manual training is made practical and includes repair and maintenance of farm machinery, forge work, concrete work, and a large variety of woodworking from rough repair work to finely finished pieces of furniture for the home. The school farm furnishes opportunities for practice and observation in the proper treatment of seeds, selection of seeds, preparation of soil, and the cultivation and harvesting of crops. Groups of boys visit various farms in the community where there are good types of live stock which can be used for judging practice, or where good types of crops or crop diseases may be studied in a firsthand practical way.

A health and community center—The school is a center for both health service and recreation. Through the initiative of the principal and teachers, parents have been influenced to permit their children to attend clinics in the school where they receive various types of physical examinations and treatment. The help of competent physicians has been secured. They have given much attention to bad teeth and tonsils. The teachers carry on a large amount of visiting in the homes of the community and in cases of emergencies help administer home remedies and first aid. In times of distress there is a mutual cooperation among the people of the community. Not long ago a farmer lost his farm buildings by fire. His neighbors met at the school, organized, and helped

him reestablish himself in a new home.

Community entertainments and social activities are not neglected. The school is the community center. Once each week the best moving pictures are shown including dramas, comedies, and general educational and agricultural films. The young people of the community have a variety of other social gatherings such as dancing and home talent shows of various kinds.

Early last June the school building was destroyed by fire with a total loss. The board of education has plans under way for the construction of a modern brick building. The building is planned with enlarged facilities, including manual-training and domestic-science rooms, combined biology and agriculture laboratory, and a combined auditorium and gymnasium. The manual-training room will not only provide space for general shop and farm-mechanics courses but will be so arranged that large pieces of farm machinery can be run into the shop for practical repair work.

Teachers' living quarters, which were formerly in the school building, will be provided in a separate building. A residence is also furnished the principal. The electric current formerly generated in the school plant is now furnished by a power company which has recently extended its lines into the community.

The John A. Doelle School is not only an outstanding school in the type of service rendered but also in its administrative organization. The school is one of eleven in a large school district which includes the city of Houghton, two small villages, and a large farming area. The total area of the school district is 112 square miles. The school district is administered by a board of education of five members elected at large. The professional staff consists of a superintendent, two supervisors, and sixty-nine teachers and principals.

A public library is also maintained by the school district which offers library service to the remotest rural communities in the school district through the local rural schools. A complete description of the library service will be found in the *Elementary School Journal*, May, 1929.

THE PUBLIC SCHOOL
AND THE LIBRARY
RENDER POSSIBLE
A PERPETUAL EDUCATION IN THE
COMMUNITY.
WILLIAM T. HARRIS

The Massachusetts Bay Tercentenary

THE heroism and sacrifice which has won America from the wilderness is a heritage which belongs to every child. Historic celebrations recreate and maintain the pioneering atmosphere and are therefore to be encouraged.

JUNE 12, 1630, a shipload of English men and women called Puritans, seeking civil and religious liberty in New England, sailed into Massachusetts Bay at Salem after a voyage of eighty-three days from Plymouth, England. On this bright sunny day these early settlers saw the land of promise and spent their first day on shore picking wild strawberries. This was the pleasant greeting they found in this littleknown new world of forests and savages. John Winthrop, first governor of Massachusetts, who brought his "goodly company" on the ship *Arbella*, which was the flagship of the fleet though the only one to arrive that day, records this incident in his journal of the voyage and adds, "and there came a smell off the shore like the smell of a garden."

On board the *Arbella* were fifty-two seamen and thirty passengers—among them Lady *Arbella* Johnson, daughter of the Earl of Lincoln, who had largely defrayed the cost of the vessel and for whom the vessel had been named. The passengers were gentle folk from the professional and middle classes. Some were clergymen, lawyers, and scholarly men from Oxford and Cambridge. Among them, besides the daughter of the Earl of Lincoln and Governor Winthrop, were Thomas Dudley, lieutenant-governor, Simon Bradstreet and wife, Anne Dudley Bradstreet, Sir Richard Saltonstall, and Major William Hawthorne. These were the types of our new citizens who were responsible for the first public school and Harvard University. But in addition, more precious than any jewel and most carefully cared for during the voyage, was their *Colonial Royal Charter*, granted by

Charles I to the New England Company, which provided for their civil and religious liberty—one of the

MASSACHUSETTS is celebrating this year—with the main events taking place from June first to November—the three hundredth anniversary of the establishment of the Massachusetts Bay Colony by the Puritans, the coming of the Royal Charter with its grant of religious and civil liberty, the setting up of independent civil government in America, the germ of later independence, which is the keynote of the celebration and a national and international event of greatest importance, for many nations have written into their laws phrases taken from this charter of freedom. The celebration is statewide; not a world's fair in one city but a whole state on exhibition, each city and town putting on its own events in its own way and at its own expense. Pageants, parades, festivals, musicals, garden parties in the beautiful estates of their residents and summer visitors will be many and most interesting.

foundation stones in the history of our country and now called "the birth of American liberty."

This was one of the most important political and social events in all history and farreaching in its beneficial effect upon the entire world. From this single act the germ of independence has developed into the great democracy under which we live and which has furnished inspiration and hope to untold millions of people the world over and has proved to be one of the greatest blessings ever bestowed upon mankind.

The three outstanding events in America's history are: first, its discovery; second, the coming of the Charter; third, the Declaration of Independence, when we declared

we would fight, even at the cost of our lives, to protect the liberty granted in the Charter by England's king to the Puritans.

The New England *Town Meeting* originated in Massachusetts. The American public school system can trace its origin to the Massachusetts Bay Colony, for it was here as early as 1635 that free public education began. Harvard College, our first university, was established in 1636.

How little the early settlers knew of the vastness of America is shown in the Charter, for it gave full rights to the land called Massachusetts, named after the Indians who lived in this section, and in describing its boundaries, gave them north and south nearly as they are today but the western boundary was the Pacific ocean, for it was supposed that the Pacific was but a little way further on beyond the land that had been hunted over by the earlier Colonists and explorers.

Most of the thirteen colonies at the time of the Revolution adopted state constitutions after the model of the Massachusetts Charter.

The Massachusetts chapters of the Daughters of the American Revolution are having a full size reproduction of the *Arbella* built. Three hundred years after that memorable day in our country's history, on June 12 of this year, the *Arbella* will sail into Massachusetts Bay and land at Salem and on board will be Massachusetts men and women representing those early comers. They will land close to a Colonial village that Salem is erecting to give visitors an opportunity to see how the early settlers lived in 1630, for even at that early date there were about three hundred white men and women living in that section of New England.

The *Arbella* will be on exhibition all summer at various cities and towns along the coast and part of the time at Boston on the Charles River which will be the Mecca for all visitors.—Albert R. Rogers, Tercentenary executive director. [Century type is used here.]

Recent Verse for Children

THESE selections of new poetry have been made for THE JOURNAL by Miriam Blanton Huber who selected the pages *Recent Verse for Children* in THE JOURNALS for March, 1928 and June, 1929. Dr. Huber is author of *Children's Interests in Poetry* and editor of *The Poetry Book*—"a series of reading books in nine volumes, one for each year of the elementary and junior high schools." The books from which these poems are taken are covered by copyright and special acknowledgment and thanks are due the authors and publishers as shown by note in connection with each poem.

Dr. Huber says that the thread of unity which runs through this year's selection is "the way the poets can make us see new beauty in the everyday things about us." The love of beauty is one of the great gifts which every genuine teacher cherishes for every child.

My Policeman

He is always standing there
At the corner of the Square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand-boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

[Rose Fyleman in her book, *The Fairy Green*. Copyright, 1923, Doubleday Doran.]

The Rabbit

When they said the time to hide was mine,
I hid back under a thick grapevine.

And while I was still for the time to pass,
A little gray thing came out of the grass.

He hopped his way through the melon bed
And sat down close by a cabbage head.

He sat down close where I could see,
And his big still eyes looked hard at me.

His big eyes bursting out of the rim,
And I looked back very hard at him.

[Elizabeth Madox Roberts in her book *Under the Tree*. Copyright, 1922, B. W. Huebsch, Inc.]

Taxis

Ho, for taxis green or blue,
Hi, for taxis red,
They roll along the avenue
Like spools of colored thread!

Jack-o'-Lantern yellow,
Orange as the moon,
Greener than the greenest grass
Ever grew in June.
Gayly striped or checked in squares,
Wheels that twinkle bright,
Don't you think that taxis make
A very pleasant sight?
Taxis shiny in the rain,
Scudding through the snow,

*Taxis flashing back the sun
Waiting in a row.*

Ho, for taxis red and green,
Hi, for taxis blue,
I wouldn't be a private car
In sober black, would you?

[Rachel Field in her book *Taxis and Toadstools*. Copyright, 1926, Doubleday Doran.]

Little Anne

Softly, drowsily,
Out of sleep;
Into the world again
Anne's eyes peep;
Over the pictures
Across the walls
One little quivering
Sunbeam falls.
A thrush in the garden
Seems to say,
Wake, little Anne,
'Tis day, 'tis day!
Faint sweet breezes
The casement stir,
Breathing of pinks
And lavender.
At last from her pillow,
With cheeks bright red,
Up comes her round little
Tousled head;
And out she tumbles
From her warm bed.

[Walter de la Mare in his book *A Child's Day*. Copyright, 1923, Henry Holt and Company.]

Watching Clouds

I've watched the clouds by day and night,
Great fleecy ones all filled with light.
Gray beasts that steal across the sky,
And little fellows slipping by.

Sometimes they seem like sheep at play,
Sometimes when they are dull and gray
The pale sun seems a ship to me,
Sailing through a rolling sea;

And I've seen faces in them, too,
Funny white men on the blue;
But on across the heavens they blow—
I often wonder where they go.

[John Farrar in his book *Songs for Parents*. Copyright, 1921, Yale University Press.]

Busy Carpenters

The song of the saw
Is true
As we cut the boards
In two.

The song of the plane
Is sweet
As the shavings curl
At our feet.

And the song of the hammer
Is good
As we drive the nails
In the wood.

[James S. Tippet in *Busy Carpenters*. Copyright, 1926, World Book Company.]

Letters and Parcels

A stamp's a tiny, flimsy thing,
No thicker than a beetle's wing,
And yet 'twill roam the world for you
Exactly where you tell it to.

This very moment that I write,
And every moment day and night,
A sturdy stamp-battalion scours
The earth in search of friends of ours.

It's hard to think how people used
To live ere stamps were introduced.
Without the postman where should we
On Christmas Day, for instance, be?

On Christmas Day beneath his load
Our postman staggers on his road;
Instead of reaching us at eight,
He's very often three hours late.

We never give him time to rap,
We're on him like a thunder-clap,
With hands outstretched for card or letter,
Or parcel, which, of course, is better.

[E. U. Lucas in *Playtime and Company*. Copyright, 1925, Doubleday Doran.]

I'd Love to Be a Fairy's Child

Children born of fairy stock
Never need for shirt or frock,
Never want for food or fire,
Always get their heart's desire:
Jingle pockets full of gold,
Marry when they're seven years old.
Every fairy child may keep
Two strong ponies and ten sheep;
All have houses, each his own,
Built of brick or granite stone;
They live on cherries, they run wild—
I'd love to be a fairy's child.

[Robert Graves in his book *Fairies and Fust-liers*. Copyright, 1918, Alfred A. Knopf, Inc.]

Velvet Shoes

Let us walk in the white snow
In a soundless space;
With footsteps quiet and slow,
At a tranquil pace,
Under veils of white lace.

I shall go shod in silk,
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull.

We shall walk through the still town
In a windless peace;
We shall step upon the white down,
Upon silver fleece,
Upon softer than these.

We shall walk in velvet shoes;
Wherever we go
Silence will fall like dews
On white silence below.
We shall walk in the snow.

[Elinor Wylie in her book *Nets to Catch the Wind*. Copyright, 1921, Harcourt, Brace and Company.]

The Physical Basis of Mental Health

J. MACE ANDRESS

IN THE DAYS of ancient Greece the ideal of "a sound mind in a sound body" became the cornerstone of an inspiring and practical educational philosophy. It expressed itself in plays, games, literature, and religion. Art glorified the welldeveloped physical body and transmitted to posterity models of physical excellence that are even today unsurpassed. The attention given to the physical development of the Greek youth bore fruit in intellectual achievement. The Greeks were perhaps the most profound thinkers of all time. It is fair to assume that good physical hygiene was in some measure responsible. The Greeks were the schoolmasters of the Romans, who learned their lessons well. Physical fitness became a national ideal. Witness, for example, the ruins of some of the ancient Roman baths. The baths of Caracalla were a mile in circumference and open at certain times for the free use of every citizen. They were capable of accommodating more than sixteen hundred persons at one time. It is rather significant that during the middle ages when the belief prevailed that the health of the body should be disregarded if mental power was to be gained there was general sterility in the field of letters and arts and civilization reached a low point.

The rather tacit assumption on the part of both Greeks and Romans that a good physical body was the foundation of an efficient mind has the support of modern science.

The nervous system is the basis of learning and the seat of all intellectual processes. Anything which affects the integrity of the nervous system and the sense organs and muscles with which it is associated influences the mind and human behavior. A blow upon the head produces unconsciousness. A clot upon the brain may result in loss of memory and speech. If the thyroid gland secretes

inadequately in infancy and childhood the individual will have a form of idiocy called cretinism; oversecretion of this gland produces an extremely nervous condition. Diseases of the sense organs and brain lesions may cause hallucinations. Thus a disease of the middle ear may give rise to a condition which may be interpreted by the patient as the sound of bells, horns, whistles, and voices. Hallucinations of hearing may also accompany a disease of the occipital lobe of the brain. Chronic affections of the upper mucous membrane of the nose may cause the patient to have disconcerting smells. Hallucinations of taste may also arise in a similar way.

In habit clinics for children and in psychopathic hospitals it is a part of the regular routine to first give the patient a thorough physical examination. This is a suggestion of the desirability of a thorough physical examination. Unfortunately most of the physical examinations of school children are perfunctory. School physicians as a rule, are on part-time, inadequately paid, and supervised.

Scientists tell us that the body generates about 3400 foot pounds of energy from the digestion of food and from the oxygen extracted from the air. About 2840 pounds are used each day simply to maintain the heat of the body. This means that only 560 foot pounds or approximately one sixth remains for carrying on muscular, vital, and mental processes of daily living. The available energy at our disposal is therefore limited. To be mentally healthy one must have a reserve of energy to prosecute his tasks successfully and with a feeling of physical wellbeing and enthusiasm. It is easy to understand how a sufficient amount of energy might not be created or if created how it might be dissipated so that one would be seriously handicapped in carrying on his work. The malnourished child, for ex-

ample, may not be eating food enough to provide much more heat than is necessary to keep the body warm and the vital organs at work. Consequently, there is not enough energy left for reading, writing, arithmetic, and play. This means a feeling of fatigue, lack of interest, and failure. Then there is the child who gets enough to eat but is suffering from eye strain and spends so much energy in seeing that he lacks enough for satisfactory and happy thinking. Many children do not get enough sleep and rest and are allowed to engage in active play and go to the movies until they have no reserve power left for school. The body in many respects is like an engine. The steam engine has been greatly handicapped because it has difficulty in extracting energy from coal and also because so much of the energy is wasted and cannot be applied to give the engine more power. The first great objective in education should be to see that children get enough energy and that it is not wasted but expended efficiently. This means a program of health education in the schools.

Schools have been so interested in marks, promotions, college entrance, and the teaching of school subjects that sometimes they have been regarded as an end in themselves and the child has been forgotten. But there is every reason to feel optimistic. Every day witnesses progress in health education in our schools. That improvement is possible in the child's health without any great expenditure of money, is wellillustrated in the five-year health demonstration at Fargo, North Dakota. The interest of the whole city, its leaders, health associations, and clubs was enlisted. The plan of education began with expectant mothers. A nursing service was organized that gave the child attention through the preschool period. There was a thorough physical examination at school entrance and annually

ONE of the most appreciated services of THE JOURNAL has been the many excellent articles which it has published in the field of *mental hygiene*. These articles will be continued during 1930-31. American life is passing through a transition so rapid that many of our people find themselves under strange and baffling pressures. The struggle for survival has never been so exacting as now. Standards are high. Conditions of employment are often severe. People in home, factory, and office are less willing to put up with stupidity and inefficiency and many individuals simply fail to make the grade. Society must choose between forcing people on the lower efficiency levels into disaster and crime or of preparing them through education to take their place as happy and useful citizens of a humanized social order.—J. E. M.

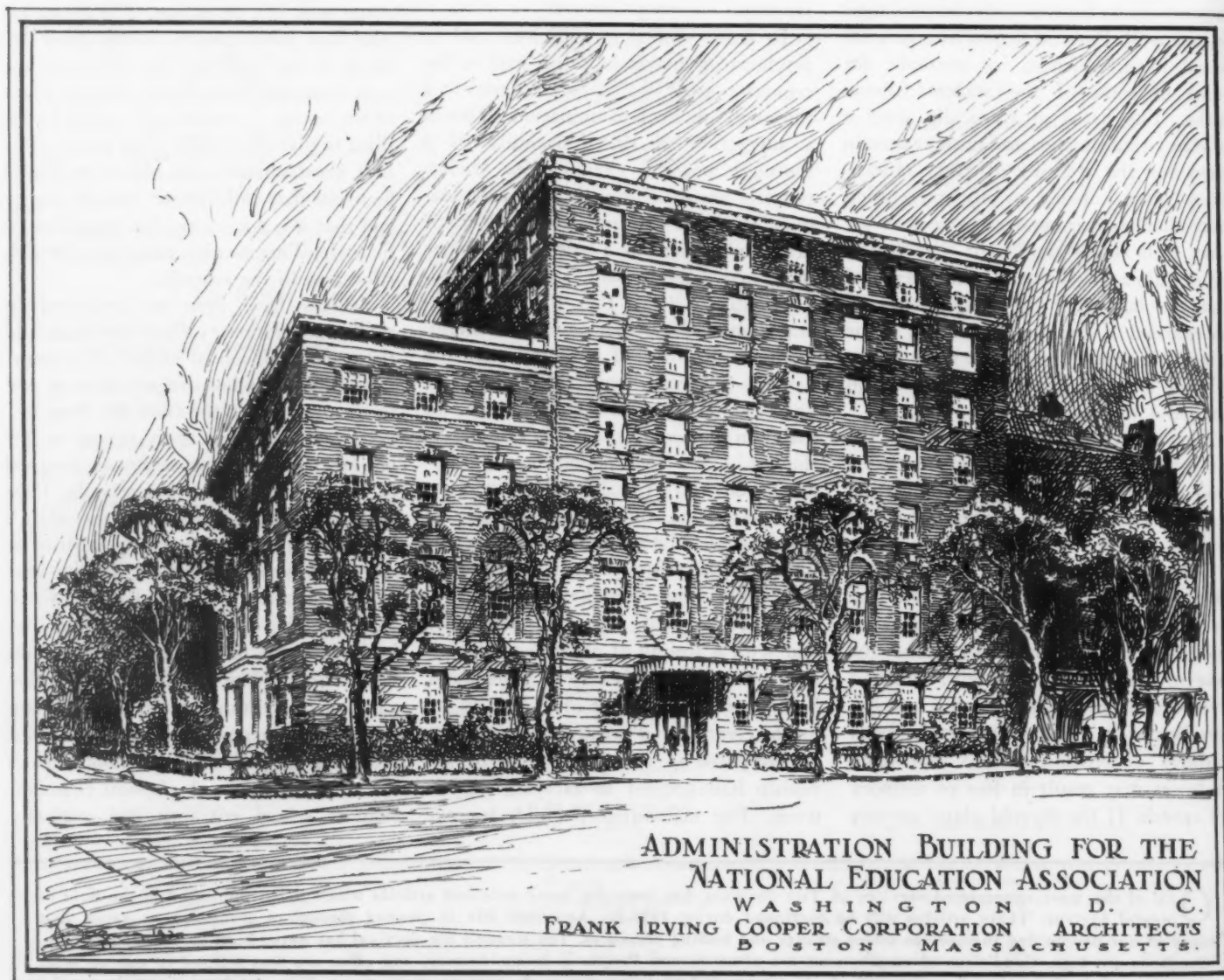
thereafter. Everybody in the school system who came in contact with the child—principals, classroom teachers, special teachers, doctors, nurses, and even janitors had their interest so stimulated in health that they developed a health consciousness. They all got a positive health point of view and could not help teaching health consciously and unconsciously. In this program it is interesting to note the importance of the classroom teacher. Any teacher may find valuable suggestions in this report. The health work centered about the study of the individual child. The teacher kept an informal case record of each child. The teacher was intimately associated with both school physician and nurse. She knew about the physical condition of each child and so was able to influence parents to get physical defects removed. She also knew bet-

ter how to deal with each pupil. A talk with the nurse who knew the home was often enough to give light on the problem of a difficult child. This help was mutual. The teacher could also add to the nurse's knowledge so she was better equipped to meet parents. Each teacher became vitally concerned with practical health teaching especially the teaching that each child needed. [See Maud A. Brown: *Teaching Health in Fargo*. The Commonwealth Fund, N. Y.] The maximum score for child health in Fargo according to the appraisal form was 24 before the demonstration but 141 at the close. These points were almost entirely on the physical health of the child but few would doubt the contribution to mental health. Indirectly being physically healthy is very important for mental health. The truth of this is best shown

by first turning to the opposite condition.

A wellknown psychologist tells the story of a boy who became a difficult problem at home and one day began to throw his mother's dishes on the floor and destroy them. Investigation showed that he was cross-eyed. The children teased him by calling him "cock-eye." This he bitterly resented. He became antagonistic towards everything, even toward his mother's dishes. After his eye defect had been corrected by surgery and the teacher had an understanding of his maladjustment his behavior became normal.

The child who is hard of hearing may become sensitive and suspicious. In the schools of Newton, Massachusetts, when defective children are discovered they are taught how to live and be happy despite their defects. This is a splendid type of mental hygiene. *Robust physical health promotes mental health indirectly as well as directly.*



THE GENEROUS cooperation of the men and women who have become life members in the National Education Association has made possible this beautiful new headquarters building. The part to the left on Sixteenth Street is the original headquarters into which the Association moved in 1920. The new portion to the right is now under construction.

How the School Can Help

ELVIN H. FISHBACK

Principal, Junior High School, Anderson, Indiana

THOUGHTFUL PEOPLE are gradually coming to the conclusion that the world of the year 1929 is quite different from that of 1900. Fundamental social changes have occurred that have not only affected the lives of adults but have changed very materially the lives of boys and girls. So many new experiences are brought to the lives of children that their ideals may become as heterogeneous as the different social forces that play upon them. Society is turning to the school as an institution that can help young people to acquire the attitudes, ideals, and habits that will help them to meet successfully the situations they must face in a society that is rapidly becoming more complex.

New inventions—Certain new inventions are having a profound influence upon the boys and girls—perhaps more than most adults realize. When evening arrives, the boy and girl of today have at least three forms of activity open to them that were not available to the children of a quarter of a century ago. They may remain at home and listen to the various programs given over the radio; they may go to the motionpicture house to take a chance at seeing something worthwhile; or they may get into an automobile and be quickly transported to scenes beyond their immediate neighborhood.

The radio has not been with us very long but already it has become one of the most important factors in the lives of children. The average child has the opportunity of a radio receiving set. He has heard the President of the United States talk from Washington. He has listened to the sessions of the Congress of the United States. He has heard metropolitan preachers. He has heard grand operas from the large cities. He has listened to jazz music by the hour coming from the hotels, dancehalls, and cabarets of the large centers of population. Naturally, these experiences will make a difference in the thinking of the child as his attention is called so definitely to the great world beyond the boundaries of his home surroundings. Such experiences will create an interest and a curiosity unknown in the boy and girl of twenty-five years ago and more difficult to cope with.

The motionpicture probably has a still

greater influence upon boys and girls and now with talking-movies the influence has been greatly extended. Parents have realized that motionpictures make a difference in the lives of their children, but they have thought little about it except in the cases where boys have tried to imitate the villain in the picture. We can arrive at the truth of the situation if we realize that the motionpicture is much like the radio in its consequences. It takes young people into realms unknown before it was invented. Scenes of life far removed from the child's actual experience are forced upon his attention. Great moral issues are presented in a vivid setting. Matters of sex are shown in situations that are overwhelming. Great lessons are taught and ideals and attitudes established that could not, except through a long period of time, be built into a human life. The motionpicture has stimulated curiosity in the minds of young people and many times leaves them in a chaotic state regarding their ideas of right and wrong.

The invention of the automobile made possible for boys and girls another experience that is similar to that of the radio and the motionpicture. It will quickly transport them to distant places where thought and imagination are stimulated. During the summer months the main highways of travel give evidence of the fact that practically everybody travels. Sometimes the automobile may take children away from parental control, which fact many times results in disaster. Life moves much more rapidly than it did before the invention of the automobile. The stately minuets of our forefathers' days have given way to music that represents an age that thinks and acts more rapidly.

The inventions of the radio, the motionpicture, and the automobile have tended to make the boys and girls citizens of the whole world. The danger lies in the fact that their ideals may become as dissimilar as their experiences, unless some definite means is found of guiding them toward the attitudes, ideals, and habits that are necessary to enable them to respond successfully to the various moral situations that arise.

The change in home life—It is not

true to say that the home has failed but it is true that home life has changed very materially in the last twenty-five years. Large numbers of women have entered the work of the world outside of their own homes. This has taken many mothers away from their homes during the day. Mother is not at home when the children arrive from school. Many pupils are forced to go to school in the morning after mother has gone to work. The evenings are not spent at home as they used to be in other years.

In one junior high school an investigation was made among the 1000 students enrolled to find out how many came from broken homes, in which the father or mother, or both, were missing. The startling fact was revealed that 250 of the students, or one out of every four, came from such homes. In many cases both father and mother were missing from the home. Children were staying with grandparents or guardians. How much may we expect the home to do for boys and girls under such handicaps as those just mentioned?

In the year 1840, 88 percent of the population in the United States were church members, while in the year 1913 church membership was but 33.3 percent. (Golightly, Thomas J., *The present status of the teaching of morals in the public high schools*. George Peabody College for Teachers, 1926.) The church is deep and farreaching in its influence upon young people but the facts just stated indicate that the church needs more assistance than it now has.

There seems to be positive evidence that some moral standards are changing and adults, as well as young people, have become confused, believing, as some of them indicate, that there are no standards of conduct.

Economic conditions have changed so that there is more ready cash for each family than there was formerly. This has meant more of the conveniences and comforts of life. There has been an enormous increase in the number of telephones in use during this period. Bathrooms, furnaces, electric washing machines, radios, automobiles, and daily newspapers have become necessities in the typical American home.

Other changes in living, such as the drift to centers of population and apartment houses, are profound in their influence upon boys and girls. The changing attitude toward child life and our notions of what constitutes authority are other changes that must be taken into consideration.

The public is demanding a better moral product from the schools. The school has always taken into its curriculum those things that could best be done by it as an institution. Sewing, cooking, health work, and many other subjects are evidence of this fact. It is apparent now that the school must assume its share of the responsibility for improved training for boys and girls in attitudes, ideals, and habits.

What are the aims of this training as far as the school is concerned?—These may be stated briefly as follows: (See Fishback, Elvin H., *Character education in the junior high school*. Heath & Co. 1928.)

(1) The school itself must offer the maximum of opportunities for children to make use of all the qualities that enter into a fully developed character. *Pupil participation is absolutely necessary.*

(2) Moral judgment may and must be awakened and quickened.

(3) Abundant opportunities should be given for the correction of false notions and ideals. Any teacher who investigates will agree that these false notions and ideals are innumerable.

(4) The appreciation of the importance of right thinking and acting may be stimulated in the boys and girls by the school.

(5) Conduct situations may be emotionalized so that satisfaction results from noble thinking and acting. Conduct is not a cold intellectual process.

(6) The school may cultivate an appreciation of character in others, past and present.

(7) It must always be the purpose of the school to lead pupils to a voluntary acceptance of the right attitudes, ideals, and habits.

(8) With all children, but more especially, with those of the adolescent age, habits must be rationalized so they do not fail in social situations. Mere *habit* is not enough for pupils in the junior and senior high schools.

The purposes of character training, as just stated, will enable the school to give much more help than it has given before. The emphasis will be shifted from the intellectual school of the past to a school in which significance will be given to those activities which have to do with interests, attitudes, and ideals.

Fundamental social and industrial changes in the last twenty-five years have caused a social lag to develop so that the social and moral adaptations that children and adults make must undergo definite changes. These adaptations have become so complex that the school is called upon to supplement the efforts of the other institutions of society that have been doing much of this work in the past. The school is recognizing these changed conditions and is making an earnest effort to define the objectives of the training that is needed. Material and methods of procedure are being developed to facilitate this work.

Children's Books of 1929

THIS LIST of children's books has been selected by Wilhelmina Harper in collaboration with Constance Mitchell of the Sather Gate Book Shop. Miss Harper has had many years of library work with children in New York and California and is herself author of several children's books. From 1921 to 1928 she was supervisor of children's work in Kern County, California, Free Public Library. Through this list Miss Harper's wide experience with schools and her fine appreciation of children's literature is made available to teachers throughout the country. The present time is rich in new printed materials for children as well as grownups and if the school is not to be left behind it must add considerable fresh material each year. This list will be helpful to schools in planning their school library purchases for 1930-31.

For Younger Children

ADAMS, PETER. Clipper ships done in cork. Dutton. \$1.25. How to make clipper ships out of ordinary bottle corks as well as the history of many of these famous boats.

DAGLISH, ERIC P. Larger birds. Smaller birds. Morrow. \$1.25. This artist-naturalist has made a real contribution to art for children with his lovely accurate woodcuts and the informative text which accompanies them.

EISGRUBER, ELSA. Spin top spin. Macmillan. \$3. Delicate pictures that are reminiscent of Japanese art with accompanying simple verses for boys and girls at the picture book age.

FIELD, RACHEL L. Hitty. Macmillan. \$2.50. The quaint New England doll, Hitty, gives a most fascinating account of her life's strange adventures both on land and sea. A masterpiece in story interest, style of writing, and illustration.

GARTHWAITE, JIMMY. The Zoo Book. Harper. \$1.50. Delightful picture book for smallest children telling the story with colored illustrations and brief text, of many of the more familiar animals.

KEELOR, KATHARINE L. Working with electricity. Macmillan. \$1.75. A very interesting history of electricity as well as simple appliances which younger boys and girls can make themselves.

KOZISEK, JOSEF. A forest story. Macmillan. \$3.50. Stories of the forest animals in gay picture story book straight from Czechoslovakia.

PETERSHAM, MAUD AND MISKA. Miki. Doubleday. \$2. Gorgeous in color and design is this story of Miki, a real little boy, who wanted to go to far-off Hungary and did. By two of our leading artists.

SCHRAM, CONSTANCE W. Olaf, Lofoten fisherman. Longmans. \$2. Very interesting picture of child life in Norway and of a little boy's winter spent among the Lofoten fishermen. Translated by Siri Andrews. Illustrations by Marjorie Flack.

SKIPPER, MERVYN. The jungle meeting pool. Stokes. \$1.50. Delightful stories told by the jungle animals as they gather together to decide how to keep the white man from destroying their homes.

SWIFT, HILDEGARDE H. Little blacknose. Harcourt. \$2. The life story of a little pioneer engine beginning with the excitement of his first trial trip and his feeling of pride when he finds he can make a safe run. Historic background and cleverly illustrated.

WIESE, KURT. Karoo, the Kangaroo. Coward. \$1.50. An appealing story of a little lost kangaroo in search of his mother. Skillful pictures by the author who was once a war prisoner in Australia where he came to know Karoo.

WILLIAMSON, HAMILTON. A monkey tale. Doubleday. \$3.75. An amusing picture and story book of a little monkey of the jungles who was almost devoured by the crocodile. Pictures by the Haders.

WINLOW, CLARA V. The kitten that grew too fat. Macrae. \$1.50. Pleasing story with effective silhouettes of a little pampered kitten belonging to the king who finally ran away to live with a little girl and was happy ever after.

For Older Boys and Girls

BIANCO, MARGERY. All about pets. Macmillan. \$2. Tells in most understanding way how to take the right care of pets with brief information about their lives and habits.

BUPANO, REMO. Pinocchio for the stage. Knopf. \$2. Divided into four separate parts, this favorite child's story is ably presented for the stage by a prominent Italian.

CREW, HELEN C. Alanna. Harper. \$2. How a lovable little Irish girl prefers to live humbly in the tiny village that is home rather than to have greater comforts with relatives in America. Unusual story interest and reflects author's familiarity with the country.

EATON, JEANNETTE. A daughter of the seine. Harper. \$2.50. Exceptionally wellwritten story of the colorful, picturesque, and tragic life of Madame Roland. For high-school age.

EYTON, JOHN. Kullu and the elephant. Bobbs. \$2.50. Captivating tale of an English school boy and his chum Kullu, a native lad of India, who make a hasty trip into the jungle, capture an elephant, and have various escapades. The story admirably catches the atmosphere of India.

FINGER, CHARLES J. Courageous companions. Longmans. \$3. A stirring tale of the sea which relates the adventures and dangers encountered by a brave English lad and his companions on a romantic voyage around the world with Magellan.

FOA, EUGENIE. The strange search. Lippincott. \$1.50. A far journey and shipwreck overtake two children before they finally come to an end of a long search for their lost mother. Very charmingly told.

GIBSON, KATHARINE. The goldsmith of Florence. Macmillan. \$5. Stories of famous craftsmen from the earliest days in Florence down to the present time. Very beautifully illustrated.

HILLERY, VIRGIL M. A child's geography of the world. Century. \$3.50. The author makes geography an enticing story in the same able fashion as with his "A Child's History of the World."

HODGINS, ERIC. Sky high. Little. \$2.50. This accurate record of aviation takes us from the earliest European experiments one hundred and fifty years ago to the overseas flights of today.

MILLER, ELIZABETH C. Pran of Albania. Doubleday. \$2. Very ablywritten narrative of the daily life of the mountain tribes of Albania, their wars and struggles. The brave girl, Pran, plays a leading role in winning freedom for her people.

MIRZA, YOUSUF B. Myself when young. Doubleday. \$2.50. Story of boy life in Persia giving customs and descriptions of the country in very interesting manner.

MUKERJI, DHAN G. The chief of the herd. Dutton. \$2.50. Beautifully written story of noble Sirdar, chief of the wild elephants of an Indian jungle who leads his herd to safety from the snares of man.

OVERTON, JACQUELIN. Long island's story. Doubleday. \$3.50. A book of unusual historic value giving the complete story of the island from the days of the first settlers, and closing with such chapters as "Birds and wild flowers," "New roads back to old towns," and the like.

SMITH, SUSAN. Made in America. Knopf. \$2. Interesting accounts of the handicraft periods in American history with stories of early Americans including Paul Revere, Thomas Jefferson, and others and showing that types of furniture in early days grew out of conditions of living.

THOMAS, LOWELL. The hero of Vincennes. Houghton. \$2.50. The story of George Rogers Clark, his eventful march against Vincennes, and his success in one of the most daring campaigns of the Revolution.

Are Educational Journals Worth Reading?

WALTER CROSBY EELLS

School of Education, Stanford University

FOR THREE YEARS the writer has given the one-term course in Introduction to Education which at Stanford University is a prerequisite to all other education courses for students without previous teaching experience. The size of the class has varied from 50 to 120 students, predominantly juniors and seniors. Such a course should be extensive, rather than intensive. It should give a broad view of the entire field—an introduction to the philosophy, the facts, the methods, and the literature of modern education. It should not be exhaustive but comprehensive, sampling, enticing; both informational and inspirational.

In the effort to accomplish these ideals the course has been planned to include textbook work, tests, lectures, class reports, solution of assigned problems, supplementary reading of books in the fields of general education, school surveys, educational fiction, and periodical reading. One of the most valuable requirements, in the opinion of the instructor as well as the students, was the one for regular reading of educational journals, which was phrased as follows:

Read each week two articles of your choice from current educational periodicals in the education library. The two should not be from the same journal in any one week. At least ten different periodicals must be represented during the course. Report the author, title, and source of each of the two articles and a comment or characterization of each in one or two sentences each week. These reports are due each Monday morning.

One day was spent in presenting a list of the sixty principal journals regularly received by the education library and in characterizing them briefly. Occasionally a special article was particularly recommended but usually the choice was deliberately left entirely to the student. It was definitely planned to stimulate educational browsing—the development of acquaintance, habit, attitude.

Value of the requirement—Was this requirement worthwhile? In the opinion of the instructor it was eminently so and this conviction has been strengthened each time he has offered the course. It will be retained, in its essential features, next year. However, the convincing answer should be found, not in the opinion

of the instructor but in that of the students. At the close of the term, in connection with their final examination, the members of the class were asked to write answers to the following questions:

What value have you derived from the requirement for weekly reading from educational periodicals? Do you think this requirement should be altered in any way another year? What three journals would you choose for regular reading?

With but two exceptions the class were unanimous in their statements that there was great value in the assignment. Many stated it was the most valuable feature of the entire course. A few excerpts will show the wide variety of values which were realized.

The requirement for weekly reading from educational periodicals has proved to be one of great pleasure for me—so much so that it is even difficult to consider it in the light of a valuable requirement.

In fulfilling the requirement for weekly reading from educational periodicals I find myself with at least a "bowing acquaintance" with thirty educational periodicals, having learned to recognize their faces and names and being able to place them in their rightful positions. There are about ten of these journals with which I have come to have a "speaking acquaintance"—learning their faces, names, and a good deal about their characters. Then there are three or four that have become "fast friends" of mine, about whom I have accumulated considerable information. I know not only their faces and names but their characters, their interests, and their aims in life. And from them all I have enriched my own thought-life by adding new opinions—valuable and interesting information about the newest in educational movements and growth.

I sincerely believe that the requirement for weekly reading from educational periodicals has been of greater value to me than any other single requirement.

It tends to develop friendships with worthy magazines on the subject; a reason that will be multiplied ten-fold in importance when we enter the educational profession.

Keep the same system; that is fine. By the end of the quarter the student knows pretty well all of the periodicals and he has a fair idea of the best ones, or rather those that seem best to him; then, in his future work he can avoid all the rest.

I think that this requirement is the *most practical* part of the entire course. It starts

us doing a thing that is done in professional life which, to say the least, is quite a departure in educational courses.

After all, it is the living problems of education which count and nowhere are they better presented or more vividly discussed than in these journals.

When I was reading the textbook there was always the feeling of, "Yes, that is all very well but those conditions are probably changed a great deal since 1920." The periodical articles, on the other hand, were about problems that are coming up in this year, 1929.

My impression is that these numerous magazines are the flexible textbook—the best text for the study of the progressive, ever-growing, new education.

The periodicals contain fascinating material because it is "growing" material—it is about experiments that are being carried on now.

I think that reading good magazines in a chosen field is at once a habit and a good one, which can best be started by requirement from authority. Then if the student has a normal interest in the subject, the habit grows until he goes to these sources in the spirit of learning. For this reason, I think that I have acquired a very good habit and a knowledge of the best magazines in the educational field.

This is the first course in which I have ever been required to read at least two selected magazines a week. It took a little time to get into the habit but I soon discovered a growing habit of thinking ahead of what I would be interested in and of attempting to find the magazine which could suit the purpose.

I had always imagined these magazines to be of a purely technical character, largely statistical, and having little or no meaning to the average student who is only beginning his study in this field. On the contrary, many of the articles, I should say in fact, a majority, are extremely interesting and are quite human and lively in content. I had no idea previously that the reading in the magazines would ever become actually interesting and appear anything but dry and useless.

It enlarged my view of the subject, and made my grasp of it more definite, clear, and concrete.

This reading has given me a taste of many topics while not exhausting any of them.

I have found education journals far less dry than I had anticipated. The requirement that we read in at least ten different journals made possible the appraisal of the best ones and introduced us to each type.

This sort of thing makes one less provincial, more nationally and internationally minded.

I think that the reading from educational periodicals has been one of the greatest factors in helping me to realize the importance, vastness, and absolute necessity of education. I state this strongly because the periodicals introduce the reader more adequately to the various fields of education than any readings I have found yet.

Alteration of the requirement—About two thirds of the class felt the requirement should be unchanged another year. Only a few suggested that it be reduced or eliminated. Many suggested an increase to three or four articles per week, or to a total of 25 journals. Others felt that definite lists of articles should be posted each week—that the reading was too desultory. But this would largely defeat the primary object in view. Others suggested that reports be made monthly, or only at the end of the course. This was tried the first year but resulted all too frequently in postponement of the work and "periodical" indigestion at the close of the term. The method used this year simulates most closely the actual

conditions, both as to frequency and freedom of individual choice, that will meet the student when he ceases to be subject to university direction or suggestion. Three suggestions that may be incorporated next year were (1) that a test be given covering the journals, (2) that a monthly report be required on the most outstanding article read during the month with reasons for the choice, and (3) that at least one or two weeks be devoted to educational articles in non-professional journals such as *Atlantic*, *Harpers*, *Scribners*, and the *Forum*.

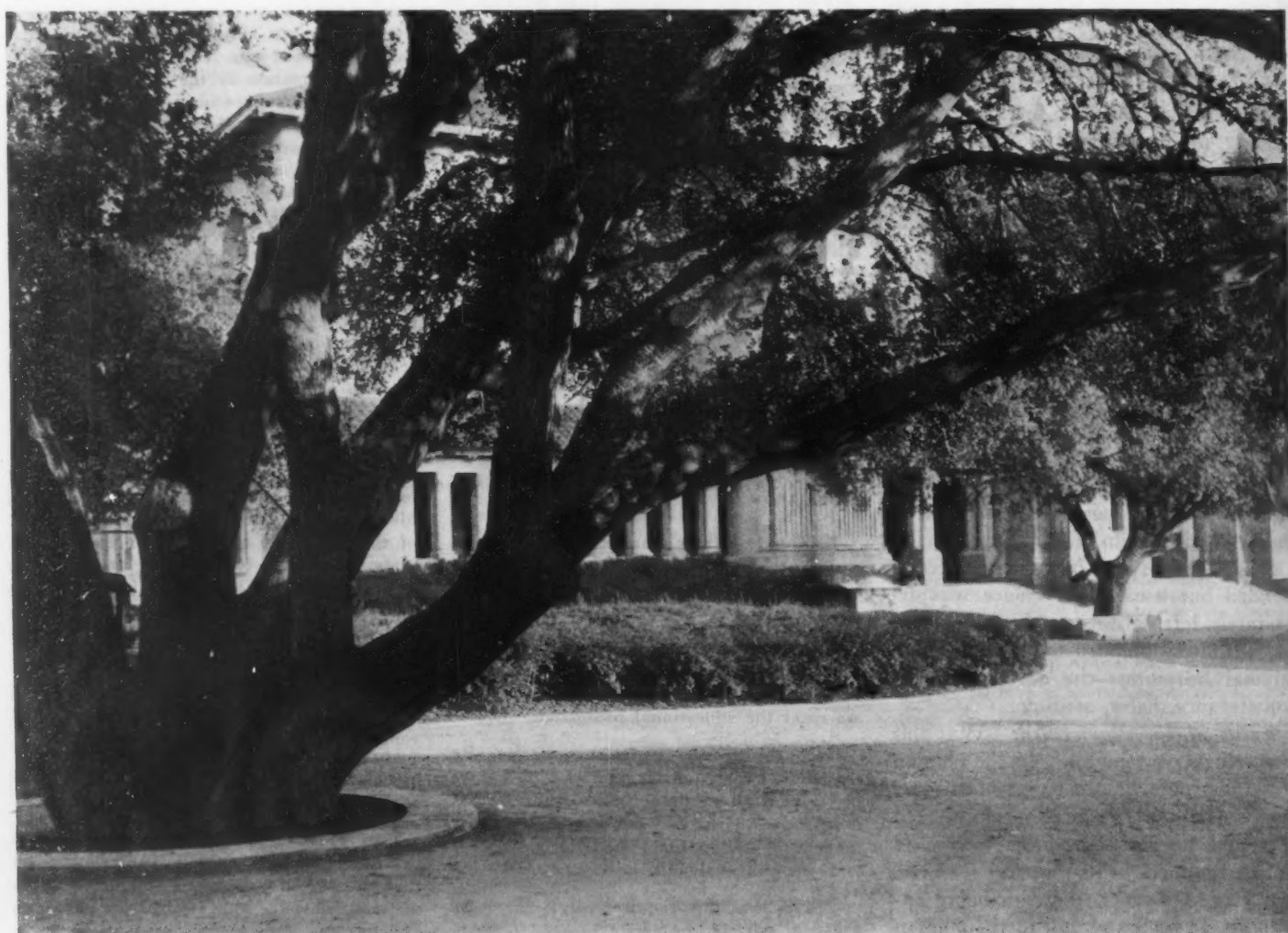
Selection of journals for regular reading—A total of 29 journals was mentioned for regular reading in the selection of three asked from each student. There were three which were outstanding in number of votes, clearly leading the field. First place went to *School and Society*, chosen by over half the class. *The Journal of the National Education Association* and the *School Review* tied for next place, each being chosen by one-third of the class. Next in order, selected by approximately one-sixth to one-seventh of the class in each case, were *School*

Executives Magazine, *Progressive Education*, *The Nation's Schools*, *California Quarterly of Secondary Education*, *American School Board Journal*, *Journal of Adult Education*, and *Sierra Educational News*. Nineteen other journals received a smaller number of votes.

Two comments on the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION are interesting:

I would choose the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION as one for regular reading because it is the official organ of the NEA and frequently reports important investigations conducted by the Association. The subjectmatter does not concern itself so much with elementary methods but with general problems that appeal more to a beginning student of education and serve to awaken his interest in the education field. Many articles are of particular interest to college students.

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION is one of the best magazines I have read this quarter. I like the choice of articles in it. They are not too long and one does not get tired of reading a lot of material. The subjectmatter is vital, interesting, and written in good style.



Library, Stanford University.

Vitalized Group Study and Faculty Meetings

THE MARCH JOURNAL was, in part, a special number featuring interpretation of the schools. Many schools which used this material in March are finding it valuable and suggestive for a continuing program of interpretation. Every issue of the JOURNAL contains material which is significant when applied to your own school, your community, or your classroom. Is the teaching load too heavy in your school? Is classroom instruction being improved? Are the non-essentials in your curriculum being weeded out to make room for vital material which will increase the joy of teaching and learning? Can the most progress be made if only a few administrators and teachers in a school have a broad understanding of education and their community?

Teachers of University Hill School Boulder, Colorado, have caught the idea of "vitalized group study and faculty meetings" by (1) recognizing the value of material in their own state education journal and the NEA JOURNAL and by (2) bringing out the significance of their study as applied to their own school. The following letter by Principal F. A. Boggess was sent to all teachers in the University Hill School:

Tomorrow afternoon all teachers will meet for a general faculty meeting. The principal topic of discussion will be "Interpreting the Public's Schools." It will be based on pages 70 to 82 inclusive of the JOURNAL of the National Education Association for March 1930. I hope you have read these pages already so there can be a general discussion of the subject but in order that all important points may be brought out I will assign each page to a different teacher to present the subject-matter and lead the discussion in connection with that page. It isn't that I just want the facts as printed brought out. It is of far greater importance to bring out the significance of what is said when applied to our school. There is doubtless an abstract question involved but what we are interested in is concrete and definite—interpreting University Hill School to its public. Therefore all the presentations and discussions should have a local application. In this way many valuable suggestions should be made. I wish to make two other assignments in addition to the above pages. (1) Will Miss McCormick be prepared to discuss pages 84 and 85 in the same JOURNAL and make suggestions as to what our school should do in observing "The Covered Wagon Centennial"? (2) Will Miss Peers report on "The Grand Junction Plan" which is described in the March Colorado School Journal and discuss the merits of the plan?

With the above letter was an interesting list of questions on the articles assigned for discussion. Two of the questions are quoted; they are worth your consideration now or anytime.

(1) Could you name a dozen articles which might profitably be prepared for our school bulletin or the local newspapers which are suggested by page 71 of the March NEA JOURNAL? Try it.

(2) What subjects could profitably be added to our P. T. A. programs to carry out the ideas of pages 70-82 of the March JOURNAL? In your talk with patrons tomorrow night what facts about our school would it be well to bring out?

One teacher's experience—A highly rated and experienced teacher in Washington, D. C. made the remark recently that she had taken the JOURNAL for many years, but had only this year discovered it. Believing it to be of no practical value to the classroom teacher she had allowed it to go unread. This year she made a personal contact at NEA headquarters. Because of this personal interest she began to read the JOURNAL and says:

The JOURNAL has been a big help to me in every question my supervisor has brought up this year. I have found solutions to puzzling curriculum problems, material for faculty discussions, and new methods to try out—the socialized recitation, the project method, and the Winnetka plan. What I didn't find in current numbers, I found in the issues of preceding years. If I had only realized it, I could have had this help all the time. Material which I used to spend considerable time searching for, I am finding in the JOURNAL ready for immediate use. My supervisor has asked us this year to write papers on the newer trends in education. I refer to the JOURNAL constantly in this work. I know now that it is the most practical professional help a teacher can have.

Keep a file of your JOURNALS—They contain new material not found elsewhere. Like the teacher quoted above, you may use them eventually for reference. Why not now? Every JOURNAL during 1929-30 contains many suggestions for planning and holding faculty meetings. Some which may prove especially helpful are:

October 1929, p240; November 1929 p280; January 1930 p36; February 1930, p65; March 1930, p86; April 1930, p126.

Try the JOURNAL for faculty meetings this month; it will help you in planning for professional study next school year.

Horace Mann as Curriculum Content—Here is a challenge to all of us to teach children about the school as an institution. Gathering material in regard to pioneer leaders in education and the growth, bitterly contested at every step, of the great principles of American education might be done by senior classes for commencement exercises. Such material would be a valuable addition to the social studies in your school. The historical and sociological phases of American education are suitable subjects for graduate students. This article, p115 April 1930, is outstanding.

Are Educational Journals Worth Reading?—The student-teachers who answered this question while in college have an excellent background for professional growth while teaching. W. C. Eells, author of this article, p159 of this issue, writes:

I cannot refrain from an expression of admiration for the excellent March issue of the JOURNAL. I have been giving a short course in Educational Publicity and consequently was particularly interested in the excellent presentation of so many phases of the subject. I shall recommend that my class read it from cover to cover.

Ten Questions for High-School Teachers—This article, p143 of this issue, is excellent for group study and appropriate for teachers at any level.

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

First, *Mental Health of the Adolescent* by J. Mace Andress; second, *Education for a Better World* by Ross L. Finney; tied for third, *New Emphasis Necessary and New Duties of the Schools*; tied for fourth, *The Problem of Interpreting the Schools and Schools an Economic Necessity*; fifth, *The Frills and Furbelows*.

Suggestive questions for discussion of articles in this issue:

EDUCATION AND THE IMPROVABILITY OF MAN. After reading this editorial, think of the difference your teaching makes in the lives of boys and girls; the difference your school makes in the community.

OUR GREAT ENEMY. Is the information of this page known to many people?

THE YOUNG CITIZENS LEAGUE. Note how this League works through institutions already established—the teacher, the school, the county superintendent, the state department of education.

RECENT VERSE FOR CHILDREN. You will enjoy these poems with your pupils.

THE PHYSICAL BASIS OF MENTAL HEALTH. Three previous articles in this series have received first rank in the JOURNAL checkup. Why does Dr. Andress say we can feel optimistic about health education?

VITALIZED LEISURE. The author says elsewhere, that we might better look upon our work as a "challenge" rather than a "problem."

State School Costs and Other Governmental Costs--1928

Prepared by the Research Division of the National Education Association

States	Cost of public, elementary, secondary, and higher education in 1928	Taxes collected in 1928 by:				Percent cost of schools is of tax collections of:		
		Federal government	State government	Local government	Federal, state and local government	Federal government	State and local government	Federal, state and local government
1	2	3	4	5	6	7	8	9
United States.....	\$2,448,633,561	\$3,194,000,000	\$1,452,481,804	\$4,629,845,000	\$9,276,326,804	76.66	40.26	26.40
Alabama.....	24,540,666	19,930,560	20,782,406	31,317,000	72,029,966	123.13	47.10	34.07
Arizona.....	10,171,145	3,928,620	5,989,000*	15,393,000	25,310,620	258.90	47.57	40.19
Arkansas.....	15,946,309	12,935,700	16,719,000*	22,080,000	51,734,700	123.27	41.10	30.82
California.....	158,169,068	150,948,440	81,420,202	304,999,000	537,367,642	104.78	40.93	29.43
Colorado.....	28,855,704	16,225,520	13,379,693	44,002,000	73,607,213	177.84	50.29	39.20
Connecticut.....	35,181,656	41,873,340	27,977,484	64,751,000	134,601,824	84.02	37.94	26.14
Delaware.....	4,098,671	21,112,340	7,341,298	5,096,000	33,549,638	19.41	32.95	12.22
District of Columbia.....	11,940,126	18,844,600		27,307,000	46,151,600	63.36	43.73	25.87
Florida.....	33,500,859	28,618,240	21,529,000*	78,202,000	128,349,240	117.06	33.59	26.10
Georgia.....	21,156,251	28,043,320	20,766,116	39,809,000	88,618,436	75.44	34.93	23.87
Idaho.....	12,595,605	3,545,340	4,356,000*	19,523,000	27,424,340	355.27	52.75	45.93
Illinois.....	157,559,178	244,788,160	70,524,724	307,691,000	623,003,884	64.37	41.66	25.29
Indiana.....	80,067,480	47,494,780	33,013,333	124,569,000	205,077,113	168.58	50.81	39.04
Iowa.....	61,446,373	22,549,640	29,570,654	98,985,000	151,105,294	272.49	47.80	40.66
Kansas.....	49,331,743	26,765,720	19,776,417	79,858,000	126,400,137	184.31	49.51	39.03
Kentucky.....	27,591,933	34,495,200	25,026,965	44,384,000	103,906,165	79.99	39.75	26.55
Louisiana.....	25,185,418	22,389,940	22,026,503	47,203,000	91,619,443	112.49	36.38	27.49
Maine.....	12,620,133	11,690,040	14,339,000*	23,658,000	49,687,040	107.96	33.21	25.40
Maryland.....	27,279,981	37,114,280	17,306,000*	52,005,000	106,425,280	73.50	39.36	25.63
Massachusetts.....	86,547,480	119,806,940	45,120,632	233,969,000	398,896,572	72.24	31.01	21.70
Michigan.....	127,686,391	186,210,200	78,642,774	232,092,000	496,944,974	68.57	41.09	25.69
Minnesota.....	60,239,295	38,839,040	42,968,390	109,125,000	190,932,430	155.10	39.61	31.55
Mississippi.....	22,928,806	10,859,600	11,197,000*	46,229,000	68,285,600	211.14	39.93	33.58
Missouri.....	58,309,634	78,061,360	34,057,036	102,488,000	214,606,396	74.70	42.70	27.17
Montana.....	14,857,064	6,100,540	6,163,345	24,424,000	36,687,885	243.54	48.57	40.50
Nebraska.....	31,827,517	11,849,740	11,544,000*	56,153,000	79,546,740	268.59	47.01	40.01
Nevada.....	2,976,810	1,117,900	1,887,000*	4,913,000	7,917,900	266.29	43.78	37.60
New Hampshire.....	8,600,068	5,908,900	7,312,706	18,262,000	31,483,606	145.54	33.63	27.32
New Jersey.....	110,166,133	117,730,840	74,874,418	226,333,000	418,938,258	93.57	36.57	26.30
New Mexico.....	7,288,192	2,555,200	3,438,000*	7,408,000	13,401,200	285.23	67.20	54.38
New York.....	312,246,466	769,306,840	207,738,753	745,605,000	1,722,650,593	40.59	32.75	18.13
North Carolina.....	47,047,191	227,764,140	25,665,000*	63,732,000	317,161,140	20.66	52.63	14.83
North Dakota.....	18,641,250	3,705,040	7,860,965	27,335,000	38,901,005	503.13	52.96	47.92
Ohio.....	152,899,048	163,756,380	36,637,000*	297,522,000	497,915,380	93.37	45.76	30.71
Oklahoma.....	36,507,624	30,470,760	19,411,000*	68,715,000	118,596,760	119.81	41.43	30.78
Oregon.....	24,272,132	9,901,400	18,615,619	44,843,000	73,360,019	245.14	38.25	33.09
Pennsylvania.....	188,023,939	279,506,940	120,599,628	328,016,000	728,122,568	67.27	41.91	25.82
Rhode Island.....	13,528,763	17,279,540	9,650,028	23,675,000	50,604,568	78.29	40.60	26.73
South Carolina.....	19,512,899	12,169,140	16,179,615	27,255,000	55,603,755	160.35	44.92	35.09
South Dakota.....	17,561,217	3,896,680	10,467,248	31,153,000	45,516,928	450.67	42.19	38.58
Tennessee.....	26,906,480	28,394,660	19,084,848	43,787,000	91,266,508	94.76	42.80	29.48
Texas.....	78,684,784	69,820,840	60,328,000*	122,037,000	252,185,840	112.70	43.15	31.20
Utah.....	12,222,188	5,972,780	8,483,791	14,723,000	29,179,571	204.63	52.67	41.89
Vermont.....	6,018,651	3,800,860	6,511,243	10,307,000	20,619,103	158.35	35.79	29.19
Virginia.....	30,821,350	91,348,400	29,813,000*	44,383,000	165,544,400	33.74	41.54	18.62
Washington.....	38,774,376	19,291,760	29,873,241	61,804,000	110,969,001	200.99	42.29	34.94
West Virginia.....	30,132,107	22,900,980	18,705,303	49,097,000	90,703,283	131.58	44.44	33.22
Wisconsin.....	59,077,788	59,216,760	34,781,426	124,387,000	218,385,186	99.77	37.12	27.05
Wyoming.....	7,089,619	3,162,060	3,027,000*	9,241,000	15,430,060	224.21	57.79	45.95

YOU may obtain the figures for your state by reading the above table as follows: In 1928, there was \$19,930,560 taxes collected by the federal government in the State of Alabama; \$20,782,406 was collected in taxes by the state government; \$31,317,000 was collected in taxes by the local government; making a total of \$72,029,966. The sum expended for public schools in Alabama in 1928 (\$24,540,666) was 123.13 percent as much as the amount collected in taxes by the federal government; 47.10 percent as much as the amount collected in taxes by the state and local governments; and 34.07 percent as much as the sum collected in taxes by the federal, state, and local governments. Similarly read data for other states.

Sources of data: The figures of column 2 are from official re-

ports of the U. S. Department of Interior, Office of Education. Figures representing the collegiate cost are receipts rather than expenditures. Expenditures for these institutions are not available. In this table it is assumed that all school expenditures are paid from tax revenue. This is not strictly correct. A small percentage of school money comes from other sources than tax collections. A full evaluation of this fact, however, would not radically revise the relationships of the major items given in this table. Figures as to the national total of federal taxes collected are those of the National Industrial Conference Board as given in Table 28, p64 of *Cost of Government in the United States 1927-1928*. This total was distributed among the states on the bases of percent of federal taxes collected in each

state as given in Table 38, p84-5 of *Cost of Government in the United States 1927-1928*. The figures given in column 3 do not necessarily represent the real federal tax burden of the state, since they include tobacco taxes and other corporation income taxes collected at place of manufacture. Figures of column 4 are advanced figures of *Financial Statistics of States, 1928*, and were obtained through the courtesy of the Department of Commerce, Bureau of Census. Figures for the states marked with an asterisk (*) were not available for 1928; the figures given are for 1927. Figures of column 5 from *Cost of Government in the United States, 1927-1928*. Table 35, p77. Figures of column 6 are the sums of columns 3, 4, and 5.

Honor Home and Home Folks

J. W. CRABTREE

THE MANY FRIENDS of Secretary J. W. Crabtree will understand better his devotion to democratic ideals in education after reading the statement on this page. It is part of an address which Mr. Crabtree delivered at a banquet in Lincoln, Nebraska, in March given in honor of himself and of President Pyrtle of the Association. As teacher, superintendent, high-school inspector, normal-school president, state superintendent, Mr. Crabtree is personally known throughout the state. If every teacher would emphasize as Mr. Crabtree has here, his debt to homelinks, to early teachers, and to the Sunday school and church, these constructive forces would be more highly valued among us.

A good friend, who has known me since in the seventies when I wore a cowboy hat and herded cattle fifteen miles east of Lincoln, said in a letter which I received last week that he heard that I was to be honored soon in Lincoln. He said, "Well, Jim, I am glad you have made a fine record. You did it all yourself. You did not have the help from home that some of the rest of us did." I have often heard that I am selfmade. But I want my friend who made that statement and I want you, my friends, to know the actual truth. I do not see how any one could owe more to father and mother and more to home than I owe.

Those who came in touch with our home in the early day, humble as it was, know of my indebtedness to my parents that many of you could not know. I would like those of you who are honoring me for achievements to know who gave me my chance for rendering a service in life. I would like your help in correcting the notion that I did it all. I prefer to stand as a living evidence of what home and home influences have done for one who is now privileged to render modest service to the teaching profession and to the youth of the land.

In 1879 came the feeling on my part—but more strongly still on the part of my parents—that I ought to manage in some way to go away to school. The new state normal school at Peru became the goal. The whole family worked hard to get a little ahead so I could be spared from the home for that purpose. I was the oldest

of eight children. But the poverty of those years following the period when grasshoppers destroyed the crops made it difficult to get ahead and at the end of the year we had not saved a penny.

When the time came to go, I decided that it was my duty to remain at home and continue my work for a neighbor at fifteen dollars a month in order to help to keep the wolf away from our door. My parents would not accede to my giving up the Peru normal. I had been told that if I could only get to Peru, I could work my way through school. My mother—tears streaming down her cheeks—said, "You must go. You must not miss the chance. We will all work harder and we will get along some way. When you get an education maybe you can help the other children to get an education also." My father, afflicted with sickness as well as poverty, said, "Yes, you must go. We are sorry we do not have some money for you to start on but God will help you as He has helped us. He will give you strength to prepare for doing good in the world." Then still more impressive were the words in the last family prayer.

So I carried to Peru with me that which meant more in life than it would have meant to carry away five or ten thousand dollars in cash. How could one help but have faith, moral courage, and high ideals coming out of a home like that? To chop wood at seventy-five cents a cord for Tom Majors, to carry wood up two stories in the dormitory at ten cents an hour, and to do my own cooking were as pleasant under the circumstances as for students of today to drive fine autos or to play golf in the afternoon.

At one time because of sickness, I had trouble in making ends meet. I was surprised all at once to receive funds from home. I learned later they were obtained by mortgaging a cow. In face of such sacrifices I did not feel the least ashamed not to have a new suit of clothes on graduation day.

I had the good fortune in those days to have the sympathy and help of many other homes. Next to what I got from my own home, I perhaps got from Tom Majors and his home. The inspiration, the love of learning, the ambition, and the levelheaded vision which I got from Mr. Majors has served me well.

A few years later when I was superintendent of schools at Ashland, Nebraska, I recall a visit at our home in the old sod house near Haigler, Nebraska, when all of the family were there—father, mother, and now eleven children—when I witnessed the pride of my parents in the fact that some of us were getting, after all, a fair start in life and I heard the Maker of all good in the world given the credit for the blessings which had come to the family. Two of us were teaching. One was in college, two in high school. The older children were helping the others.

This visit gave renewed inspiration. It gave larger hope. It made more everlasting my faith in God. It increased my love of home. It widened my outlook upon life. It—and other visits more than all other causes put together—led me to decide to consecrate my life to doing good in the world. How easy it is to hold to high ideals when you come from a home of that type.

No, no, we are not selfmade. *I will tell who is selfmade. It is the man or woman who has made good in spite of plenty. It is the man or woman whose home is careless and who has the funds and the opportunity for a continuous good time and yet who has held to high ideals and right living year after year.* Give him or her the credit of being selfmade, but let us stand as the product of the pioneer homes of this state.

I do not have words, my good friends, to express the depth of appreciation which I feel nor can I adequately explain my feeling of indebtedness to you and to the state. I'd cross the continent for you and you would cross it for me. That is all there is to it. Why try to analyze? When I recall the welcome of the old pioneer homes of my day and the cordial good will and welcome I always find in Nebraska on my visits, I am convinced that the home ties and the home influence of the early day still hold for the youth of the state. This means another generation of men and women of fine pioneer quality in Nebraska. I am proud of the faith of our parents and of the younger parents of today in their own children and of the sacrifices they make for their sons and daughters; proud of our hope for the future and proud of the greater opportunity for service just ahead.

The Ideal of a Liberal Education

A Gift for Graduation

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 maintains his home relationships with an appreciation of their meaning to him and to society.

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

(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 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.

[This poster for your classroom is from THE JOURNAL of the National Education Association. Order No. 19164
Copies printed on attractive art paper, may be had from the Association: 20 copies, \$1; \$4 a hundred; \$30 a thousand]

Builders of Our Profession

A DISTINGUISHED TEACHER—The death of William Howard Taft, twenty-seventh president of the United States and former chief justice, recalls the fact that he was a teacher, having honored the teaching profession as professor of law at Yale University from 1913-21.

New Life Enlistments

THE following life members have been reported since the list was published in the April Journal:

ALABAMA—Lee Frazier Banks, W. V. Luckie, J. B. Warde.
 ARKANSAS—Victor C. Kays, M. E. Woolsey.
 IDAHO—John Dyer.
 ILLINOIS—Lotta J. Sigsworth, Grace C. Tyler, Corem Waller.
 IOWA—Janie Shanley.
 KANSAS—W. N. Van Slyck.
 MAINE—Roy Lynde Fernald.
 MARYLAND—Arthur J. Klein.
 NEBRASKA—Katherine Follmer, George Walter Rosenlof.
 NEW JERSEY—Clinton S. Bassett, Dorothy Rogers.
 NEW YORK—A. K. Aldinger, Frederick Mellnitz.
 OHIO—J. Harold Brooks, J. G. Collicott, W. B. Hayes, Clara M. Kemler, H. C. Leonard, David Alden Watson.
 PENNSYLVANIA—Elizabeth Becker, Louise Blessing,

Charles Coxe, Louise B. Wright.
 TENNESSEE—Quinnie Armour, Thomas H. Grinter.
 TEXAS—K. E. Oberholtzer.
 VIRGINIA—Neal A. Bedinger.
 WEST VIRGINIA—Clarence G. Peregoy.
 WISCONSIN—William C. Koepke.
 WYOMING—Mabel F. Thompson.

Completed Enrolments

THE following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the April Journal:

Large Enrolments in the Larger Cities

THESE CITIES of more than 10,000 population merit special mention for the high percent of their teachers who are members of the National Education Association. Those marked with an asterisk have reported complete enrolments; the others, more than 90 percent. Each item includes state, city, and superintendent.

Population 100,000 or Over

CALIFORNIA, *Oakland*, Willard E. Givens
 COLORADO, *Denver*, A. L. Threlkeld
 DELAWARE, *Wilmington*, S. M. Stouffer
 GEORGIA, *Atlanta*, Willis A. Sutton
 KANSAS, *Kansas City*, M. E. Pearson
 OHIO, *Columbus*, J. G. Collicott

Population 30,000 to 100,000

CALIFORNIA, *Berkeley*, Lewis W. Smith;
Long Beach, W. L. Stephens
 COLORADO, *Colorado Springs*, H. M. Corning;
Pueblo, J. R. Risley and J. F. Keating
 ILLINOIS, *Decatur*, William Harris;
Moline, Lewis A. Mahoney;
Oak Park, W. J. Hamilton;
Rockford, Frank A. Jensen
 INDIANA, *Evansville*, J. O. Chewning;
Fort Wayne, L. C. Ward;
Hammond, L. L. Caldwell;
South Bend, W. W. Borden
 IOWA, *Sioux City*, M. G. Clark;
Waterloo, C. W. Klein and C. A. Kittrell
 MAINE, *Portland*, Wm. B. Jack
 MICHIGAN, *Hamtramck*, M. R. Keyworth
 MISSOURI, *St. Joseph*, F. H. Barbee
 NEBRASKA, *Lincoln*, M. C. Lefler
 NEW JERSEY, *Atlantic City*, Charles B. Boyer
 NEW YORK, *Binghamton*, Daniel J. Kelly;
Mount Vernon, Wm. H. Holmes
 OHIO, *Lakewood*, Julius E. Warren;
Lima, R. E. Offenbauer;
Lorain, D. J. Boone;
Springfield, F. M. Shelton
 OKLAHOMA, *Muskogee*, C. K. Reiff
 PENNSYLVANIA, *Altoona*, R. E. Laramy;
Easton, James C. Bay;
York, R. O. Stoops

VIRGINIA, *Lynchburg*, E. C. Glass
 WEST VIRGINIA, *Charleston*, F. L. Teal
 WISCONSIN, *Kenosha*, G. F. Loomis

Population 10,000 to 30,000

ALABAMA, *Bessemer*, J. E. Bryan
 ARIZONA, *Phoenix*, John D. Loper;
Tucson, C. E. Rose
 ARKANSAS, *Fort Smith*, J. W. Ramsay
 CALIFORNIA, *Alhambra*, F. V. Routt;
Bakersfield, L. E. Chenoweth;
Glendale, R. D. White;
Santa Barbara, Paul E. Stewart
 COLORADO, *Greeley*, G. E. Brown;
Trinidad, G. S. Willey
 CONNECTICUT, *East Hartford*, P. S. Barnes
 FLORIDA, *Miami*, Charles M. Fisher
 IDAHO, *Boise*, C. F. Dienst;
Pocatello, J. M. McDonald
 ILLINOIS, *Blue Island*, J. E. Lemon;
Champaign, L. N. Neulen;
Chicago Heights, F. T. Goodier;
Elgin, R. W. Fairchild;
Jacksonville, Ralph Yakel;
Maywood, Eugene LaRowe;
Pekin, C. B. Smith and R. V. Lindsey;
Waukegan, John S. Clark
 INDIANA, *Anderson*, W. A. Denny;
Elwood, Wm. F. Smith;
Huntington, J. M. Scudder;
Laporte, E. B. Wetherow;
Michigan City, M. C. Murray;
Newcastle, E. J. Llewelyn
 IOWA, *Burlington*, W. G. Brooks;
Keokuk, R. L. Reid
 KANSAS, *Atchison*, T. B. Portwood;
Chanute, L. H. Pettit;
Hutchinson, J. W. Gowans;
Lawrence, W. W. Curfman;
Salina, W. S. Heusner
 KENTUCKY, *Ashland*, J. D. Falls;
Owensboro, J. L. Foust
 MARYLAND, *Frederick*, G. Lloyd Palmer
 MICHIGAN, *Adrian*, C. H. Griffey;
Ann Arbor, O. W. Haisley;
Holland, E. E. Fell;
Ironwood, D. R. Rice;
Monroe, C. W. Crandell;
Sault Ste. Marie, G. G. Malcolm;
Traverse City, Charles L. Poor
 MINNESOTA, *Mankato*, H. D. Kies;
Rochester, G. H. Sanberg;
St. Cloud, R. H. Brown;
Virginia, W. G. Bolcom
 MISSOURI, *Sedalia*, Heber U. Hunt
 MONTANA, *Great Falls*, I. W. Smith

NEW JERSEY, *Asbury Park*, A. E. Kraybill;
Bridgeton, Chester Robbins;
Englewood, W. J. White;
Hackensack, Wm. A. Smith;
Long Branch, Chas. T. Stone;
Morristown, J. Burton Wiley;
Plainfield, F. W. Cook;
Summit, J. B. Dougall
 NEW YORK, *Ithaca*, F. D. Boynton;
Lockport, R. B. Kelley
 NORTH DAKOTA, *Minot*, L. A. White
 OHIO, *Alliance*, B. F. Stanton;
Ash-tabula, M. S. Mitchell;
Barberton, U. L. Light;
Bucyrus, E. N. Dietrich;
East Cleveland, W. H. Kirk;
Elyria, R. C. Maston;
Findlay, I. F. Matteson;
Fremont, C. A. Hudson;
Lancaster, J. J. Phillips;
Mansfield, H. H. Helter;
Marietta, H. L. Sullivan;
Martins Ferry, W. L. Kocher;
Middletown, R. W. Solomon;
New Philadelphia, F. P. Geiger;
Niles, R. J. Kiefer;
Norwood, C. W. Johnson;
Piqua, G. C. Dietrich;
Tiffin, C. A. Krout;
Warren, H. B. Turner;
Zanesville, C. T. Prose
 OKLAHOMA, *McAlester*, M. J. Hale;
Okmulgee, J. R. Holmes;
Sapulpa, W. W. Chambers
 PENNSYLVANIA, *Braddock*, T. G. McCleary;
Bradford, J. F. Butterworth;
Clairton, F. N. Frits;
Greensburg, Thos. S. March;
Mahanoy City, H. A. Oday;
New Kensington, E. T. Chapman;
Plymouth, H. S. Jones;
Pottstown, F. H. Fritz;
Pottsville, C. E. Toole;
Shenandoah, A. T. Ratchford;
Steelton, Chas. S. Davis;
West Chester, W. L. Phillips;
Wilkinsburg, W. C. Graham
 SOUTH DAKOTA, *Aberdeen*, M. P. Gaffney;
Sioux Falls, A. A. McDonald
 TEXAS, *Texarkana*, H. W. Stilwell
 UTAH, *Provo*, Chas. A. Smith
 WASHINGTON, *Bellingham*, D. E. Wiedman;
Everett, R. E. Cook;
Hoquiam, H. C. Crumpacker;
Vancouver, C. W. Shumway;
Walla Walla, W. M. Kern
 WEST VIRGINIA, *Clarksburg*, J. A. Jackson;
Morgantown, C. E. McCorkle
 WISCONSIN, *Eau Claire*, P. G. W. Keller;
Fond du Lac, L. P. Goodrich;
Manitowoc, Hugh S. Bonar;
Wausau, S. B. Tobey
 WYOMING, *Cheyenne*, A. S. Jessup

Seven years

OHIO—*Youngstown*, Harding.
WASHINGTON—*Hoquiam*, Central.

Six years

CALIFORNIA—*Oakland*, Highland, Jefferson.
CONNECTICUT—*Stratford*, Garden.
MINNESOTA—*Minneapolis*, Calhoun, Simmons.
PENNSYLVANIA—*Steelton*, Steelton Public Schools,
East End, Felton, Fothergill, High, Hygienic, Major
Bent, West Side.
TEXAS—*Beaumont*, Magnolia.

Five years

COLORADO—*Kremmling*, Grade, Union High.
MAINE—*Augusta*, Smith.
OHIO—*Wood County*, Wood County Public Schools,
Bloomdale, Bradner, Custar, Cygnet, Dowling, Dun-
bridge Rural, Freedom Township, Glenwood Rural,
Grand Rapids Township, Henry Township, Jack-
son Township, Lake Township, Liberty Township,
Lime City, Middleton Township, Millbury, Mil-
ton Township, Montgomery Township, North Balti-
more, North Troy Township, Pemberville, Perrys-
burg, Perry Township, Portage Township, Portage
Village, Risingsun, Rossford, Ross Township, Troy
Township, Walbridge, Washington Township,
Webster Township, West Millgrove, Weston Town-
ship, Weston Village.

Four years

INDIANA—*Greencastle*, Mary Emma Jones.
MICHIGAN—*Battle Creek*, Number 8.
MINNESOTA—*St. Paul*, Riverside.
OHIO—*Cincinnati*, Garfield.
WISCONSIN—*Manitowoc*, Madison Junior High.

Three years

FLORIDA—*Daytona Beach*, North Seabreeze.
GEORGIA—*Atlanta*, Joel Chandler Harris; *Dublin*,
Dublin Public Schools, Calhoun Street, High,
Johnson Street, Saxon Heights.
MASSACHUSETTS—*Amesbury*, Junior High.
MICHIGAN—*River Rouge*, Dunn, Furgason.
NEW JERSEY—*Livingston*, Roosevelt.
PENNSYLVANIA—*Sidman*, Adams Township High.
SOUTH CAROLINA—*Blaney*, Blaney Public Schools,
Grade, High.
WISCONSIN—*Manitowoc*, Manitowoc Public Schools.

Two years

CALIFORNIA—*Whittier*, South Whittier.
CONNECTICUT—*Westport*, Bedford Junior High.
GEORGIA—*Atlanta*, Calhoun.
ILLINOIS—*Chicago*, Pulaski; *Springfield*, Open Air.
INDIANA—*Indianapolis*, Number 29.
MAINE—*Machias*, Washington State Normal.
MICHIGAN—*Alpha*, Mastodon Township Public
Schools.

MINNESOTA—*Pipestone*, Pipestone Indian.
NEW YORK—*Ithaca*, Belle Sherman, Central, East
Hill, Fall Creek, Henry St. John, Open Air, Re-
construction Home, South Hill, West Hill, Wyckoff.
OHIO—*Mentor*, Mentor Village.
TENNESSEE—*Hamilton County*, Chickamauga, East
Dale Grammar.
TEXAS—*El Paso*, Lamar.
UTAH—*Nebo District*, Nebo District Public Schools.
WASHINGTON—*Vancouver*, Central, Columbian,
Franklin, Harney, Lincoln, Washington.

Current year

CALIFORNIA—*Oakland*, Central Trade, Herbert Hoover
Junior High; *Santa Barbara*, Santa Barbara Junior
High.
CONNECTICUT—*Stamford*, Cloonan.
ILLINOIS—*East St. Louis*, Froebel.
LOUISIANA—*New Orleans*, Benjamin Franklin.
MICHIGAN—*Battle Creek*, Southwestern Junior High;
Detroit, Roberts Special Center; *Garden City*,
Garden City Public Schools; *Michigamme*, Imperial
Heights.
MINNESOTA—*Minneapolis*, Garfield, Jackson.
MISSISSIPPI—*Camden*, Center Consolidated.
MISSOURI—*Kansas City*, Border Star.
NEVADA—*Manhattan*, Public.
NEW JERSEY—*Hammonton*, First Road; *Highland
Park*, Hamilton.
NEW YORK—*Staten Island*, Number 20; *Tupper Lake*,
Tupper Lake Public Schools, High, Uptown Ele-
mentary, Uptown Grammar.
OHIO—*Nelsonville*, Senior-Junior High; *Westerville*,
Westerville Public Schools, Grade, High.
OREGON—*Blodget*, Public.
PENNSYLVANIA—*Hazleton*, Walnut Street; *Hughes-
ville*, High; *South Greensburg*, Grade.
SOUTH CAROLINA—*Lyman*, Public.
TEXAS—*Houston*, James S. Deady Junior High.

IN AN address before the teachers of Lin-
coln, Nebraska, March 12, Secretary
Crabtree brought out many interesting points
about the Association, including the follow-
ing: "The National Education Association has
helped to achieve an enlightened apprecia-
tion of education by the American people.
*The schools have fared better in America
than in any other country of the world.*
When the Association began its present
period of growth they were suffering from
teacher shortage, lack of professional train-
ing and professional spirit, inadequate
finance, and insufficient public appreciation.

Within twelve years, which would carry a
student from the first grade through the
twelfth, the Association has knit the teach-
ing force of America together into a fine
professional body which is working on the
problems of the profession—working in the
national association, in the state associations,
in the local associations, in faculty meetings,
in departments, with a spirit that is whole-
some and vigorous.

The Association has led the way in the
development of a finer type of educational
journal. The Journal of the National Edu-
cation Association has set a high standard of
excellence which has influenced all other
journals. It has brought together the very
best thought and has poured into the educa-
tional advance a steady stream of ideals, in-
formation, programs, achievements. It has
supported the various projects of the Asso-
ciation and the work of its departments. It
is often referred to as the most quoted
periodical in the world. It has developed ma-
terial for educational interpretation, for
American Education Week, for the wise use
of leisure, for vitalized commencements, and
many other important projects. No one can
estimate the force of these ideas as they
work themselves out in the daily activities
of 205,000 key men and women who receive
THE JOURNAL each month.

The Association, through the develop-
ment of its Research Division, has given a
new meaning to educational research. It
has gathered data to guide the educational
advance. It has helped to coordinate the
work of other research agencies throughout
the country. Its bulletins and yearbooks are
used as texts in the leading colleges of the
country.

The Journal of the National Education Association

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

President, E. RUTH PYRTLE

Secretary, J. W. CRABTREE

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

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

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

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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.*

The Menace of Private Referendums

THE TAKING of nationwide polls under private auspices may be a menace to democratic government for the following reasons:

First, Such referenda being costly will be taken not simply when a considerable portion of the voters call for them but when some private interest with abundant financial resources deems the time favorable to take them

Second, The referendum is taken without the safeguards which should make it fair and authoritative

Third, Once taken the interests which it favors will argue from it as if it were an authentic and official disclosure of voter opinion

Fourth, When the result of such a referendum is adverse to a law it will be used to paralyze the law-enforcing agencies, to justify law breaking, and as an excuse for local nullification.

Statement by Dr. Edward A. Ross, noted professor of Sociology at the University of Wisconsin, in a letter addressed to the editor of The Journal of the National Education Association, dated April 7, 1930, and quoted by permission.

What Journal Readers Like

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Direct or Indirect Character Education—George H. Betts [May 1929, pages 141-142]
Breadwinning and Soulsaving—L. P. Jacks [June 1929, pages 179-182]
Education for a New World—J. W. Crabtree [October 1929, page 212]
The Changing Family—Ernest R. Groves [October 1929, pages 215-216]
The Mental Health of the Teacher—J. Mace Andress [November 1929, pages 271-272]
My Pedagogic Creed—John Dewey [December 1929, pages 291-295]
The Leisure of Tomorrow—editorial [January 1930, pages 1-2]
The Need for Educational Interpretation—editorial [February 1930, pages 37-38]
Mental Health of the Adolescent—J. Mace Andress [March 1930, pages 93-94]

MONTH after month, year after year, readers of the JOURNAL of the National Education Association are choosing the articles they like best. Every article in the JOURNAL is a selected article—chosen from an increasing stream of worthy material. But the articles listed here are thrice selected. Authors, editors, and readers have found them good. They are a part of the library of every member of the Association. They are worth re-reading. They are excellent for vitalized group study in service and for classes in teacher training institutions. Each article listed here was the first choice of many readers for the month in which it appeared.

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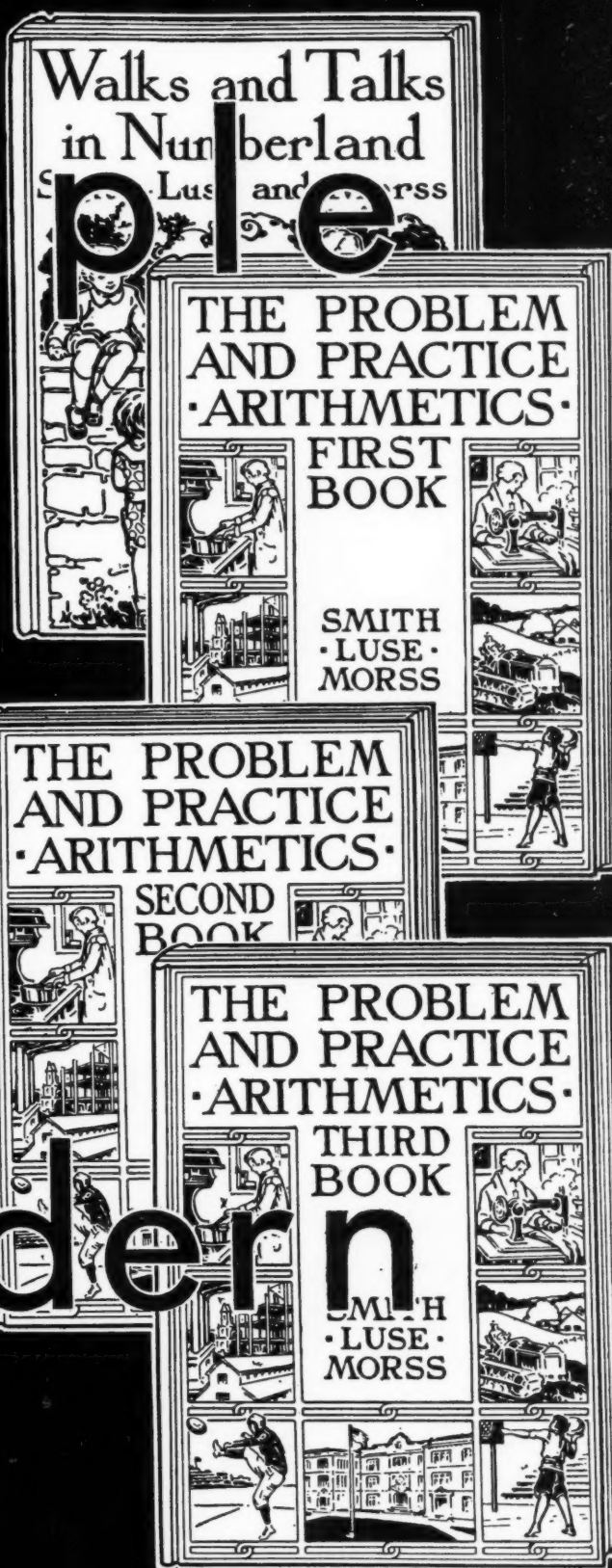
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NOTES and ANNOUNCEMENTS

The new building, a monument to life members—Our new headquarters building financed exclusively by life members is no longer a mere dream. The contractors began work March 12 and plan to complete the fine seven story structure by February 1, 1931. *How fitting to have a permanent record of life members in the cornerstone!* There are 3200 life members now. There are more than 2000 who plan to enrol within a year or two. It would be great to secure these enrolments immediately and to have a list of 5000 names for the cornerstone instead of 3200. Will your name be in the list? Will you not also secure others' names? Let members accept on the ten payment plan. Send name and address now and make your first payment May 1, 1930.

The White House Conferences—Through the development of the White House Conferences, President Hoover is seeking to bring a new coordination into

American life; a coordination which derives its vitality from volunteer cooperation. Here we have for the first time in human history—outside of war—an all-inclusive movement representing the diverse interests of life, working together on behalf of a common objective—the conservation and enrichment of our human resources. This colossal coordination of forces to manage not war but life has deep significance. History throughout all the centuries to come will be colored by the fact that a great humanitarian president had the insight to mobilize the nation to work on our common human problems. The future of American civilization depends in large measure upon the ability of the people to respond to such enterprises and upon the ability of education, government, science, and industry to recognize that the human factors are the supremely important factors in the advance of the race.

Some excellent commencement gifts—The right gift at the right time can make a profound impression. It is doubly significant if given by the principal or president of a school with his personal greetings and autograph. Many schools are using in this way the notable posters which have appeared in *THE JOURNAL*. These posters are now available on attractive art paper. Here is a good selection:

For graduates of elementary schools—*Your Afterself*. Order No. 18188; *In Common Things*. Order No. 18222; *Ten Commandments for School Children*. Order No. 18252.

For graduates of junior high school—*The Seven Cardinal Objectives of Education*. Order No. 17285; *Everyday Resolutions on Health and Safety*. Order No. 1826.

For graduates of senior high school and college—*The Students Ten Commandments*. Order No. 1860; *The Ideal of a Liberal Education*. Order No. 19164.

For graduates of teacher-training institutions—*Ethics of the Teaching Profession*. (Continued on page A-142)

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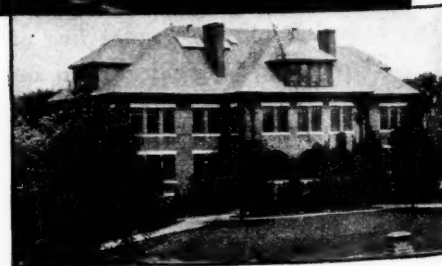
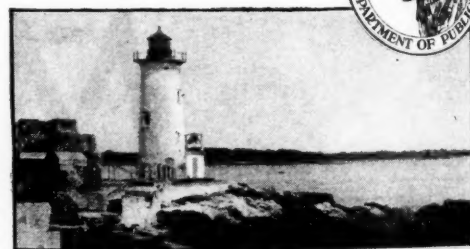
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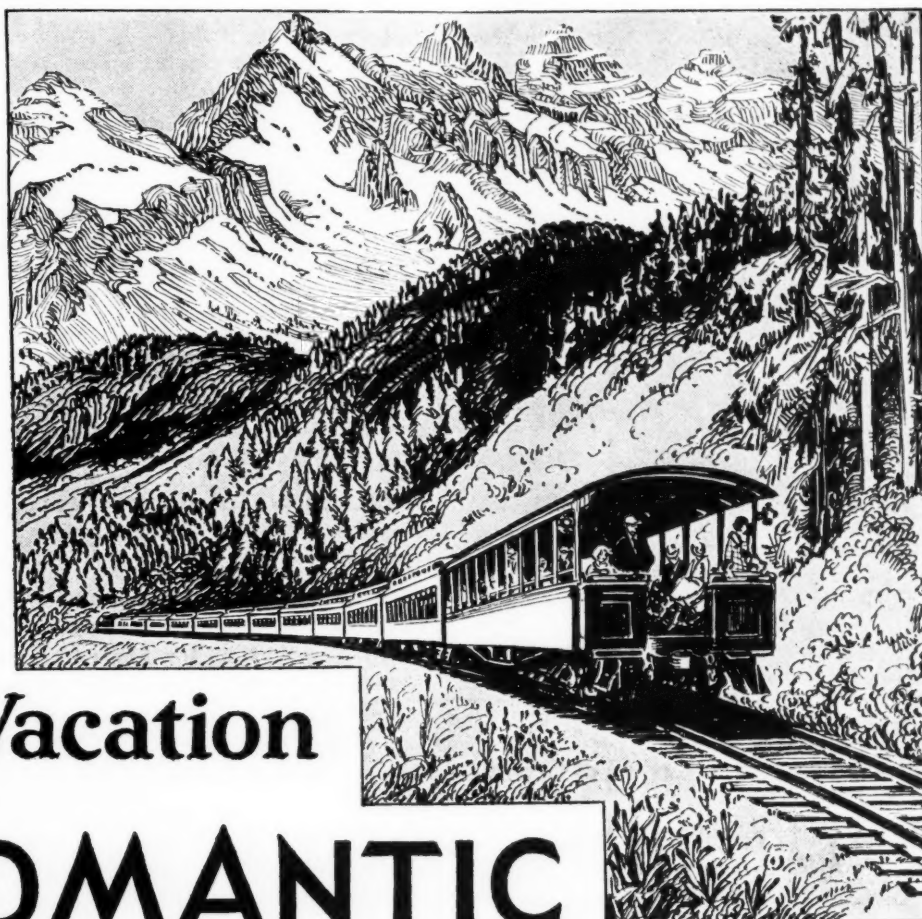


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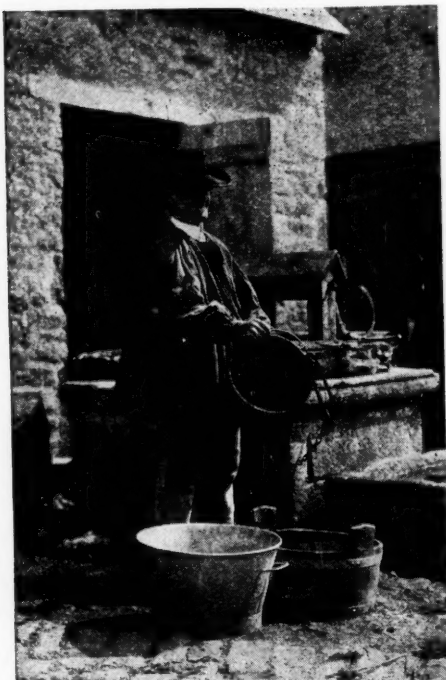
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(Continued from page A-140)

Order No. 18261; *A Prayer for Teachers* by Glenn Frank. Order No. 1954; *The Unknown Teacher*. Order No. X-1.

Teachers wishing to see these posters may refer to them in *THE JOURNAL* by using the Order No. The first two figures are the volume number and the others, the page number. Thus 17285 means Vol. 17p285. Order by title and number from the Division of Publications of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Your graduates would appreciate and treasure a gift which keeps alive the memories of their school.

Cooperation produces splendid Yearbook—One of the points of strength in the National Education Association is the remarkable cooperation which exists throughout the whole. The *Ninth Yearbook* of the Department of Elementary School Principals is a typical example. It is prepared by an editorial committee of able principals. The sort of aid and cooperation which is given by the Association through its headquarters is suggested by the following paragraph from the editorial committee's pages:

The committee appreciates particularly the work of the headquarters staff of the National Education Association at Washington, D. C. Mr. S. D. Shankland has made the necessary business arrangements for furthering the committee's work. The Division of Publications, through Lyle W. Ashby, has handled the details of printing. Much of the planning, organization, and preparation of chapter contents has been executed by the Research Division under the direction of Frank W. Hubbard, assistant director of research.

An interesting experiment—Most of *THE JOURNAL* is printed in Caslon type. As an experiment, page 153 has been printed this month in Century type. Which do you like better? The editors will appreciate hearing from readers who are interested in this point.

THE JOURNAL poster service is for your school—Thousands of schools are now using *JOURNAL* posters on their school bulletinboards. They either take the page from the current *JOURNAL* or order the reprints on attractive art paper. Whenever you see something you would like to have for your schoolroom wall or bulletinboard send it to *THE JOURNAL*. The aim is to use for posters only material of the highest merit.

The glory of teaching—In the tenth anniversary number of *THE JOURNAL*, which will appear in January 1931, it is hoped to present the finest collection of statements on the significance of teachers and teaching that has ever been brought

together. *JOURNAL* readers having statements, paragraphs, poems, articles, or parts of books that appeal to them as unusually fine in this connection are invited to bring them to the attention of the editor.

Endow your profession—Teachers who have no dependents may wish to provide in their wills a bequest to the National Education Association which will carry on their ideals throughout the years. The following clause is a suitable form of bequest:

I believe heartily in the vital work of the National Education Association and want to do my part in helping to assure its continuance. To this end I am happy to contribute the sum of \$, payable 193 . . .

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The price of the past—*THE JOURNAL* of the National Education Association is often referred to as one of the most quoted periodicals in the world. This springs from the fact that education is one of our most universal interests. It is one of the privileges of teachers to make sure that children appreciate the great heritage of devotion and pioneering that has made America. The following editorial from the Fall River Massachusetts *Herald News* of March 12 expresses a vital point of view.

It is characteristic of Americans to look ahead. Sometimes the past seems too uneventful and dull to look back on, and sometimes it seems too harsh and brutal; either way, what lies ahead is generally more attractive.

But the past can hardly be ignored. It hangs over us, with its phantoms and its shadows. To turn back and look at it is to understand ourselves better. It is our heritage. It deserves, not monuments, but much study.

The March *JOURNAL* of the National Education Association quotes an extract from the diary of a woman who made the fabulous old trip to Oregon by covered wagon, away back in 1847. It is worth looking at. Read the following paragraphs, taken from the woman's entry of Nov. 18, 1847, and see what you think:

"My husband is sick. It rains and snows. We start this morning around the falls with our wagon. We have five miles to go. I carry my babe and lead, or rather carry, another through the snow, mud and water almost to my knees.

"It is the worst road that a team could possibly travel. I went ahead with my children and I was afraid to look behind me for fear of seeing the wagons turn over into the mud and water with everything in them. My children gave out with cold and fatigue and could not travel and the boys had to unhitch

(Continued on page A-144)

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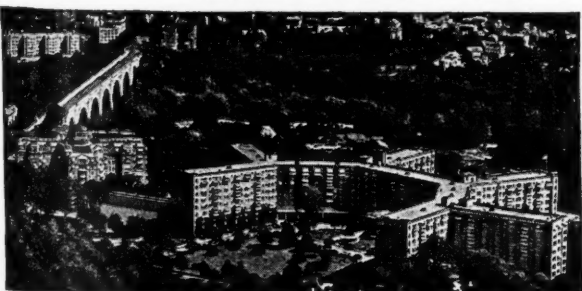
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(Continued from page A-142)

the oxen and bring them and carry the children on to camp.

"I was so cold and numb that I could not tell by the feeling that I had any feet at all. We started this morning at sunrise and did not get to camp until after dark, and there was not one dry thread on one of us—not even my babe.

"I had carried my babe and I was so fatigued I could hardly speak or step. When I got here I found my husband lying in Welch's wagon, very sick. He had brought Mrs. Polk down the day before and was taken sick here. We had to stay up all night tonight for our wagons are left half way back. I have not told half we suffered. I am not adequate to the task.

"Here are some hundreds camped, waiting for the boats to come and take them down the Columbia to Vancouver or Portland or Oregon City."

There, if you please, is the past—the American past. The hardship, the soul-sickness, the utter weariness, discouragement and misery that shine through the paragraphs of that pioneer woman's diary; what were they but part of the price that was paid for all that we have today? We are not our own—not entirely. We are bought by the past; bought by the unsung heroes and heroines who suffered and endured more than we shall ever be called on to suffer and endure in order that we might have what we have.

You cannot understand your nation unless you comprehend that fact. Back of everything that is thought and done today there stand those shadowy figures of the pioneers, straining forward through incredible hardships in the dim hope that somehow the future could be made better than the past. They have gone, now, and the responsibility is ours. Who can read that Oregon woman's diary without vowing to do what he can, be it little or great, to bring that old dream a bit nearer to realization?

A true builder of the profession—*Builders of Our Profession* is what I look for first; as I see names from South Carolina, North Carolina, New York, Pennsylvania, Alabama, Georgia, Virginia it makes me glad. Teaching is a joyous vocation to me, even though I began teaching after my fiftieth birthday anniversary. The NEA JOURNAL has been my helper since 1925. It is the best aid for keeping an open mind. Candid opinions from various sources help all who are willing to learn.—Louise Biggerstaff, Stony Man School, Luray, Virginia.

Some comments on the March JOURNAL—Comments like these signify that JOURNAL readers are interested in its development:

Your newspaper symposium in the March JOURNAL is excellent, timely, and much needed. It will prove itself of great worth to school administrators.—Edith A. Lathrop, U. S. Office of Education.

Dr. Finney will deserve more and more attention. His *Sociological Philosophy of Education* is much to the point and should be

Mention THE JOURNAL, when writing our advertisers.

read by every teacher. The March JOURNAL is a great number, most helpful for those who need materials of an interpretative character.—Susan M. Dorsey, former superintendent, Los Angeles.

I consider the March JOURNAL the best issue of any professional magazine I have ever read. It would make an excellent text for school administrators to read daily.—E. E. Wilson, principal, West Palm Beach, Fla.

My 22 teachers all say the March issue is the best ever.—Arthur E. Peterson, principal, Sandy, Utah.

I think devoting so much attention to the problems of school publicity will be helpful.—Carl G. Miller, Lewis and Clark High School, Spokane, Wash.

The articles, *Interpreting the Schools*, were more valuable, to my notion, than any recent material printed. A careful perusal of the information contained therein is as valuable as a college course in writing.—A. R. Beardsley, principal, Jefferson School, Centralia, Wash.

The articles, *Interpreting the Schools*, in the March JOURNAL, are about the best material for school use that I have seen in any magazine. I am using them as a basis for a number of articles to a local paper on the general development of education as related to our own county.—Arthur L. Rankin, principal, Bradley High School, Cleveland, Tenn.

The entire group on *Interpreting the Public Schools* was so closely related that it was hard to rate any one of them. I believe that an entire series like that in one magazine is much more valuable, especially for group study, than one article on the subject in each issue.—Edith Levin, Bellevue High School, Bellevue, Mich.

A Columbus headliner—How old are the important Indian ruins of our Southwest? How this most baffling question was answered by means of the calendar of tree rings will be told to a National Education Association audience when Dr. Neil M. Judd, through the courtesy of the National Geographic Society, delivers an illustrated address before the convention in the Columbus, Ohio Auditorium, July 2.

Vitalized commencements—Commencement season is at hand again. During the past year the JOURNAL has received many requests for commencement helps. Much material has been furnished in the way of reprints and bibliographies. This service will be continued next year. In planning for this it is essential that the best possible material from the field of the 1930 commencements be procured. The JOURNAL will be pleased to receive suggestions and material from all schools wishing to aid in furthering the cause of better commencements. The following items of information will be helpful:

- (1) A copy of the commencement program
- (2) How the program was planned and developed

(Continued on page A-147)

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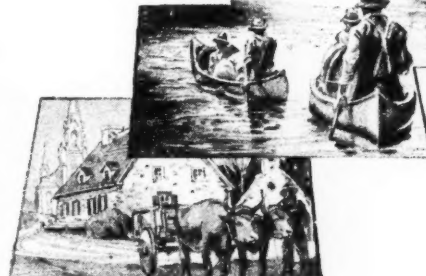
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The Columbus Convention

JUNE 28-JULY 4, 1930

The Sixty-eighth Annual Convention of the National Education Association will be held in Columbus, Ohio, June 28-July 4, 1930. Few cities are easier of access to great numbers of members of the National Education Association. The Columbus Convention promises to set record figures of attendance and interest.

General sessions, meetings of the Representative Assembly, registration and exhibits will be located in the new Columbus Auditorium. This building is conveniently located in the heart of the downtown section and within short distances of hotels. Meetings of departments of the Association and allied organizations will be held in places entirely convenient to the Auditorium and the hotels. Columbus offers conveniences of convention arrangement which are not excelled by any city in which the Association has met in recent years.

Columbus and Ohio members of the N. E. A. are preparing plans for entertainment. No efforts will be spared to demonstrate Ohio's known interest in the Association.

Railroad Rates and Travel

Special convention railroad rates will be available. The reduced convention rates will be obtainable as usual by the use of the railroad certificate which will be supplied to members on request by Secretary J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C. These convention rates, and also summer excursion rates, will provide economical railroad transportation costs. Columbus is well served by bus lines and is the center of a network of through highways which invite travel by automobile.

Hotel Arrangements

The Housing Committee for the Columbus meeting of the N. E. A. is prepared to give thorough service to members of the Association. Those who arrive in Columbus without hotel reservations will be well cared for, but it is very desirable that advance reservations be made.

Requests for hotel accommodations should be forwarded to Mr. George M. Trautman, Chamber of Commerce, 30 East Broad Street, Columbus. State your requirements exactly; give the number of rooms required, names of persons for whom required, price per day that you wish to pay and the dates of arrival and leaving. You will be advised promptly of the name and location of the hotel in which the reservation is made and the hour at which the reservation begins. Rooms not occupied at the designated hour of reservation may be reassigned by the hotel.

Please remember that a reservation constitutes a contract with the hotel to provide you with the accommodations you desire. If you find it impossible to carry out your part of the contract, namely, to occupy the room at the time agreed upon, please write or wire the hotel, releasing it, in order that your room may be made available for other members.

COMPLETE YOUR PLANS NOW FOR ATTENDING THE CONVENTION

HOTEL RATES FOR MEETING OF NATIONAL EDUCATION ASSOCIATION

Name	Address	Number of Rooms	Rates per Day for Room Accommodating One Person		Rates per Day for Room Accommodating Two Persons			Rate per Person per Day for Additional Occupants
			Without Bath	With Bath	Without Bath	With Bath	Suite with Bath	
Bliss	610 So. High St.	65	\$1.50 to \$2.00	\$2.50 to \$3.00	\$2.25 to \$3.00	\$3.50 to \$5.00		\$1.50 to \$2.00
Charminel	State St. at Grant Ave.	44		2.50 to 4.00		4.00 to 5.00	\$5.00 to \$6.50*	
Chittenden	Spring & High Sts.	260	1.50 to 2.00	2.00 to 3.50	2.50 to 4.00	3.50 to 5.00		1.50
Columbus	Long & Fifth Sts.	191	1.25 to 1.50	2.00 to 2.50	2.00 to 2.50	3.00 to 3.50		
Deshler-Wallick	Broad & High Sts.	1000		3.00 to 8.00		5.00 to 12.00	15.00 to 25.00	2.50 up
Fort Hayes	33 W. Spring St.	300		2.50 to 3.50		4.00 to 6.00		2.00
Jefferson	17 E. Spring St.	86	1.50 to 1.75	2.00 to 2.25	2.50 to 3.00	3.50 to 6.00	6.00 to 7.00	
Lenox	Goodale & Armstrong	100	1.00	1.50	2.00	2.50		
Neil House	So. High St. opposite State House.	657		3.00 to 5.00		5.00 to 7.50	8.00 to 25.00	2.50
Norwich	Fourth & State Sts.	100	1.50 to 2.00	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00		
Rol-Eddy	High St. nr. Spring St.	160	1.50 to 2.00	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00		
Seneca	Broad St. at Grant Ave.	75		2.00 to 3.00		3.50 to 6.00	7.50	2.00 up
Southern	Main & High Sts.	250	1.50 to 2.00	2.50 to 3.00	2.50 to 4.00	4.00 to 7.00		Special rates
New Virginia	Third & Gay Sts.	125	1.50	2.00 to 2.50	2.50	3.50 to 4.50		large rooms
Waldo	High St. at Naghten	100	1.00 to 1.25		1.50 to 2.00			

* Kitchenette Apartment.

(Continued from page A-145)

- (3) Why this type of program was given in preference to some other
- (4) Improvements planned for next year

A correction—Reference was made in Francis W. Kirkham's article in the April JOURNAL to Dansill's book, *Methods in Health Education*, published by the Child Health Association. The correct title is, *Health Training in Schools* and the publisher, The National Tuberculosis Association.

Keep the school clean—Teachers who value the wholesome atmosphere of the school are including in their subscription orders for the next school year no magazines which carry tobacco advertising. Here is a list of periodicals suitable for school use which are free from all tobacco advertising. Others will be added to the list as assurance is received from them that they plan to discontinue the objectionable advertising.

For the lower grades—*Everygirl's Magazine* (Campfire), *John Martin's Book*, *American Boy* and *Youth's Companion*, and *St. Nicholas*, and *The School Arts Magazine*.

For junior and senior high school—*Atlantic Monthly*, *The Bookman*, *Good Housekeeping*, *Hygeia*, *Industrial-Arts Magazine*, *National Geographic Magazine*, *Ladies Home Journal*, *Nature Magazine*, *Woman's Home Companion*, and *The Scholastic*.

A message for World Goodwill Day—The Pan-American Union has asked THE JOURNAL to bring to the school children of America the following message of goodwill from the children of Venezuela. This message was chosen from among those written by schools all over Venezuela in response to a letter received from English school children the year before.

Caracas, Venezuela
December 25, 1929.

We, the school children of Venezuela, joyfully greet the children of all the countries of the world, whom we consider as members of the same family, and as such we now invite them, following the leadership of the school children of England, to work with us to bring about the greatest good there is for mankind, that is, the triumph of Universal Friendship. "More than once we have in thought traveled through your countries, dear little friends, when we had before our eyes the map of the world, and then we have wished we could go from nation to nation to bring you a token of our affection. "We have never seen war, but we do realize its horrors. We must think of the misfortunes that war brings to us children: it leaves us without fathers, without brothers, without friends. It robs us of our happiness. "Fortunately we have the League of Nations to help us. Let us pray that it may be strong and successful, and so let us learn to love it from our childhood and let us all join in praising it with all the enthusiasm of our hearts. We hope that our fellow pupils all

(Continued on page A-148)

Life Membership

New Headquarters Building— a Monument to the Builders

Names of Life Members to be placed in Corner Stone

THE NEW HEADQUARTERS building, financed exclusively by life members, is no longer a mere dream. Construction is already under way. It will be one of the finest and most beautiful Association buildings in Washington. It is located on Sixteenth Street across from the National Geographic Society and five blocks from the White House.

Five years ago the officers of the Association decided that a much larger building was needed.



LIFE MEMBERSHIP KEY

Every life member receives the pin or button without cost, but the key may be purchased if preferred.

Smaller size, \$3.50
Larger Size, \$4.00

THE PLAN of raising funds through life membership was evolved, but not until last year were funds actually in sight for the new building. The architect's plans were adopted at the Atlanta meeting and the contractor began work March 12, 1930.

WHAT A JOY to realize that the structure will be completed next fall! Since coming to Washington the membership has increased from 8,000 to 205,000 and the staff from four to one hundred and thirty. There are now more than 3,300 life members.

Best of all, there is now an organized teaching profession on a par with the profession of law and medicine.

A MONUMENT TO LIFE MEMBERS. How fitting to have a permanent record of life members in the corner stone of the building erected as a monument for life members. It will be an honor to have your name in the corner stone of this monument. Let all of the two or more thousand who plan to enlist later do it now. Will your name be in the list?

THE NAMES of all life members will be printed in the "Who's Who in the Profession" for the Life Membership dinner at Columbus. A copy will be sent to every life member.

Kindly use this blank and ENLIST NOW

MR. J. W. CRABTREE, SECRETARY, National Education Association,
1201 16th Street, N. W., Washington, D. C.

Dear Mr. Crabtree:

I wish to have a part in the special drive and to become a life member on the ten-payment plan, making my first payment June 1, 1930. I understand that the balance can be paid in nine equal annual installments.

Name..... Position.....

Address.....

(Fill out, return at once and receive by mail the life membership certificate, card and gold emblem.)

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Can the Nation Afford to Educate Its Children? Vol. VI, No. 5, November, 1928. 48 p. Price per copy, 25 cents.

The Principal and Progressive Movements in Education. Vol. VII, No. 2, March, 1929. 60 p. Price per copy, 25 cents.

Vitalizing the High School Curriculum. Vol. VII, No. 4, September, 1929. 104 p. Price per copy, 25 cents.

The Principal as a Supervisor. Vol. VII, No. 5, November, 1929. 84 p. Price per copy, 25 cents.

The Questionnaire. Vol. VIII, No. 1, January, 1930. 52 p. Price per copy, 25 cents.

A Self-survey Plan for State School Systems. Part I: Checklists. Vol. VIII, No. 2, March, 1930. 36 p. Price per copy, 25 cents.

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(Continued from page A-147)

over the world, each one in his own country, will cultivate the feelings of Tolerance, Generosity, Kindness, and Love toward one another and toward other children all over the world, so that when we all grow up we may become a new and better kind of men and women, cheerful, happy, and splendid. "We want to tell our little friends everywhere what great delight we have in seeing and learning every day about all the marvelous and wonderful things that are being achieved in art and industry; the facilities provided us for learning and for getting better acquainted by means of healthful, interesting, and instructive sports; how quickly we can get in touch with each other and come to know one another since we can now hear words spoken at any time and from any part of the world over the radio, and within a short time could visit and meet one another, thanks to the progress of aviation. "Let us agree to set aside one day of the year, in which all the children of the world shall unite in asking our fathers at home, as the best proof of their love, to forget war forever, and with sincere goodwill work for Peace and Friendship. "Hoping that this message may be received with sympathy by all the children of the world, we send them a brotherly embrace and with it all our love.

Military men cling to old toys—

Although this Congress must leave to military men the general task of building the military machine, it seems to me that we should recognize the limitations and weaknesses of Army men in such matters. In the first place, soldiering is a very old profession and has some very rigid traditions and attitudes. Army officers are not always awake to changed conditions and often stick to old methods until forced to give them up. Even Theodore Roosevelt once said on this point: "It was melancholy for me to see how fossilized, lacking in ambition, and generally useless were most of the men of my age and over, who had served their lives in the Army." While this judgment is severe we must recognize the fundamental conservatism of the military men and prevent their blocking progress.—From a speech by U. S. Representative Ross A. Collins in the House, January 10, 1930.

Equalization for Kentucky teachers

—The Kentucky legislature has passed a bill for the equalization of teachers' salaries which includes an appropriation of \$1,250,000. Such measures will increase as people come to understand the importance of giving a fair start to young people in the smaller towns and rural communities as well as in the manufacturing and banking centers.

If you plan to study in Europe this summer—The League of Nations Institute of Intellectual Cooperation has

(Continued on page A-150)

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Ohio State University-Columbus, Ohio

(Continued from page A-148)

compiled a handbook of summer instruction in European universities, institutes, and academies throughout Europe open to American students. The tabulated information answers briefly all important questions and gives addresses in each case from which more complete information may be obtained. To procure this handbook write the American agents, The World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass. and ask for *Holiday Courses in Europe*.

London invites you to study there—

The announcement of the City of London Vacation Course in Education for 1930 should make wide appeal to American teachers. Founded in 1922 by Sir Robert Evans, the course is today an established feature in the educational life of Great Britain. Its popularity is such that teachers attend in increasing numbers, not only from all parts of Great Britain, but also from the Dominions, America, Germany, Holland, Sweden, Denmark, Turkey, Egypt, and other countries. Last year no fewer than eighteen nations other than Great Britain were represented.

The program of studies is remarkable

for its range and still more remarkable for its recognition of the teacher's needs. It is designed to deal in practical fashion with today's doubts and tomorrow's difficulties. As no education is complete that leaves out of account the influence of great men and women, the members of the course are daily brought into personal touch with notables and outstanding figures, great statesmen, divines, soldiers, artists, writers, and commercial princes.

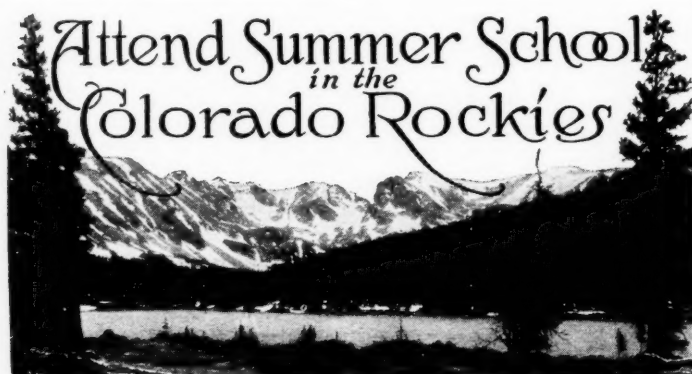
The privilege of meeting those who today are making history is granted to few and the City of London Vacation Course can point with pride to the fact that it has given thousands of teachers opportunities of gaining inspiration from many of the world's most famous men and women. To help in this aim, many notable forces in the civic and social worlds lend their aid, and accord to the members privileges that are invariably reserved for the city's most honored guests. Delightful tours through literary London and official visits to historic and literary shrines outside of the city are also a recognized feature of the course.

Educational tour of Germany—

The Prussian government has invited a group of American educators to visit

schools in Germany next summer, according to an announcement by Dr. Thomas Alexander of Teachers College. The tour will start from Hamburg, June 22 and will conclude August 3. The International Institute of Teachers College, Columbia University is cooperating with the Prussian government in arranging the trip. Fifteen of the outstanding school systems of Germany will be studied, including all types of schools, elementary, secondary, special schools, and universities. A representative of the ministry of education will accompany the group who will serve as interpreter. An opportunity will be given either during or immediately following the tour for members to see the Passion Play at Oberammergau. Inquiries should be addressed to Dr. Alexander, International Institute, Teachers College, Columbia University.

Asleep!—One who knows, laughs up his sleeve when a young person tells him that he never gets more than six or seven hours sleep in the twenty-four. The truth is that such a one is half asleep much of the time he thinks he is awake.—From a booklet issued by the Health Officer of Purdue University.



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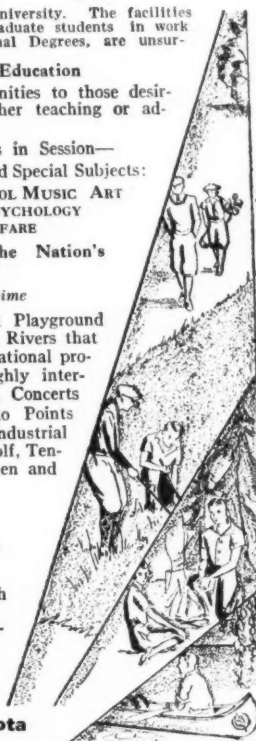
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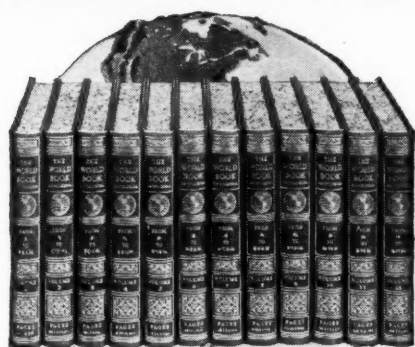
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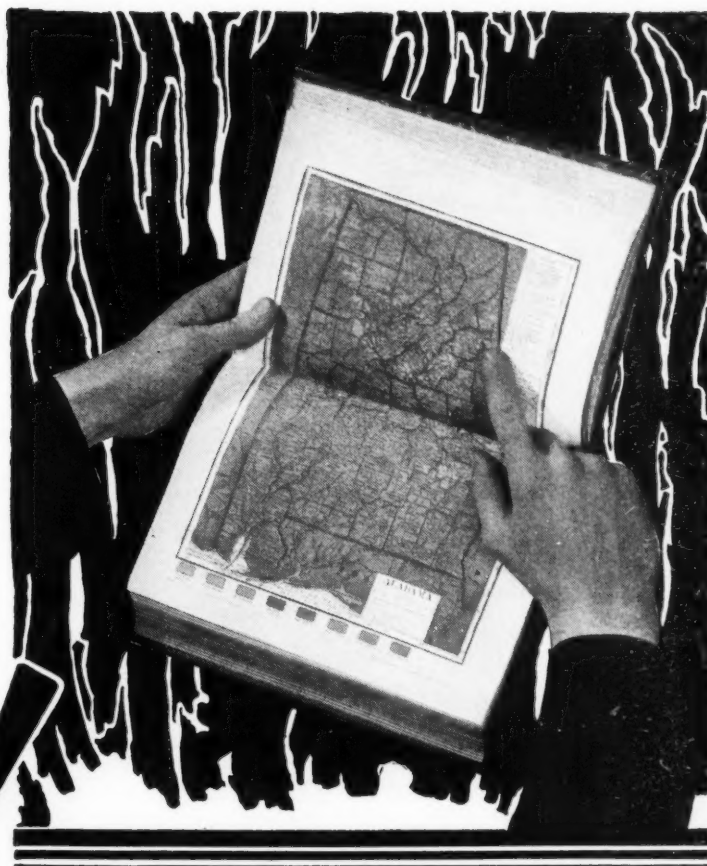
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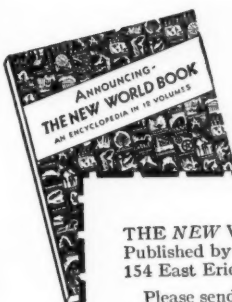
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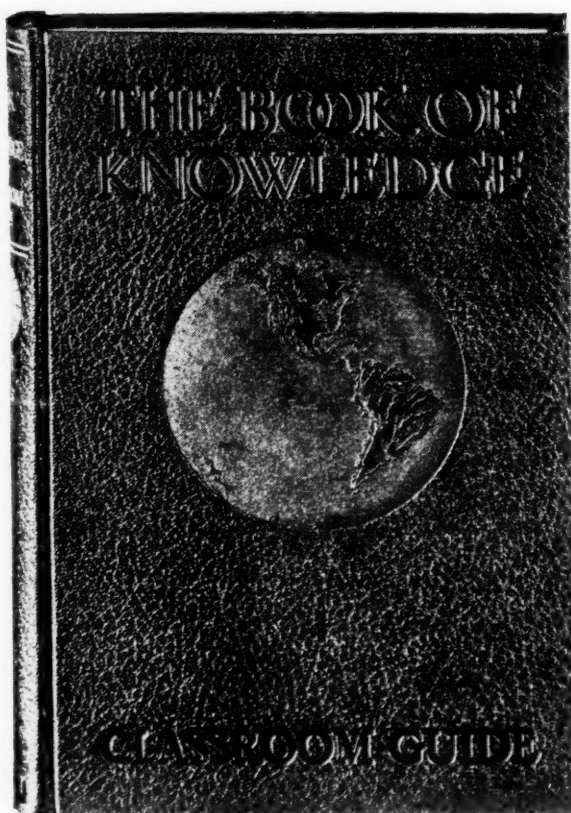
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