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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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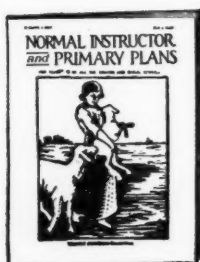
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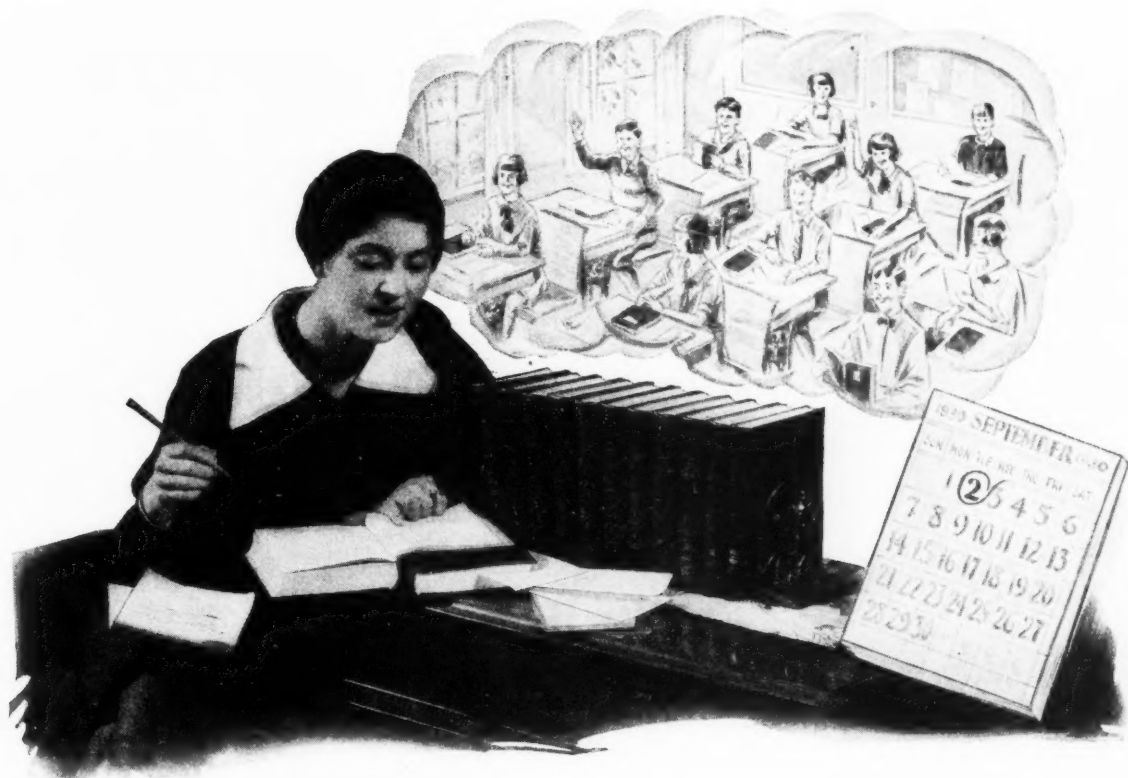
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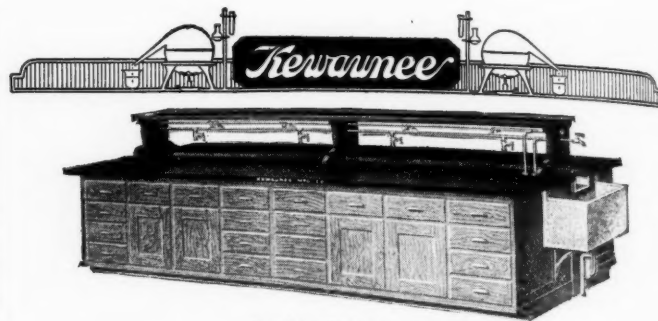


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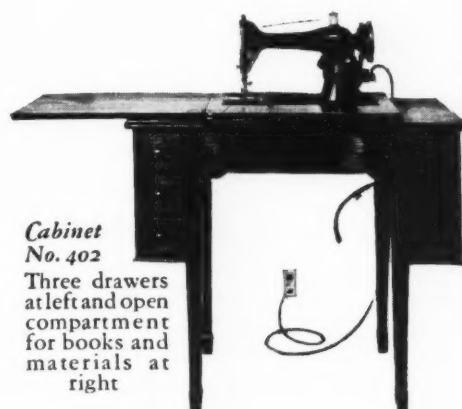
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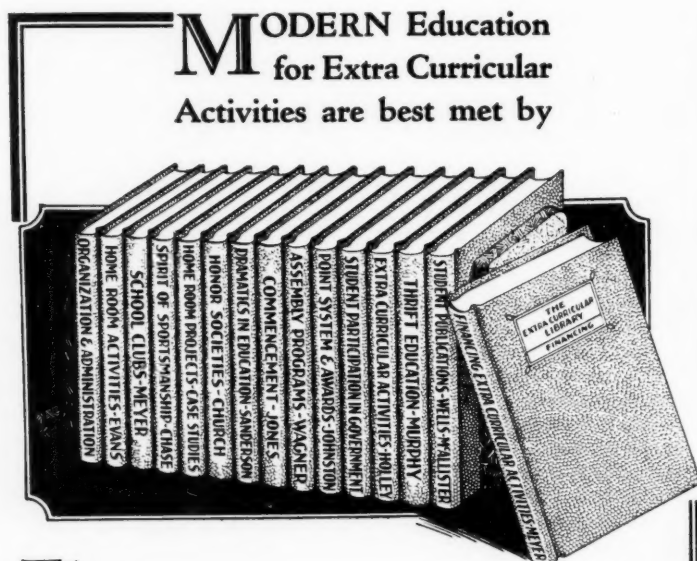
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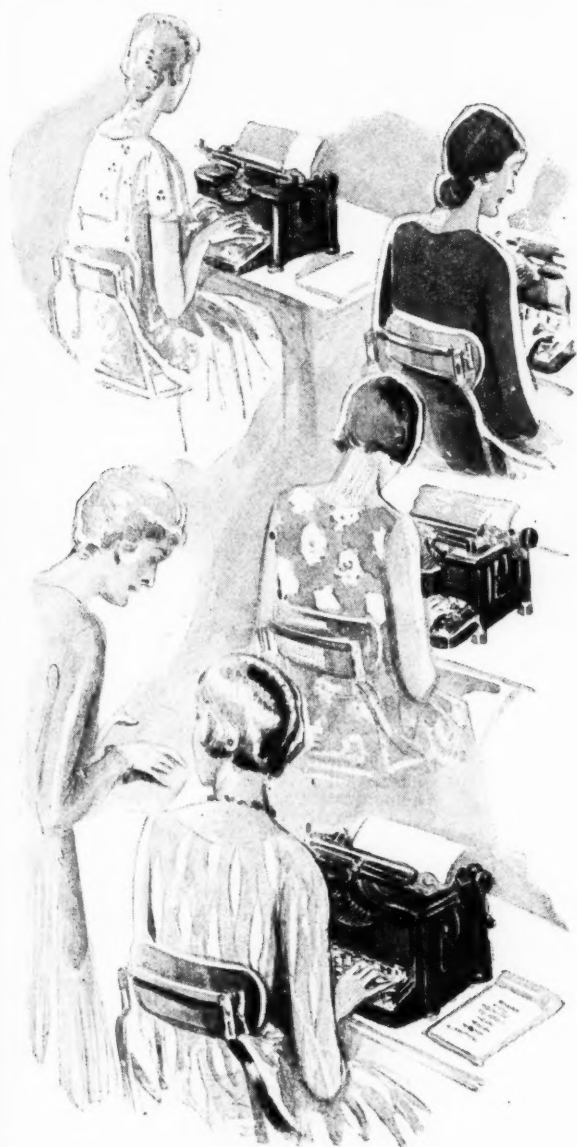
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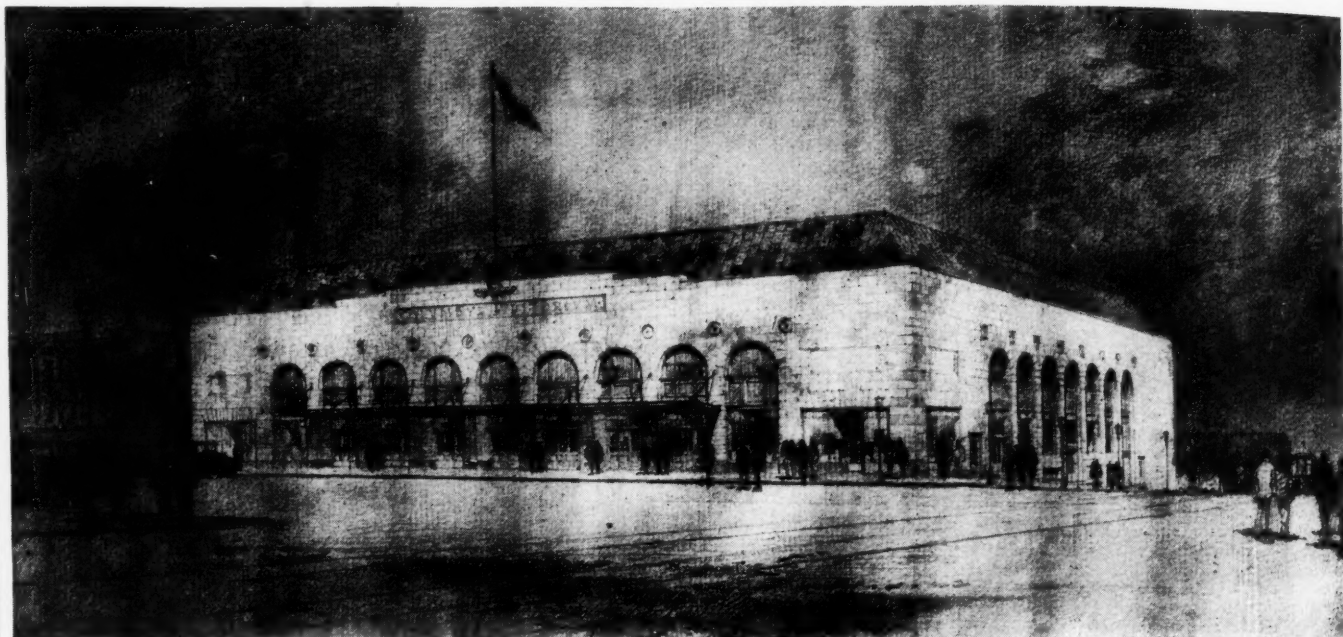


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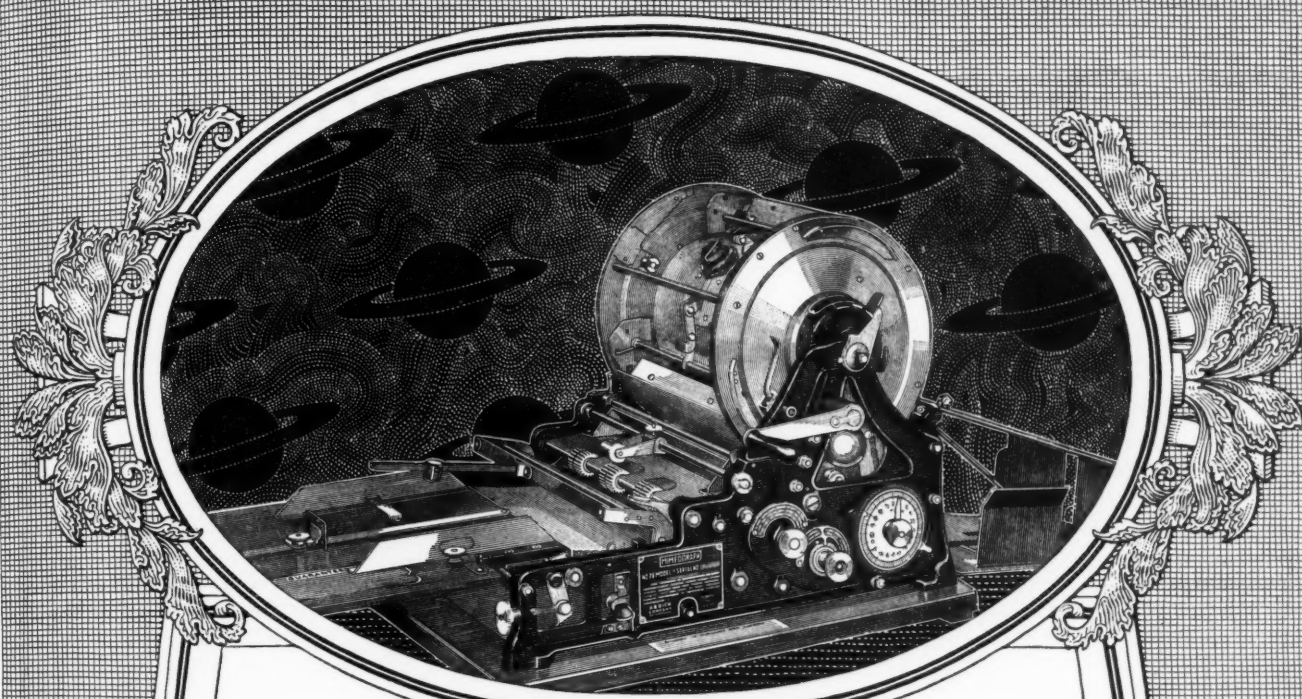
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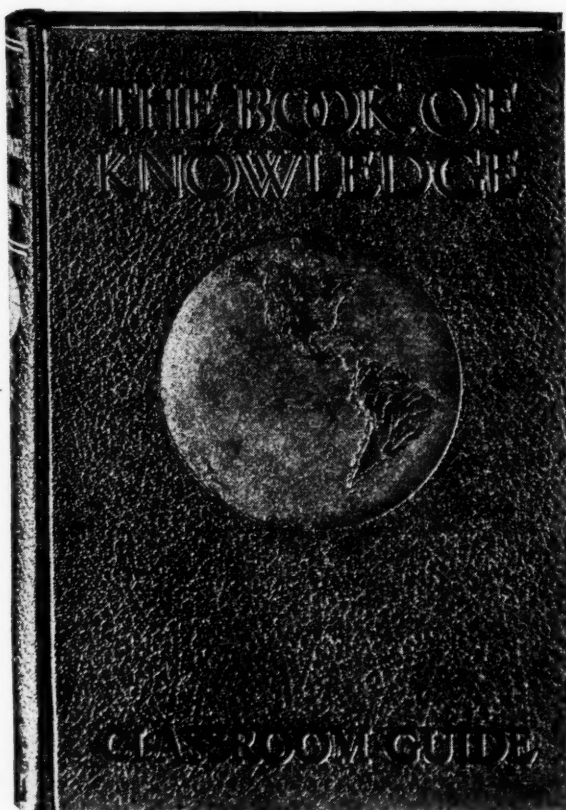
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Detailed information regarding the plan of selling, location of the nearest branch office, basis of remuneration and opportunities for executive positions in the summer sales organization will be given by personal letter in response to inquiries. Mail the coupon today.

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A Commencement Message for Teachers

NEXT to the concern of a devoted mother as she sends her daughter out into a new motherhood, or that of an eager father as he sends his son forth into the world, is the deep desire of every true teacher that the youth who have been with him for instruction may make the best of life. At commencement time parents, teachers, and friends join in a ceremony of idealism and well-wishing that is one of the glories of America.

Beyond the instruction and the wholesome atmosphere of the schools, teachers have an obligation to youth that no one else can perform—the obligation to see that the community itself is a wholesome place for life, for growth, for excellence, and for happiness. This is a task for all citizens but peculiarly the task of teachers and parents. All other groups are specialists. They are always in danger of over-emphasizing a narrow phase of life to the neglect of the larger humanity.

Surgery and medicine grow more skillful. Hospitals multiply. The art of curing and correcting physical ills advances. Preventive medicine makes gains. But the vastly more important task of so planning communities and housing and recreation as to conserve and build up physical vigor and wholesomeness of life—this task cries for workers who understand basic needs of growth and formation as more important than reformation or correction.

Lawyers increase and judges multiply to administer "justice" and penalize crime but crime goes on as an insidious cancer in the very vitals of civilization, costing more, five times over, than the schools. Teachers need to study crime. A careful case study of the personal factors back of every serious crime—with a clearing-house for results—would give profound insight into the problems of character education. We need frankly to face the fact that *crime can be stopped only through the processes of education*—character education, better teachers, professionally trained policemen, judges who know psychology and sociology, newspapers too intelligent to exploit morbidity.

Industrial managers increase, but we have the colossal waste of large scale unemployment on the one hand and of child labor exploitation on the other—millions

unemployed and more than a million children who belong in schools at work in the name of profits. Here is a problem that has a claim to the attention of teachers.

The Spirit of Life

A Commencement Message

Life is Progressive
Life is Practical
Life is Dynamic
Life is Recreative
Life is Friendly
Life is Cooperative
Life is Idealistic

—From an address by Frank Cody
—as president of the Department of
—Superintendence, Feb. 24, 1930

Business men increase but the gap which separates the ghastly rich from the starving poor grows wider. Eleven thousand superrich gave returns for 1927 which showed annual incomes of more than \$100,000 each or a grand total equal to one twenty-fifth of the net national income, more than the total sum spent for education. "The income tax returns for 1928 show that in seven years the number of persons having an annual income of more than a million has increased from sixty-seven to almost five hundred, twenty-four of whom had incomes of over \$10,000,000 each."

Advertising gains in power and skill. It commands with its fabulous resources able artists, skilled printers, powerful writers. But even advertising forgets that human values come first. Thoughtless elements spring up within the field. The Federal Trade Commission is kept more than busy trying to stop unfair practices. Advertising beats even at the doors of the schools—even enters the schools, as in the case of the notorious fake tobacco advertising which the best schools are now shutting out of classrooms and libraries.

The load which falls upon government is increasing because of the associational

and corporate character of modern life, [John Dewey writes an article on the United States, Incorporated] and yet the ancient forces of graft and greed are still too prevalent particularly in the government of our big cities.

The problem of world goodwill is seriously handicapped by the intrigue of selfish interests who would make profits by playing upon the fears and doubts of nations.

It must be clear to anyone who thinks on these problems that they can be solved only by unselfish citizenship and our commencement message is this—that teachers being the largest single body of professionally trained, distinterested citizens, close to life by the very nature of their work, sympathetic with the poor and needy, appreciative of the deeper values, have an obligation to take up their great task of citizenship, to exert their leadership, and to train young people whose ideals they influence, to make real in everyday life the great truths for which the schools stand.

It seems but yesterday that we were discussing as college students, the income tax, woman suffrage, and the outlawry of beverage alcohol. Today the income tax is the foundation of our national finance; woman suffrage is accepted; and the outlawry of beverage alcohol is lifting America to an entirely new level of achievement and advance. No training given by colleges of our day helped America more than this sense of responsibility for affairs which was built into the lives of students. It is one of the great contributions of the normal schools. It is the glory of every great teacher, that when he assumed the teacher he did not lay aside the citizen.

On another page appears the list of 40 books selected for the League of Nations from the thousands of books produced in America during 1929. A teacher whose vacation plans will permit, could do nothing more profitable during the vacation period than to read the sections of this list which relate to history, law, social science, and philosophy.

America faces a period of marvelous possibility and opportunity, the foundation for which has been laid in our far flung system of schools. The future is with the schools, the teachers, and the children.—J. E. M.

Forty Notable American Books of 1929

AMONG the notable services of the JOURNAL of the National Education Association is the publication annually of this remarkable list. The selection of the titles is one of the vital services of the American Library Association and the many distinguished librarians, able scholars, and skilled specialists who cooperate with it. The idea of a *world list* of best books each year is one of the significant contributions of the International Institute of Intellectual Cooperation of the League of Nations. This Institute has directed that "the works should be selected from those dealing with an important subject or from the pen of an original and interesting author and should be within the reach of persons of average education." A good plan is to examine all the books, to read at least one from each of the groups, and to buy for further study and rereading in one's own library as many as circumstances will permit.

History

- Our Business Civilization. James Truslow Adams. Albert and Charles Boni, New York. 315p. \$3.
The Tragic Era. Claude Bowers. Houghton Mifflin Company, Boston. 567p. \$5.
Life and Labor in the Old South. Ulrich Phillips. Little, Brown and Company, Boston. 375p. \$4.

Law

- The Dissenting Opinions of Mr. Justice Holmes. Oliver Wendell Holmes. ed. by Alfred Lief. Vanguard Press, New York. 314p. \$4.50.

Social Science

- Men and Machines. Stuart Chase. The Macmillan Company, New York. 354p. \$2.50.
Frontiers of Trade. Julius Klein. The Century Company, New York. 328p. \$2.50.
Middletown. Robert and Helen Lynd. Harcourt, Brace and Company, New York. 550p. \$5.
Chicago. C. E. Merriam. The Macmillan Company, New York. 305p. \$3.50.
War as an Instrument of National Policy and its Renunciation in the Pact of Paris. James T. Shotwell. Harcourt, Brace and Company, New York. 310p. \$3.50.

Religion

- Religion. Edward Ames. Henry Holt and Company, New York. 324p. \$3.
Labor Speaks for Itself on Religion; a symposium of labor leaders throughout the world. Jerome Dwight Davis, ed. The Macmillan Company, New York. 265p. \$2.

Philosophy and Psychology

- The Quest for Certainty. John Dewey. Minton, Balch and Company, New York. 318p. \$4.
The Modern Temper. Joseph Wood Krutch. Harcourt, Brace and Company, New York. 249p. \$2.50.
A Preface to Morals. Walter Lippman. The Macmillan Company, New York. 348p. \$2.50.

Belles Lettres and Art

- For Lancelot Andrews; essays on style and order. T. S. Eliot. Doubleday, Doran and Company, Garden City, N. Y. 159p. \$2.
A Farewell to Arms. Ernest Hemingway. Charles Scribner's Sons, New York. 355p. \$2.50.
Dear Judas. Robinson Jeffers. H. Liveright, New York. 129p. \$2.50.
Laughing Boy. Oliver La Farge. Houghton Mifflin Company, Boston. 302p. \$2.50.
Firehead. Lola Ridge. Payson and Clarke, New York. 218p. \$2.50.

- Cavender's House. Edwin Arlington Robinson. The Macmillan Company, New York. 103p. \$2.
The Wave. Evelyn Scott. Jonathan Cape, New York. 624p. \$2.50.
Angels and Earthly Creatures. Elinor Wylie. Alfred A. Knopf, New York. 63p. \$2.50.

Drama

- The Theatre; three thousand years of drama, acting and stagecraft. Sheldon Cheyney. Longmans, Green and Company, New York. 558p. \$10.
Street Scene. Elmer Rice. Samuel French, Inc., New York. 239p. \$2.

Biography

- Grandmother Brown's Hundred Years. Harriet Connor Brown. Little, Brown and Company, Boston. 369p. \$3.
Mrs. Eddy. Edwin Franden Dakin. Charles Scribner's Sons, New York. 553p. \$5.
The Life of an Ordinary Woman. Mrs. Anne Ellis. Houghton Mifflin Company, Boston. 300p. \$3.50.
Henry the Eighth. Francis Hackett. H. Liveright, New York. 452p. \$3.
Herman Melville. Lewis Mumford. Harcourt, Brace and Company, New York. 377p. \$3.50.
The Life and Letters of Joseph Pennell. Elizabeth Pennell. Little, Brown and Company, Boston. 2v. \$10.
A Victorian Village; reminiscences of other days. Lizette Woodworth Reese. Farrar and Rinehart, New York. 285p. \$3.
La Fayette. Brand Whitlock. Appleton and Company, New York. 2v. \$10.
Life and Letters of Stuart P. Sherman. Jacob Zeitlin and Homer Woodbridge. Farrar and Rinehart, New York. 2v. \$10.

Travel and Social Life

- Carl Akeley's Africa. Mary Akeley. Dodd, Mead and Company, New York. 321p. \$5.
Ends of the Earth. Roy Chapman Andrews. G. P. Putnam's Sons, New York. 355p. \$4.50.
The Magic Island. William Seabrook. Harcourt, Brace and Company, New York. 336p. \$3.50.

Science

- Our Face from Fish to Man. William Gregory. G. P. Putnam's Sons, New York. 295p. \$4.50.
The Thinking Machine. Charles Herrick. University of Chicago Press, Chicago. 386p. \$3.
Introduction to Social Anthropology. Clark Wissler. Henry Holt and Company, New York. 392p. \$3.50.
The Great Apes. Robert Yerkes. Yale University Press, New Haven. 652p. \$10.

Teacher or Factory Hand?

I HAVE HEARD my physician say that seeing more than two patients every hour works unfairness both to her and to her patient. Is there any judge who believes he best serves the state when he holds simultaneous investigations of thirty-five different persons every hour? What minister attempts to aid and comfort the same number in platoons? Let me give the schedule of my average day this term.

At 8:45 I meet a little regiment of thirty-five. From 9:30 to 11, I sometimes have to keep quiet one hundred and fifty restless souls (a third of a crowded study hall), one fourth of whom know how to study; at other times I have to do clerical work connected with my "home" room or recitation classes or fill out cards and circulars sent by the school board. Occasionally I rejoice when I can correct a few themes in that time. From 11 until 2:50 (Thursdays and Fridays generally until 3:30), with forty minutes out for lunch, there sit before me for instruction four more classes of thirty-five to forty pupils each. For my second class, seniors, I have to bridge a three and a half years' gap—the first class were freshmen. The third class, which follows five minutes after the last senior has left the room, requires another change of attitude—they have been in high school three terms. The same presentation will do for the fourth class, but the last class necessitates a jump back to treatment for seniors.

The doctor tries to effect a physical and mental readjustment back to health; the judge attempts to place the asocial person in harmonious agreement with the rest of society; the religious leader instills faith in right living. As a teacher, I am responsible for the health of students in my five recitation classes as well as for that in my "home" class of fifty-four. Not only should my method of con-

ducting recitations aid each of the one hundred and seventy-five students under my care to become peaceable citizens, but

THIS ARTICLE which appeared in the *Atlantic Monthly* for April 1930 is reprinted here through courteous permission of the editors. It deals with a problem that in some measure is nationwide. Overstrain and chronic fatigue are far too common among teachers. The most fundamental processes of character formation—which is the real aim of the school—are paralyzed when the teaching load becomes so heavy that teachers are unable to understand intimately, to enjoy, and to help the individual pupil. Schools have been expanding so rapidly that it has not been easy to provide a sufficient number of trained teachers. Now that there is a teacher surplus there is no reason why enough teachers should not be provided except the financial reason. A nation which spends more for tobacco than for its schools can surely afford to employ enough teachers to reach round, to pay them salaries in keeping with their great service, and to provide against want and uncertainty in old age.—J. E. M.

it is my job to foster leaders among them. As a teacher of adolescents, I must encourage moral responsibility. Mind you, all this is outside the objectives of my subject. As an English teacher, I must teach one hundred and seventy-five pupils—different ones every six months—to use the English tongue correctly in writing and speaking; I must inculcate unswerving application to the doing of the daily task, no matter how monotonous it may seem; I must teach how to extract meanings from difficult passages; I must achieve articulateness and initiative on the part of my pupils; it is my task to encourage those with distinct literary ability to do original work; I must foster in all a love for great books, so that sublime

and moving truths may create a yearning to live useful and beautiful lives.

How do I spend my day after three o'clock? Instead of taking needed exercise, I must sit at least once a week in a crowded lecture hall. My board of education has just passed a law requiring me to show evidence from some institution of higher learning of thirty hours of successfully passed work every year if I wish my annual salary increases. One correspondence course may be submitted in fifteen years. Study groups, travel, and reading innumerable books from which I get much more stimulation are not, in the opinion of my board of education, either educational or broadening. Two to three hours' travel to the big city universities, an hour's lecture, and one afternoon is gone. Two Mondays of every month after school hours are spent in long faculty meetings and twice every term there are the lengthy, if interesting, meetings of the English Teachers' Association. On other days I plan and read for three different grades of English, each grade taking four types of work—literature, oral work, composition, and grammar. Planning for three grades for one half term took me, this semester, the best part of two weeks. A forced absence from school during the first two weeks of the semester because of a broken leg gave me the necessary leisure; I am not always so lucky. When I am not attending regular or special meetings, or planning work, there are one hundred and seventy-five papers I must correct every two weeks—they should come every week. Sometimes they are a page long, sometimes much longer. If I were a machine for spelling, sentence construction, punctuation, ability to follow assignment adequately, and originality, I could read and correct a page-long composition every three minutes. Being no Robot, I take considerably longer than 525 minutes for 175 themes.

IN 1908 there were in round numbers 5000 members in the National Education Association. In 1918 ten years later there were nearly 10,000 members. In 1928 another ten years later there were 180,000 members. On January 1930 the membership count showed an enrolment of 205,000. This is a marvelous record. The growth has been both inspiring and significant. There are as many 100 percent schools now as there were members 22 years ago. The life membership list is also growing by leaps and bounds. The count on April 10 was 3257. That adds \$325,700 in notes and cash to the permanent fund. It provides the funds for the new building which is being constructed at the present time. A great effort is under way for 500 new life members during the next month to complete the funds for the new building.

Then, too, since extracurriculum activities loom large in modern educational objectives, I must bear my share of the burden without any reduction of teaching hours or other duties. That share is management of the debating team. I expect to spend every Saturday morning and much time during the week helping these four youngsters to learn to collect and organize material, to say nothing of teaching them effective delivery. To keep in sympathetic touch with my students' minds, I have to read books my students delight in, and reading books on education and psychology is necessary professionally. To keep from senile decay and to retain remnants of the faculty to appreciate the æsthetic, I must wedge in the reading of worthwhile new books and an occasional classic. Not much time for repairing my clothes—my salary does not admit of a lady's maid—for most necessary meetings with my friends, attending theatres, museums, and so forth, is there?

When I compare my lot with that of the three other professions dealing with close contact between person and person, I do not write to induce my superior officers to reorganize the schools on a private-tutor basis; however delightful that might be, such an arrangement I know is out of the question. I write for the layman and superior officers who forget that teachers deal with moving material just as do doctors, lawyers, and

ministers; not with cans of peas, or reams of paper, or figures on a balance sheet that can be shifted with impunity. I write specifically for those who are responsible in my city for increasing the already heavy load of English teachers from twenty teaching hours a week to twenty-five, from four classes to five, and in many schools of the city to six. I write for the school executive who forgets the nerve tension on one mind of the simultaneous workings of thirty-five to forty minds, for the man or woman who regards a school as an example in division, with the teaching staff as a fixed divisor and the pupils an ever-increasing dividend.

The injustice to me as a teacher dwindles to insignificance when I think of how the child is cheated. Large classes and too many teaching periods a week prevent the personal interview so necessary to doctors, lawyers, and clergymen. It is only by accident that I learn of tragic difficulties under which pupils struggle. A chance smile in the hall opens Martha's floodgates: she has to spend all her hours at home taking care of her sick mother. Camille is just one in a sea of faces until she writes on a short daily test, her third failure, "I need your help in *Ivanhoe*." Frank is, after six months, only rather a diffident, intelligent youngster, until one day, when pressed to try out for debating, he says with an old man's tragedy in his black eyes, "You

know I haven't got the personality." They are my nightmares, these Marthas, and Franks, and Camilles. Because of the increase in size and number of my classes, I am forced to decrease the number of themes from each pupil. I have learned more about teaching and pupils' problems from students' themes to me than from any professor of pedagogy.

I want to help and encourage every youngster that sits in my classroom. I feel that I was meant to teach adolescent boys and girls; my present enjoyment of teaching, even under great difficulties, ought to prove that. I agree with prominent educators in Washington and in Albany when they preach creative teaching and individual instruction. But the board of education in the largest and richest city of me. They think of me as in a factory, a very noisy factory, where I am minding 175-250 bobbins to see that they all turn with the same speed. But I am a poor factory hand. Very often a bobbin breaks or the thread that is being wound gets tangled. I quickly discard the broken and the tangled spools so as not to disturb the even whirl of the other bobbins. But, because my foreman almost always sees my bobbins running smoothly, he thinks I am an efficient worker: he doesn't know what a cheat and a liar I am.

And the dreadful fear that comes to me is that perhaps some day I may agree with him.

CAN America afford a fair start in life for every boy and girl?—Further and further have the imperial rulers of Wall Street extended the boundaries of their territory and more and more do all the lesser financial principalities look to New York for guidance and instruction. The force that is in the hands of a few strong men is powerful enough to dwarf and engulf even the power of the greatest of hereditary monarchs. Those who have felt its pressure know its force. Since 1890, the beginning of the period of great amalgamations, the secret levers of all the great industries in the United States have been concentrated in the money center. Since 1914, the great power station has added the lever of all the other and lesser financial capitals of the world and its dominance today is as centralized as it is undisputed. In the years since 1920, the new army of the middle class has borne down upon Wall Street. Fleeced time and time again by the experienced operators of the Street, its hordes have each time returned in larger force. . . . Surplus funds, small in individual cases but tremendous in the aggregate have been placed by these persons in the stocks of American corporations. By 1922 more than 15,000,000 persons in the United States were owners of stocks. Strangely enough this development has strengthened rather than weakened the hold of the large financial interests on American industry. For so widely have the stocks become distributed, that it has now become possible for financiers to control and manage large industries with very little stock ownership, since the small stockholders—the real owners of the business—are scattered and unorganized. [Speaking of the development of investment trusts, the author then points out that were a huge investment trust to be established and to obtain the confidence of the middle class investors, it would be very powerful.] They could even name presidents, declare war, and enact legislation as their interests decreed.—Abridged from *The Story of Wall Street* by Robert Irving Warshaw, 1929.

The Relation of Reading to Other Subjects

KATHYRN KRIEGER

Teacher, Second Grade, Montebello School, Baltimore, Maryland

EVERY CORNER, every spot in a classroom can present reading possibilities. A child's life in a schoolroom is a series of experiences that are recorded in various ways and in various places. Nothing is capitalized. Everything is integrated into the child's living and contributes to his growth. His living is an assimilation of what he himself has developed. In all his intellectual growth reading plays the greatest part.

Reading is both a stimulus and a refuge for activities. It is basic in its importance of knowledge, for all subjects form an integral part of reading experience. It opens up avenues for new experiences and furnishes a stimulus to curiosity. Through reading a child seeks knowledge and in reading a child gratifies his desire to know. If the need for reading is great enough, interest will follow, and, consequently, growth in knowledge of all subjects. Moreover, the better the reading ability, the greater is the facility in handling new knowledge; and the greater the resulting appreciation and wealth of knowledge will be.

A child soon realizes how valuable reading is if he lives in an atmosphere where reading is indispensable. If the subjectmatter in history, geography, elementary science, hygiene, and spelling are attractively placed before him and if enough simple and attractive story books are available, he soon feels a great dependency upon reading. He not only desires contact with and needs books but he feels his growing facility in handling books and reading. The teacher's chief problem is to bring about conditions that provide the greatest interest in and needs for learning.

Nothing more stimulates a child to learn than situations that he himself creates. And learning, when brought about by a need, can be so absorbing that it is the most important interest in his life. Learning, moreover, requires a coordination of subjectmatter, which the teacher may guide with a view to round-

ing out the child's education. For example, a child enjoys making records of his work, both for his own perusal and for the enlightenment of his classmates,



BOOKS; typewriters; saws and hammers; paintpots. Observation; reading; writing; drawing; doing. All blended—these are ways of holding interest; setting problems; facing difficulties; establishing skills; learning to learn.

and in making the records he uses various school subjects. Such types of record-making include: the class daily paper—containing records of geography or history discussions, of excursions, or of other classroom experiences—bulletin notices, signs, posters, or labels. Since the records are to be read, writing standards become necessarily higher. The child realizes that anything he composes for others to read must be legible enough for people to read quickly and, since the records are to give other people pleasure and information, their reading must not be retarded by poor writing or spelling. Children realize that no written material is worthwhile that cannot be read easily by others.

Children often bring material into the

classroom. The types of materials are usually suggested by the unit of work in progress. Children, who have been encouraged in forming a reading habit, desire to give information about their new findings. Perhaps a bulletin notice or sign would be the means of communicating the information or a story might be woven about the new interest. Of course, the teacher maneuvers to see that the material involved in these various types of reading is valuable and rich in content. Very often children contribute reading material that is really worthless and care must be taken to guide these children along more worthwhile lines.

Children love to read and the more interesting the reading situations, the greater the child's desire to achieve success in reading. Reading that has actual classroom experience for its content, be it in story form, newspaper, or other variations, can be more stimulating. *It is the child's own work.* He knows it is necessary to read to keep abreast of his own activities. One idea gives birth to another; all his work is set forth in some form for the benefit of his classmates, just as reading material is available for us in life. Keeping much of his work exposed about the room is important. The child soon feels the same life-conditions familiar to grownups; that after all information from experiences is compiled by others to serve a purpose—either to give us and others pleasure, to convey ideas, or as a guide for future activities.

The greater the range of activities in a classroom, the richer the contact with reading, and the more dependent is the individual upon reading. Since much interesting reading is drawn from the activities in the class, it is advisable to employ as many avenues for production as possible. Children will set the stage themselves; they have an abundance of ideas and energy and with the proper incentives and freedom they can develop efficiency in all their subjects through reading. In the beginning of a unit of

IS THERE anything on earth more touching than a child reading? The innocence and completeness with which the child's spirit is rendered up to the book, its utter absorption and forgetfulness, makes this a sight that always moves me strangely. A child does not read to criticize or compare, but just in the unsullied joy of finding itself in a new world. To see a youngster reading in the slums is to me the most subtly heart-searching experience I know.—From *The Child and the Book* by Christopher Morley.

activities much reading material results from planning, raising, and answering questions, testing suggestions, and making charts. Experimenting and solving problems requires the use of simple reference books or makeshift leaflets and the more urgent the need for a solution, the greater the desire to get and give information.

In the second grade children are developing an ability to use reference books and to read simple passages in some encyclopedias. A taste for and recognition of good stories and good books is developed in this grade. To a child, a good book, or story, is one that contains a simple vocabulary, an interesting story, attractive pictures, and fairly good-sized print. *Children get out of patience with stories that tend to disturb the highest point of interest with words too difficult for them.* Many story books, although they have the attributes of good reading material are of little value because interest is broken by a vocabulary that could have been displaced by more readable language. *It is quite different, however, with material the child himself composes.* His creations may contain some very difficult words and words rare in second grade books but since the particular words are born of his own activities they

become actual necessities for his expression and he will use them frequently.

PENNSYLVANIA NEWS

Friday, November 1, 1929

School 44

Room 107

The engine is almost finished. It is going to be good. The people are working hard. We need a barrel for the engine. There will be a bell on it. There will be many switches and signals. The engine will have a cab. There will be two windows. Someone will work the switches.

Tuesday, November 12, 1929

School 44

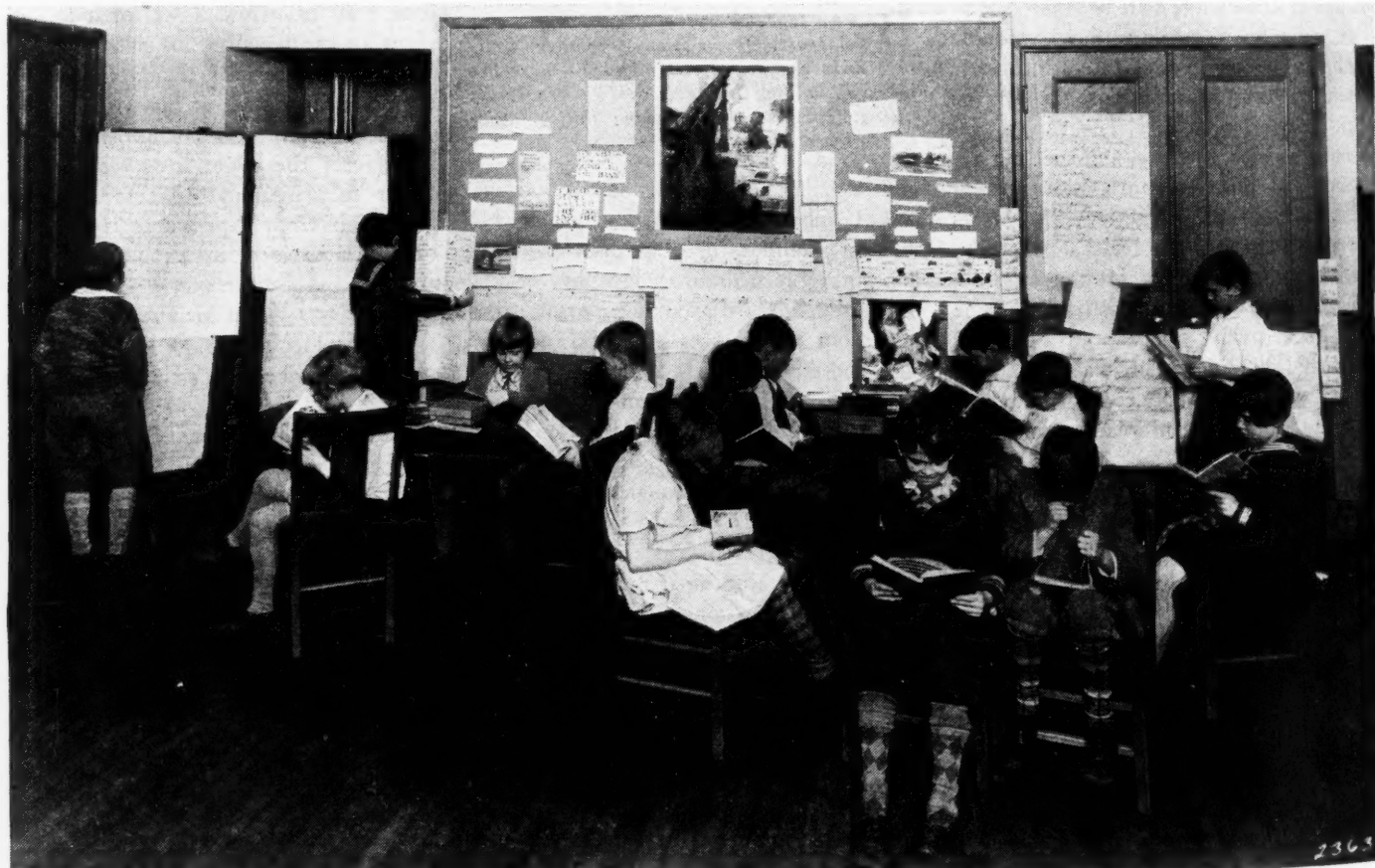
Room 107

We want to find out all about the engine. We want to know how much oil and water it needs. There will be sand for the tracks. There will be a steam whistle and a bell. There will be a big light on the front. There will be a number in the front. The engine will have a big fender. The cab will have two windows. There will be an engineer and a fireman.

A fair amount of freedom on the part of the child in selecting his reading material is advisable but it is often wise for a teacher to guide a child in selecting his books. In reading books for pleasure it is a good plan to see that children read

books of more than one kind so that each can experience a variety of stories and books and so allow for growth in appreciation of better stories and different kinds of books. If children are encouraged to give oral and written reports, or book reviews, the more enjoyable and more suitable books receive emphasis and will be listed for class reference. Very often books receive adverse criticism such as, "I could have finished that story a long time ago but some of the words were very hard." This difficulty can, however, be overcome if children choose their books from a list of books recommended by other children or suggested by the teacher. A child can be so interested in his class and school library and so aware of the importance of any contribution he offers the class, that he desires to extend his reading activities to his home life. He often selects books whose merits have attracted children in the classroom and duplicates them in his home library.

Reading, therefore, which brings natural, delightful, and varied opportunities and needs for learning to children becomes an active agency in integrating the eager, curious child, his experiences, and those race experiences which have been organized into "school subjects."



While studying about trains this second grade found the class newspaper (see box above) a very live means of expression.

Mental Health and the School of the Future

J. MACE ANDRESS

THE DAYS of prophecy are not over but it is becoming increasingly difficult to predict what is likely to happen because of the rapid industrial, economic, and social changes that are taking place. Many students of affairs believe that in the next generation we shall witness even greater transformations than we have in the past. We are beginning to appreciate the saying of an early Greek philosopher who remarked in a serious vein that the only permanent thing in the universe was change.

But what has the educator to do with prophecy, one might ask. Is it not his business to teach school subjects? He is not paid to be a prophet, neither is he expected to be one.

On the contrary a little reflection will show that *one of the chief functions of the educator is to prophesy*. He must dream dreams and then work persistently to see that they come true. His business is to work changes in boys and girls so that they will be able to adjust themselves to the world successfully with a minimum amount of strain. But the world is changing every minute and education cannot be concerned merely with adjusting to the world as it is today. It is true that in the past there was too much thought about teaching the child with reference to what he needed in adult life and too little about the child and his needs at the stage in which he happened to be. There ought to be no conflict between education and preparation for later life but no educational philosophy can have a sound basis unless it considers the trend of social events and the kind of adult that should be developed for a new world. In the future, life will probably be more complex than it is even today. Adjustment will in many ways be more difficult but the outlook is hopeful. The applied sciences of psychology and sociology and allied subjects will give us more reliable knowledge about society and human behavior. When we recall that the first psychological laboratory in the United States was founded in 1881 and that mental health as a movement started only twenty years ago there is every reason to be optimistic. But what of the future? Here are a few of my convictions concerning the future school and society. To

the extent that we see them clearly and believe in them we may hasten the coming of this school of the future.

Education for leisure will be one of the fundamental aims of future schools. We



MEET J. MACE ANDRESS, author of the notable series of articles in THE JOURNAL on Mental Hygiene in the Classroom. By the choice of JOURNAL readers two of these articles ranked first in the issues in which they appeared. Mr. Andress was trained in the Michigan State Normal College of Ypsilanti, from which many gifted men have come, inspired with the highest ideals of the profession.

live in a machine age in which we are rapidly becoming more efficient in satisfying the material needs of society. Even now we have become so efficient in certain phases of industry that there is overproduction and a marked tendency to decrease the number of hours of labor. This tendency will continue. Nobody can guess the average number of hours that people will work. Instead of working eight hours per day for five days we may be employed only four hours per day for five days. This means a greater opportunity and responsibility for society and schools. Shorter hours of work should make work more enjoyable. Undue fatigue, for example, may be eliminated. From the point of view of mental health, recreation offers the individual a chance

to realize aspirations which might otherwise be repressed. Various forms of recreation in music, travel, games, and reading at once suggest themselves. The possibility of greater leisure is also fraught with danger. If people spend their time in speeding on the highways, in gambling, and in other questionable forms of amusement and recreation it will not be as healthy a world as it is today. The school must seriously grapple with this problem. The aim of training boys and girls for refined and wholesome leisure will take precedence over the more formal aims of teaching school subjects or preparing for college. How will the school deal with this problem? Probably there will be greater cooperation with the home but doubtless the school will aim more definitely to get children to appreciate and enjoy to a much greater extent than now those refined pleasures which may continue beyond school.

Social cooperation will be one of the striking activities of the coming school. Everything goes to show that the merciless competition of the past is becoming a back number in both industry and the schools. Competition is wasteful. Cooperation is more economical and tends to promote health and serenity to a much greater extent. Consider, for example, the value of great business enterprises like life insurance companies. Every wise business leader today realizes that war between capital and labor is futile. Some manufacturing establishments have had no strikes or labor difficulties over a long period of years because there was mutual cooperation. We are now trying with some anxiety and pain to achieve international goodwill and cooperation. Two of the three great dangers to the world, plague and famine, have been met successfully. The ghastly specter of war still remains to haunt us. As we learn to get along better with each other that too will disappear. Goodwill must take the place of suspicion and hatred. The mental hygienist insists that one of the aims of education is to train people to get along with each other. This need is now looming so large on the horizon that Yale is to have an Institute of Human Relations with an endowment of \$2,000,000. The school is now responsive in some measure

to this demand for training in human relations but we have just begun. There will be marked changes in the content of textbooks and in the methods of teaching. *The only real way to teach human cooperation is by actually getting boys and girls to cooperate.* Some of our newer experimental and laboratory schools are already at work in developing cooperation. Some day—a long way off probably—it will be regarded by all educators as being much more serious for a pupil to fail in human relations than in ancient history or Cæsar. *The listening school even in our high schools and colleges is doomed.* In its place will come workshops, laboratories, projects in which children will learn not only knowledge and skills more naturally but they will learn how to get along with each other.

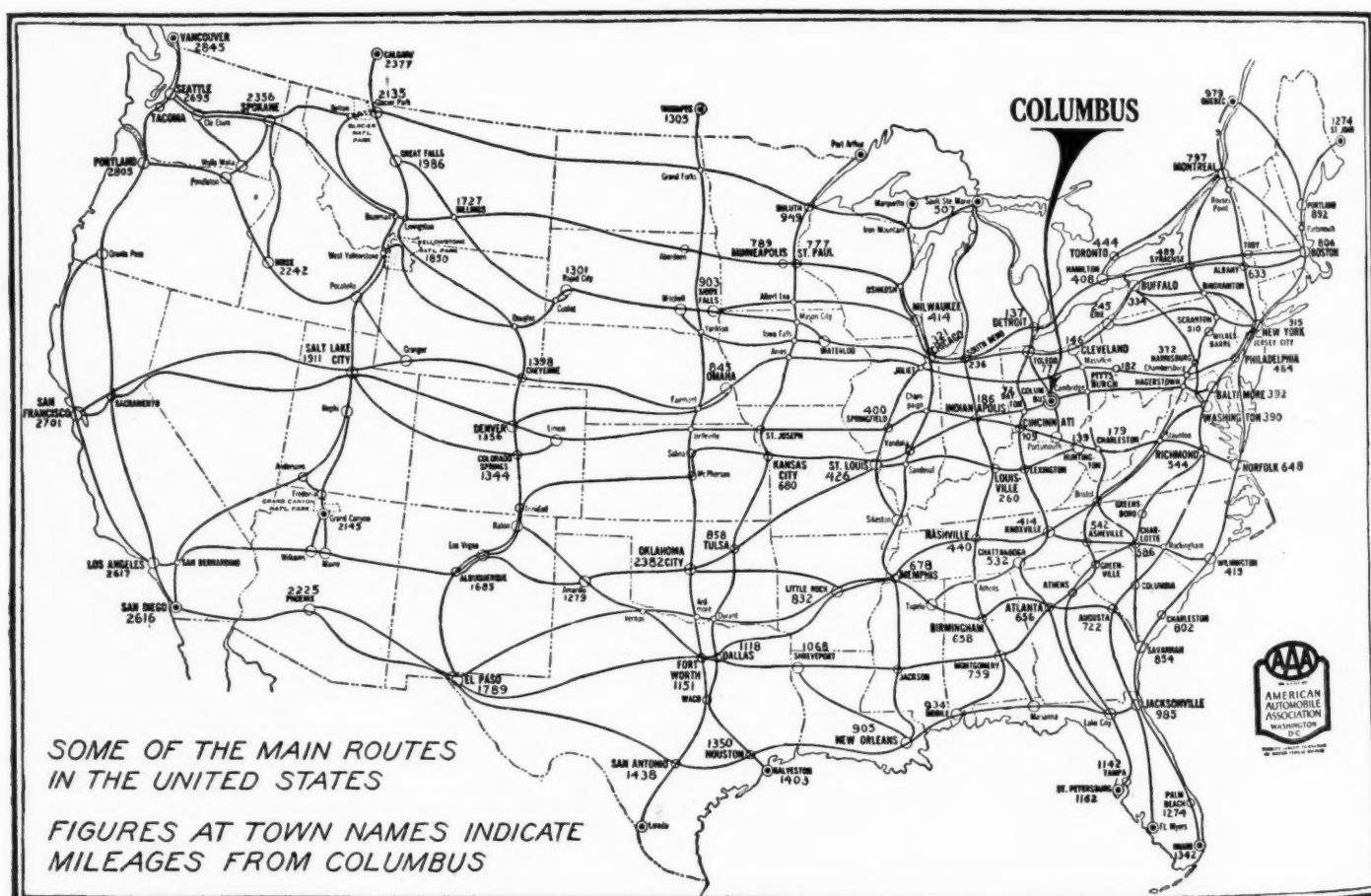
Children will start school in the future in a much better mental and physical condition than they do today. Medicine and hygiene will be much more exact sciences than they are today. The place to begin on the health of the child is to begin with the mother. One great authority on nutrition finds that by changing the diet of prospective mother rats he can control the kind of teeth the baby

rats will have. He can produce good teeth or bad teeth at will. He has found that diet also affects the behavior of the mother rat toward her babies. If fed on one kind of diet she will destroy them; if fed on another diet she will take the best care of them. This suggests many discoveries in the field of prenatal hygiene. Our knowledge of how to train the preschool child is growing by leaps and bounds. Very helpful indeed are the experiments of Dr. Watson and others in educating the emotions. Dr. Watson in the laboratory is able to develop a fear in a child and by a careful method also to educate him out of this fear. There will be a vast amount of experimentation in preschool hygiene in the future. The school is now reaching down into this field through its preschool clinics. Such clinics and other clinics will be organized so as to reach down to the earlier years of childhood. They may or may not be directly associated with the school but as time goes on they will cooperate more and more with educational institutions.

In the school of the future, children will catch the spirit and practise the art of successful living. There will be fewer failures. The fundamental goal of all

education should be to train every individual to make a significant contribution to society, to do that thing which he can do best. Schools will seek more directly than they do now to *discover* and *guide* pupils. Tests will tell us with a high degree of accuracy about the physical health and intellectual and emotional life. There will be a more careful treatment of each child. The meaning of symptoms of misbehavior will be better known and their causes better understood. There will be tests revealing possibility of delinquency before there is any overt act.

We realize today how important success is. If a pupil cannot be successful along socially approved lines he may resort to daydreaming, lies, rationalization, shyness, boastfulness, fighting, teasing, cheating, stealing, and general misbehavior. One who tastes success continuously will find it more satisfying to come to grips with reality, to face life courageously. This means that the school of the future will strive for emotional and social values rather than for the mere intellectual. The work of the child will be scientifically adjusted to his capacities. Mental health will be assured.



Sixty-eighth Annual Convention of the National Education Association, Columbus, Ohio, June 28-July 4, 1930.

Personnel Problems of the Principal

ARTHUR S. GIST

State Teachers College, San Francisco, California

THE SUCCESS of the presentday administrator depends upon his ability to direct his personnel fully as much as upon his technical qualifications for his particular field. He must study the personnel as individuals, must know their problems, and visualize their reactions to all situations which arise. This is especially true of the school principal, as education today is regarded as a highly socialized function. He must be able to characterize the personal qualities of his teachers fully as accurately as their technical fitness. He must be able to assist his teachers in characterizing the personalities of the pupils, as much of their success in school and later in the community will depend upon their personal qualities. The personnel whom he directs includes all school officials and any adults whose contacts with the pupils affect their growth and development.

The teachers—The teachers constitute the most important group the principal directs and guides as it is largely through them that he influences the pupils. One of the first essential elements in this direction of the teachers is to insure the right attitudes on their part. No teacher should work with children who does not possess a wholesome regard for them. If a teacher dislikes children he should not be trained at state expense for such work. He should not be employed. Many a principal finds such a teacher in his corps. Possibly his first task is to so influence him that this attitude is changed, is improved. The human element in teaching is fully as important as the academic side. The principal should attempt to have such teachers feel that real joy comes in teaching when they regard the pupils in a human way. Failure in this effort will often justify the principal in suggesting to the teacher a change in vocation for his own good as well as that of the pupils and society.

A change of assignment may be necessary to secure right attitudes and efficient service. This change may be a reassignment to pupils of a different age or to a different type of teaching in a departmental organization. A change of assignment to a different principal with an entirely different personality may be best; it may be to another locality with a dif-

ferent type of children from other types of homes. Everything possible should be tried to secure happiness and pleasure in

the school and common purposes in all school work require freedom of action without petty jealousies.

Favorable teaching conditions—To secure the highest degree of efficiency in any vocation, favorable working conditions are now recognized as essential. The principal should treat his teachers as co-workers whose personalities, individualities, ideas, training, and experience should be considered at all times. He should anticipate their needs and their problems as completely as possible. In guiding and in directing the work of a teacher, the principal should seek to build up the teacher's selfconfidence and to fully understand his problems in pupil management and in instruction. He should do everything possible to make the pupils feel that he has confidence in their teacher. When it is necessary to indicate shortcomings, he should assist the teacher to analyze his own problems, to recognize elements of weakness, leaving him confident of his ability to improve conditions, never depressed or discouraged. The teachers' load in the classroom and in extra duties in the school should be divided as equitably as possible, each teacher taking his share and doing the tasks he can do best. The time and nervous energy of the teacher should be conserved as much as possible. The principal would do well to study the problem of the overworked teacher, the overconscientious teacher, and the highstrung teacher. The health and general physical condition of the teachers should be studied especially toward the close of the year. Noise and disturbing elements should be reduced to the minimum. Noisy chairs and tables often disturb the teacher more than even he himself realizes. We have enlarged the scope of our work and have speeded up our school practises. The child is partly protected by relaxation periods, play, and few home assignments. The teacher must also be protected if he is to function to the best advantage.

The new teacher—With the new teacher the principal has a special problem. He should make him feel at ease at once. He should make him feel very early that he has confidence in him. He should familiarize him with routine matters and

A Farsighted Program

WE have been working out at this institution this year a program of pre-service and in-service training for elementary school principals in the state of New York. This development has been sponsored by the New York Education Department and the State Teachers College at Buffalo has been designated as the institution to initiate the program. Dr. J. Cayce Morrison, assistant commissioner for elementary education, has been the sponsor of the program and he has had the cooperation of the elementary school principals of the state and of the New York State Council of Village and City Superintendents. The latter organization adopted unanimously at its 1929 meeting a committee report proposing the standards upon which the present program of pre-service training has been based. The first annual conference of elementary school principals was held here last week. This meeting drew a large and representative group of elementary school principals and superintendents from all over the state and marks an auspicious beginning in the development of service of this kind to principals already in service. Other phases of the in-service program are the provision of summer session courses for elementary school principals at this institution and the offering of extension courses during the year.—Worth McClure, professor of elementary school administration, State Teachers College, Buffalo, New York, in a letter to the editor, April 17, 1930.

teaching. The degree of dislike for children may justify the teacher's discharge altogether though he may be technically qualified to teach. We all have our "off days" when teaching seems unpleasant but as a usual thing the teacher should take real pleasure in his work.

Cooperation—A fine working spirit within a school is essential as no teacher is working to himself alone. He comes in contact with other teachers many times during the day in a modern socialized school. He should possess this ability or strive to attain it, knowing the necessity. Committee work among the teachers in

school policies and practises. He should not heap too many duties and new ideas upon him at one time. Many principals find it advantageous to have a sympathetic, reliable teacher delegated to assist the new teacher. The principal should know the type of training he has had and the character of his experience before he was assigned to him. Whenever possible this experience should be used to advantage in the new situation. Progressive school systems are now recognizing the problem of the new teacher as a specialized duty to receive the attention of all administrative and supervisory officials. Orlando H. Johnson in a recent study indicates that some of our progressive school systems have definite plans and policies which they use to secure a high type of efficiency from the new teachers. [Eighth Yearbook, Department of Elementary School Principals, National Education Association.]

The teacher and the community—The teacher's relationship to the community must receive considerable attention, especially in the smaller places. The conventions of the small place should be known and in some cases observed by the teacher. There may be a strong sentiment against card playing and dancing. The teacher who disregards such sentiments while teaching in this community will often arouse resentment among the parents and thus lessen his influence because of their lack of confidence in him.

The pupils—In the direction and influence of pupils the principal has a very important responsibility. While it is through the teachers that he functions to a large extent, he often comes in direct contact with groups of pupils and with individual cases when problems arise. A reputation for fairness, sympathy, and sensible understanding will help the principal in his influence with pupils. The principal who has established himself in the community with the parents and with the older children will find his work more effective. Former pupils can often exert a powerful influence over those now in school. The principal who has the confidence of the pupils will find that he can use his influence to good advantage. This confidence can often be established by showing a real interest in the pupils' activities and ambitions. The principal should never be too busy to talk to pupils, to listen to them, to get their point of view. It is a fine thing for the pupils to enjoy being in the presence of the principal, to dread his illwill or disfavor. It is

splendid for the principal to be considered the real friend of the pupils, not shielding them nor overlooking their misdemeanors, but a true friend and counselor to assist them in all difficulties and in all worthy ambitions.

The parents—With the parents the principal has many important duties. The school can function to best advantage when the parents give their moral support at all times. In fact, it is doubtful if the school fully meets its full aims and purposes without the moral support of the homes. The school is most fortunate when the principal and the teachers have been able to make the majority of the parents feel that cooperation and harmonious relationship is necessary to develop the highest type of citizenship.

The playground directors—Playfields with adequate and competent supervision are now quite generally recognized as essential. The principal and all directors working with the pupils should have common aims and plans. When the playground director functions as an athletic coach for the school, the principal has a real function in seeing that athletics are managed upon a sportsmanlike basis, with training toward good citizenship as the goal, not the mere winning of contests.

The janitor—The principal must direct the janitor and work harmoniously with him. He should recognize the importance of his work and respect him to secure the highest type of efficiency.

The clerk and other office assistants—The nature of the work delegated to the office assistants will very largely depend upon their ability and training. They should feel that they have a real responsibility and a share to contribute to the success of the entire school. The nearer the office assistant can function as a private secretary to the principal, the higher the type of service rendered. Such service will benefit the office assistant.

Educational experts—The various superintendents, directors, and supervisors with whom the principal works should be regarded as educational experts in the different fields of administration and supervision. These experts can often function to best advantage in his school when he recognizes and analyzes his problems in advance of their visits and then calls upon them as consulting experts to assist him in the solution of his problems.

Personal qualities of the principal as a personnel director—The following personal qualities should be found in the good principal:

(1) He should be a most social and human person, capable of accurately evaluating people from the human standpoint and highly successful in meeting and in getting along with all types of individuals. Success here requires a combination of personal qualities.

(2) He should be genuinely sincere in every respect to secure the highest type of personal confidence from all persons with whom he comes in contact.

(3) He should be an optimist who is always looking for the best, expecting the best, to the extent that his personality is contagious.

(4) He should be such a professional enthusiast that he elicits enthusiasm from all his coworkers.

(5) He should be so just and honest in all his opinions that personal bias can never influence him.

(6) He should be so firm and impartial that strong personalities in his corps cannot overshadow the points of excellence in less forceful teachers.

(7) He should be so broadminded that credit and appreciation for excellent work will be quickly and easily given to those meriting it.

(8) He should be so openminded that unessential details, an occasional mistake, or a poor lesson given will not prejudice him for all time against a teacher.

(9) He should be so frank and clearcut in his statements that no doubt is left as to his views.

(10) He should be so tactful that offense is not taken at his criticisms.

(11) He should be so sympathetic in his relationships that the teachers never feel depressed and discouraged.

(12) He should be too sensible and too closemouthed to discuss one teacher with another.

(13) He should be so approachable, accessible, and resourceful that the teacher will never feel hesitant about coming to him.

(14) He should have poise and such a high degree of selfcontrol that his teachers have confidence in his ability to weather any storm.

(15) He should be such a hard worker himself that he sets a good example for his teachers.

(16) He should have the courage of his convictions that his teachers may have confidence in his opinions.

(17) He should be so tidy in his personal appearance that he commands the respect of all.

(18) He should be so judiciously-minded that his teachers, patrons, and pupils have confidence in his ability to look at all sides of the many perplexing problems which constantly confront him.

(19) He should be so willing to assume his full responsibilities that his teachers will never feel that he sidesteps and shifts unnecessary blame and annoyances to them.

(20) He should possess such loyalty to his teachers' work that a high degree of loyalty is to him and to all his plans.

(21) He should possess such real love for children that they will realize his personal interest.

(22) The principal must have efficient habits of work.

What the Teacher Can Do

ELVIN H. FISHBACK

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IN a former article some of the social changes that have made school aid to character training imperative were indicated. Scores of cities in the United States have undertaken definite plans for increased attention to character values. In three experimental centers, at least, some of these plans are under careful investigation to determine their usefulness. Already a few of the plans have been shown to be futile. The suggestions made in this article will give only those plans that have been found by experience to be helpful.

Fundamental conceptions for the teacher—The teacher should not engage in this phase of education until he has settled some questions in his own thinking. Some of these are:

- (1) The teacher must study character education as one phase of modern social education.
- (2) The teacher must know that such training should be largely specific, that is, it must function in definite attitudes, ideals, and habits in concrete situations.
- (3) He must believe that there is an "unconquerable rectitude" inherent in children, as well as in adults.
- (4) He must know that boys and girls are capable, under guidance, of making improvement in their attitudes, ideals, and habits.
- (5) He must believe that with the proper methods and materials significant changes may be made in the lives of young people.

The history of the character education movement will show that, during the early part of it, teachers were inclined to depend upon devices and schemes without studying the whole question in the light of the principles of sociology, psychology, and scientific research. That stage is rapidly passing and now all that is given under the name of character training must pass the test of sound school procedure.

Hartshorne and May [Hartshorne, Hugh and May, Mark A., *Studies in Deceit*. Macmillan Co. 1928] have shown in their investigations that habits are specialized. They conclude that "Those who yield to the opportunity to deceive do not do so in any wholesale way, however, but in a rather specialized way according to the particular situation in which they are placed." Teachers have known that children are not interested in

abstractions concerning conduct but that they are extremely interested in the outcomes of definite concrete situations that

Friendliness Between Teacher and Pupil

TO STIMULATE wholesome desires and attitudes is one of the most important functions of education today. These wholesome attitudes will be developed when all teachers realize that success depends on friendship with pupils, because the pupil studies best, and learns best under the teacher he likes. Sound psychology and pedagogy require that the teaching be done in the terms of the lives of the pupils, the terms of the environment with which they are familiar. We as teachers must bear in mind that each child is a personality; each differing from every child in the community. At all times we should recognize and act upon the understanding that children are social beings.

The successful teacher considers his pupils as companions following him and they should think of him as a sympathetic leader in the daily round of normal work and play. He should make contacts with his pupils, be received in the social circles of his boys and girls not only in the school, but also in the homes. Once he establishes this human contact with pupils he has laid a firm foundation upon which to build in having a readiness to attend to what he tries to teach them in books and a willingness to work untiringly over the hardest task.—Edith B. Joynes, president, Department of Classroom Teachers, 1928-29.

involve conduct problems. One of the explanations of this fact is given in the sentence just quoted.

If the teacher believes that deep in the human being there is an upward pull from which the great masses of people cannot escape then he has a firm basis of interest for his work. His problem is to so stimulate and direct the conduct responses of the pupils that they will function in conduct that makes for the best interests of the individual and society as a whole.

Definite means of character training—In a study reported in the *Fourth Year-book* of the Department of Superintendence of the National Education Associa-

tion the teacher was voted as of first importance in any scheme of character training. This does not indicate that the teacher must consciously pose as an "example" for the boys and girls. Such an attitude would be hard on his nervous system and is not helpful to the pupils. It is important that he have a personality that is attractive to children and that he be the living embodiment of those ideals that he wishes his pupils to accept.

Next in importance to the teacher is the school itself as a whole. The school must be so organized and managed that a maximum of opportunities will be offered in which the children may make use of the qualities that enter into a fully developed character. One can conceive of a school in which pupil participation is at a minimum. In such a school as this there would not be many opportunities offered for the voluntary use of desirable character traits.

In schools where a definite program of character training has been worked out, the opening exercise periods in the elementary school and the homeroom periods in the junior and senior high schools, are used for special emphasis upon character values.

What are some of the things that can be done during these valuable group meetings that would be of interest and worth to children and youth?

(1) One of the most effective things to do is to start with a concrete situation frequently met by children and easily understood by them. As an example of such a conduct situation, let us take the following which is an actual experience of a girl of the junior high-school age. The purpose of this problem is to show that selfreliance and initiative are needed in making important personal decisions.

The time had arrived for the 9A students to select the work that they were to do in senior high school. There were three general courses offered in the school—the academic or college preparatory course; the commercial course; and the vocational course. Most of Marjorie's friends were choosing the commercial course and tried to get her to do the same. She had decided that although she did not wish to part with her friends, she would take the college preparatory course because she had decided to go to college. At first her friends were offended but later they

agreed that Marjorie did the right thing in choosing work that appealed to her interests and ability.

The following questions will help pupils to form conclusions regarding this case and others that involve the same principle of conduct. Why was it difficult for Marjorie to make a decision? Do you think that Marjorie chose wisely? Why? What experiences have you had that required you to have independence in thought and action? When should one not do as the crowd does? Many such cases may be collected by a school and a study made of them. Actual cases that immediately involve the pupils in the group may be brought up for discussion. Some of these are embarrassing and sometimes there is danger of wounding the feelings of the children who are involved. The objective case that is not attached to any one pupil who is present has certain advantages, because it can be discussed in a wholly impartial manner.

(2) All pupils in all grades of the public schools could analyze conduct situations and list the situations in which courtesy, for instance, could be used. The uses for courtesy by the first-grade child would be different from those of the child in the senior high school. When a study is being made of responsibility, an extended list of the situations that involve responsibility could be made and so

on through the whole list of trait-actions. Such studies as these will assist the pupils in setting standards for themselves.

(3) The school is obligated to help pupils to correct false notions regarding what constitutes proper conduct. Any teacher can collect a list of these false notions from the groups with which he deals. These false ideals have been acquired at home, on the street, at the picture show, and elsewhere. If these are subjected to group discussion, many of them may be eradicated.

(4) Provision must be made for conduct studies and situations to be emotionalized. The study of literature is one of the best means of establishing proper emotional attitudes in which ideals may be formed. Before and after the study of some trait-action, for example that of honesty, stories that are interesting and involve the trait under study, should be read and discussed by the group. The story of "Why Drayton Was Safe," a good baseball story, might become a part of the study of the trait of honesty. Biography has a similar effect and should be used plentifully.

Under miscellaneous plans for character education, the following may be mentioned: Bible reading for opening exercise; memory gems; codes; mottoes; self-rating scales; assemblies; social activities; pictures; songs; use of key words, such as *responsibility* to be put on a card

and kept before the pupils for a week; clippings concerning the value of character traits; dramatizations; talks by outsiders; games; special days; three-minute talks by students; slides and films; reports of character traits to parents; emphasis by school upon worthwhile traits of character; and means of interesting parents in the problem through the parent-teacher associations.

Character education is but part of modern social education, governed by the principles of psychology and sociology. The teacher is the most potent influence in any scheme of character training. He must have an abiding faith that children have an upward pull urging them to choose the better way. He must know that the growth of character may be stimulated and guided and he must know the methods and materials to be used.

Case studies of conduct situations that pupils actually face are of great importance. Conduct situations must be emotionalized so that satisfaction results from noble action. In order to get the proper emotional attitude, the teacher must have the confidence and respect of his pupils and the work must appeal to them as being worthwhile. Various other means of character training are of vital importance.

As goes character education in the schools, so will go the spiritual quality of society and the destiny of civilization.

Books for Graduation Gifts

THE ROUGH HAND of the real world tears away many youthful illusions in the first years after graduation.

There are books which can take us back to *youth and its vision*; books which can afford *wholesome relaxation*.

The following list has been made of books which appear to offer a basis around which youthful associations and all the memories of school and college may collect; books which appear to give promise that whatever appeal they make will be enduring and that they will rest on their possessors' shelves always ready—during the years—to give something vital and real; always ready to serve as a paper trail back to youth and its vision and its hopes and aspirations.

FOR EIGHTH GRADE

M. B. SYNGE. *A book of discoveries*.
H. D. THOREAU. *Walden*.
GEORGE CATLIN. *The North American Indians*.

PAUL DEKRUIF. *Microbe hunters*.

GEORGE S. BRYAN. *Edison—The man and his work*.

EDWARD MUSCHAMP. *Audacious Audubon*.

E. S. WHITE. *Andivius Hedulio*.

HERMAN MELVILLE. *Typee*.

LEWIS AND CLARK. *Journal*.

(EVERYMAN EDITION). *Hakluyt's voyages*.

HIGH SCHOOL

MARK VAN DOREN. *The autobiography of America*.

SEDGWICK AND TYLER. *A short history of science*.

WILL DURANT. *The story of philosophy*.

H. G. WELLS. *The outline of history*.

LOGAN CLENDENING. *The human body*.

LLEWELLYN JONES. *How to read books*.

GEORGE A. DORSEY. *Why we behave like human beings*.

WILLIAM BOLITHO. *Twelve against the gods*.

JOSEPH McCABE. *The key to culture*.

ABBE DIMNET. *The art of thinking*.

COLLEGE

C. A. and MARY BEARD. *The rise of American civilization*.

A. A. D'ABRO. *The evolution of science*.

WOODBIDGE RILEY. *From myth to reason*.

WALTER LIPPMANN. *A preface to morals*.

A. N. WHITEHEAD. *Science and the modern world*.

CLAUDE G. BOWERS. *Jefferson and Hamilton*.

R. A. MILLIKAN. *Science and the new civilization*.

WALDEMAR KAEMPFERT (ed.) *A popular history of American invention*.

GUSTAVUS MYERS. *History of the great American fortunes*.

BREASTED and ROBINSON. *The human adventure*.

[Prepared especially for THE JOURNAL by Jesse Lee Bennett, noted author.]

The Outlawry of Beverage Alcohol

EDWARD ALSWORTH ROSS, the most noted sociologist of today, writes on this great American achievement out of lifelong scientific study and firsthand observation in many countries. Here are some of the facts he gathered. They are worth bringing to the attention of high-school and college students.

IN 1906 thoughtful Chinese woke to a realization of how the opium cancer had eaten into their vitals. The use of the drug had spread with truly appalling rapidity. The Chinese people were using *seventy times* as much as they had used in 1800. Annually *twenty-two thousand tons of opium were absorbed*, most of it converted into thick smoke and inhaled by a legion of smokers estimated to number at least twenty-five millions. In the poppy-growing provinces a shocking proportion of the adults were addicted to the habit. In the cities of Szechuan half the men and a fifth of the women smoked. In Kansu three men out of four were devotees of the pipe. Districts were to be found in which virtually the whole adult population had given themselves up to the seduction and were sinking into a state of indescribable lethargy, misery, and degradation.

Realizing that unless the people speedily renounced the vice that was undermining its manhood there was no hope for China among the nations, the empress dowager issued, in 1906, the famous Anti-opium Edict, *the opening gun in the most extensive warfare on a destructive private habit that the world has ever known*. In 1910 I traveled for months through the far interior of China and on every hand met evidences of the resolute fight to stamp out the production of opium. In many districts where the poppy had been the staple crop, like corn in Kansas or cotton in Alabama, not a poppy field was to be seen. As a result, the local price of opium was from two to ten times that of the year before, while food was more plentiful and cheap than for years.

As week after week I traversed the scene of conflicts, often fierce and sometimes bloody, between the officials supported by the reformers and patriots, and the poppy-growers, traders, and den-keepers supported feebly by the slaves of the pipe, I reflected, *"Is any vice coiling itself about us whites as opium coiled itself about the Chinese?"* As in a flash I

saw that alcohol is to our people what opium is to the yellow race. And their experience had established that *there are*

PRESIDENT HOOVER'S policy of careful law enforcement by men whose character qualifications have been given special consideration is producing results. It is bringing new hope and challenge to all who believe in maintaining our American standards of citizenship. Teachers, principals, and superintendents throughout the country are again exercising their leadership in behalf of a policy that has helped the schools beyond measure. They are teaching the evil effects of alcohol and the far-reaching benefits of the protective amendment. This intelligent, kindly, tactful teaching adapted to the needs of each child and each neighborhood will bear immediate fruit of the utmost value. Ignorance and narcotics are the great standardizers of the human race. They bear most heavily upon those least able to stand the burden.

private drug habits society dares not let alone. For a very long time the hand of government had been withheld in China, and if any principle of selflimitation lurked in the opium vice it ought to have declared itself long before. But, as a matter of fact, opium smoking did not confine itself to fools and weaklings. It did not consume the chaff and leave the wheat. *Like a gangrene, it ate deeper and deeper into the social body, spreading from weak tissue to sound, until the very existence of the Chinese race was at stake*.

Moral suasion had not availed to arrest the progress of the gangrene. It had been found necessary to resort to heroic treatment, i. e., to make opium inaccessible. Might not our gangrene, despite the growth of temperance sentiment, go on eating into us until we made alcoholic beverages inaccessible?

Thus China's experience with the juice of the poppy converted me to prohibition.

The "dry" movement in this country was by no means a fanatical outburst against a vice already beaten to its knees by half a century of temperance agitation. *What happened among us was that a part of American society turned away from liquor while the rest became wetter and wetter*. The army of drinkers which survived the temperance simoon of the forties and fifties of the last century had

been reinforced by millions of immigrants—Irish and Germans and Slavs—many of whom, owing to their relatively high earnings in this country, found themselves able for the first time to indulge freely in alcoholic pleasures.

Another momentous thing happened—a profound change in the system for supplying drink. *The catering of liquor became commercialized*. It came to be a "big business" intent on profits—always more profits. From being shrinking and apologetic, it became brazen and aggressive. It no longer pleaded humbly for leave to assuage existing thirsts. In order to "promote business" it deliberately and methodically set itself to create new thirsts. It advertised, gave away samples, subsidized convivial organizations, encouraged festal customs of a "damp" character, planted saloons in new places, and brought them into close partnership with the great social plagues, gambling and prostitution. In olden time alcoholic beverages were no more "pushed" than hen's eggs are "pushed". But as production and distribution were centralized, the business grew more capitalistic, the saloon-keeper came to be the brewer's man, while systematic efforts were made to "shove" liquor, especially beer. Between 1880 and 1907 the annual per capita consumption of all liquors in this country rose from ten gallons to nearly twenty-three gallons!

A long and variegated experience with attempts to regulate the liquor traffic showed that it was incapable of being made decent and lawabiding. It would respect no law, heed no warnings or protests. Always it was secretly digging under or insolently breaking over any bounds the community set to it. So, not out of a sour resentment of other people's pleasures, but out of bitter experience with an unmitigated social evil, grew the sentiment for destroying it, "root and branch." When parents and other earnest people realized that here was a sinister thing doing its utmost to ensnare our boys and ravel out the fabric of sound principles and good resolutions which home and school and church had been at such pains to weave into the soul of youth, they hardened their hearts and struck it down.

[This statement is taken from an admirable book by Dr. Ross, *The Social Trend*, published by the Century Company.]

The Kindergarten Trains for Citizenship

SARAH H. WILLIAMS

THE OPPORTUNITIES of the kindergarten for training the pupils under her charge for good citizenship are almost ideal. The children come to her fresh and unspoiled and before undesirable habits of feeling and action are firmly established. Their sense-perceptions are unfolding; their interest in every direction is observant and keen; and their inherent goodness only needs to be developed and fostered.

The virtues to be cultivated are simple and basic. In subsequent education there is dispute in regard to the choice and sequence of studies, the best methods of presentation, and even as to whether the desired results will be gained. But the kindergarten may leave such questions to be considered by others at a later period and devote herself to the straightforward, definite task in hand—developing the whole nature of the child, his physical, mental, moral, and spiritual powers. Especially she is to bring out the qualities of justice, kindness, selfcontrol, loyalty, and patriotism; and to make these virtues habitual in the child.

Her method is that which underlies all education. She must stimulate interest, arouse the imagination, and present her subjectmatter effectively, illustrating it by every available means. Besides, she is to exemplify in her personality and in the surroundings of the children the qualities which she would have them emulate.

Abundant and eminently suitable material is in readiness to satisfy the child's natural aptitude for exercise, play, and observation. The ordinary domestic tasks, the trades and occupations that supply the common needs of society are of extraordinary interest to the young child and these callings are imitated in the occupations and games of the kindergarten. Literature, art, outofdoor life present inexhaustible possibilities for illustration and example.

Again, the environment of the kindergarten is specially adapted to develop and train the growing personality. The puzzlelements that confront the child in later school life, discrepancies between theory and practise, conflicting motives, distracting objects, and unseemly hurry are eliminated as far as possible. The simple, essential articles of equipment and furnishing are harmonious in design and color. A few good pictures, objects to illustrate

plant and animal life as occasion demands, together with sunshine and simple, appropriate music, constitute a serene and cheerful atmosphere. It is all designed to encourage in the child a love of the true, the good, and the beautiful and to lead him to harmonize his feelings and actions accordingly. In short, the kindergarten reproduces in miniature a wellordered democracy, governed by the basic principle of allowing to each individual all the freedom that is compatible with the equal rights of others.

As those interested in the subject know, there is nothing arbitrary in the work of the kindergarten. All the activities have been carefully devised for use under certain conditions, to produce definite results. Experience has proved that they are best suited to develop in due order the qualities desirable in the good citizen. Part of the exercises aim principally at physical development; others are directed towards mental or spiritual growth. The definite purpose is kept in view—that the children are to be trained for good citizenship. *Human beings are fundamentally gregarious; therefore children must learn to live peaceably, helpfully, enjoyably together.* No individual is entirely independent, consequently the members of a group should learn to work harmoniously together for the common good, and each individual should help and contribute something to the common welfare. Food, shelter, clothing, recreation, are fundamental needs; and the activities of the kindergarten are grouped about occupations connected with these basic requirements. Whether the children are singing, playing games, or are busy with their hands, they are also being trained in good habits. In games, the forward, aggressive propensities of some are toned down and the diffidence and shyness of others gradually overcome by encouragement and judicious commendation. Consideration for the rights of others is construed to include everything from uncharitable feelings to disagreeable habits and even acts of violence; from a generous sharing of what one has, to actually taking away another's property. The care and observation of pets give opportunity for further training in kindness.

A visitor to the kindergarten is sure to be impressed with the work that is being done to train the children in the common

civic duties and virtues, while at the same time gratifying their natural delight in play and selfexpression. Each day has its regular program carefully planned in advance. The morning song and a stanza or two of poetry, or a few cheerful remarks give an enlivening keynote for the activities of the morning. Then follow definite periods for exercise, for concentrated occupation, and for games. After the light luncheon and the short recess in the middle of the morning comes more handwork, then storytelling, and the morning ends with singing, marching, and saluting the flag. The regular procedure is varied from time to time as special occasions present themselves.

Every part of the morning's activities is utilized as a means for drill or training. The discipline is unobtrusive but allpervading. Prompt, cheerful obedience, selfcontrol, honesty, fairplay, and truthfulness are insisted upon. The luncheon, which may consist of a couple of crackers for each child, affords opportunity for training in politeness and good manners; some of the occupations call for friendly cooperation; the care and putting away of materials and implements used in the different kinds of work give training in order and neatness. The cheerful songs and the final march serve as effective "setting up" exercises; while the salute to the flag gives a last note of loyalty and patriotism.

The child that has had two years of kindergarten training goes forth to his future school life with a sound, fundamental beginning for good citizenship. Through constant practise he has acquired good habits. The training has been thorough, not directed so much to superficial politeness as to the performance of kind acts done largely through love of approbation. Efforts have been made to deal with the fundamental nature of the child, to make manifest in his habits and spontaneous behavior the deepseated instincts on the side of kindness, bravery, and desire for service—impulses which are innate in the normal child. It is impossible to measure in any ordinary way the immense amount of work that the kindergarten may accomplish during the year with her class of tiny children—some of them hardly more than babies—but the benefit to them is very real and the good habits acquired will persist long after the children have left the kindergarten.

The Home and Learning

GARRY CLEVELAND MYERS

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PERHAPS THE CHILD learns more at home before he enters school than he learns all the rest of his lifetime. Before he is six months of age he has achieved a great deal in adjusting himself to the adult members of the family and in causing them to adjust themselves to him. By that time the degree to which he will have his way at home is fairly well established. Before he is two years old he has acquired rather free locomotion and the power of expressing his wants and feelings through speech. He has had considerable experience in manipulating things and has gone a good way into inventions and creations. In spite of many hindrances from adults he goes on, during the next several years, making many discoveries.

Happy is he if he has a home where he is allowed to do things for himself, amuse himself by exploring and creating, and by playing, quarrelling, and fighting with other children of his age.

During these early years the average child is greatly handicapped by annoyances because he has not been taught the necessary routine habits with certainty and precision; handicapped also by unnecessary supervision, by having many things done for him which he could happily do alone, and by not having all his questions answered sympathetically and with frankness. His native zeal for learning is discouraged often by those about him because his eagerness to explore, invent, and create, conflicts with their immediate comfort and because his questions often are too hard for them to answer. When he enters school he also often finds his curiosity curbed and his questions not always welcomed.

Time was when the parent felt it his duty to help the child prepare his lessons and when the pupil, even in the elementary grades, was supposed to come home with long assignments.

But now homework is rapidly disappearing in the lower grades. Furthermore, parents who still are eager to help their child with his "books" at home are discovering that the methods by which he is taught at school are so different from the ways by which they were instructed, that they rarely can be of much assistance to him.

But the home still has a direct bearing on the child's learning in the school, in the attitude of parents toward the child's

IN THE SIMPLE DAYS of early American life, children grew to manhood and womanhood without seeing more than the few score people of the immediate neighborhood. Today the child at an early age is obliged to adapt himself to innumerable other personalities. Neighbors separated only by an eight inch wall, schools where thousands of children are brought together in one building, industry organized on a vast scale, highly complicated political forces, widespread travel—is it any wonder that the growing personality struggles, often in vain, to discover the fundamental values? As the needs of the child's mental and emotional life are better understood, homes and schools will realize that right food for mind and spirit are no less important than right food for the body.

school work and progress, in the attitudes and habits which they cultivate in him before he enters school and while he goes to school, and in their attitude toward the teacher.

The emotional background of the school child is in the home; his readiness to cooperate in school, his learning morale, in short, is for the most part, dependent on the family atmosphere. The child who sits before the teacher in the classroom, who is seen and heard by him, whose name is on his register, is but a small part of the total personality that child really is. When he comes to school the biggest part of him may have been left at home. The largest problem any teacher has is to get the whole child before him all the time while he seems to be present as a pupil, to marshal him, with all his associations and emotions, about his classroom lessons.

It is not possible to conceive of any home which is perfect as a place of learning for the child, nor of any school, for that matter. But it is quite possible for all homes to improve and for all schools to become better in some very definite ways.

Of course, it does no good for any of us to condemn the home, no matter how inadequate it may seem to be. But if we study the home and ourselves, we may find ways by which we can make the school more useful to the home and help the home to contribute more to the child's success in school.

The average teacher knows very little about the individual homes of the children in his classroom. He is so absorbed by methods and reports that the human side of his teaching tends to be neglected. As his teaching becomes more specialized, he becomes less likely to deal with the child as a personality.

"Reach the individual in the group," has been a slogan he has read in journals and textbooks and has often heard in teachers' meetings and conventions. But this interest in the individual naturally has turned about the child as he sees him in the classroom, the individual in terms of measured learning ability and measured achievement. By the aid of intelligence tests and educational measurements the child's capacity to learn and his specific learning difficulties in terms of what he actually does in the classroom, have been analyzed rather carefully. Such diagnoses have helped the pupil and the teacher, as a rule, to develop better study and teaching technics.

Nevertheless, the very nature of such interest in the mechanics of learning and instruction has, no doubt, diverted the attention of the teacher from the fundamental human factors which are indispensable to most effective learning.

The pupil really learns only when he wants to learn, when he feels the urge to learn, when he has good learning morale. It is not Torris White who learns arithmetic, but Torris White taught by Mr. McIntyre, Torris White tied by heartstrings to a home, worthy or unworthy, where he is welcomed, loved, and under-

stood or neglected, annoyed, and misunderstood.

Does Torris go from school to a happy home? Does he enjoy the evening meal with the family? Do they care about his school success? Has he been taught regular habits of doing his home work? If he is helped with his studies are his difficulties met with sympathy, or is he scolded when he makes mistakes? Can he learn with comfort, or is learning in the home made miserable? Is he always at home on evenings preceding each school day? Does he get sleep enough and go to bed at a regular hour? Does he send himself to bed, or is he hounded off by nagging, threatening tongues? When he retires do his memories of the evening make him hopeful for the morrow? Does he have an evening at home which fosters happy dreams, or does he close his eyes in sorrow and discouragement, worrying through the night?

Does the morning greet him with the thought and attitude of hope or are there doubts and gloom to darken his new day? Does he dress and do his morning toilet in a comfortable atmosphere, assuming all responsibility for appearing for his breakfast promptly, and for getting off to school on time, or is he nagged and hurried until he leaves? Does he enjoy his breakfast, eating what he should, or does he complain about his food, refusing some or all of it? Does all the household have to help him find his books and other things and push him out the door amid emotional annoyance or does he calmly send himself off, on time, hopefully, amid the smiles and good wishes of the other members of the family?

How is he treated when his parents see his school grades? Do they help him to want to strive by celebrating his successes or do they drive him to despair by constant condemnation of his failures?

You and I can easily see that all these factors bear directly on the pupil's learning progress. A broken shoe string, a lost collarbutton, or a runner in a stocking have started many an adult on a day of gloom and dire defeat. Such little matters have wrecked a whole day's happiness, a day's success for not only one but for scores of others who have come in touch with the annoyed person.

The way a child feels when doing his homework, when going to bed, when leaving home for school, when dreaming of his home while sitting in the classroom—the

whole vague fringe of awareness of his home and loved ones in their absence have a powerful effect upon his success in school.

Has the pupil learned to wait upon himself at home, wash himself, dress himself, find his own hat and gloves and books and rubbers? Do his parents run after him with his books, music roll, and homework? Do they rob him of the normal means to learn independence and responsibility? Many a teacher and her class are annoyed by the child who does not have his pencil or his paper when all the rest are ready to do something important. Many a student in high school and college fails because he has never learned to hand in writtenwork on time, or to carry through special assignments. Such students learned the patterns of these bad habits at home. The teacher who, early in the child's school life, holds him up to promptness in such matters, does a great deal to counterbalance such bad home habits and to help the child avoid much later grief.

What supplementary tools does the home have for the pupil by way of magazines and reference books? Children in the upper grades and high school whose homes are not equipped with encyclopaedias often find it very difficult to do the outside work assigned. Many parents who can afford the expense are adding such home equipment rapidly; nevertheless, the rank and file of children are still handicapped by lack of such assistance. Teachers ought to take this fact into account, directing those who are limited in such facilities to wellearned libraries.

What kind of English does the pupil hear at home? Does he hear discussions which interest him? Does he enter into these discussions? Has he opportunities for selfexpression?

Regardless of the home background of the pupil, the first important consideration by the teacher is to take the home into account always. It is the wellspring of his learning interest.

Of course, the teacher who meets several hundred children in a day has a hard time to cultivate the human touch. In the elementary grades the task is easier; even in the junior and senior high school the homeroom affords a means of personal contact. The homeroom teacher, in turn, can stimulate a good deal of personal interest in individual pupils by passing on to teachers what he knows about the pupil's home background.

No teacher can approach his best efficiency who overlooks the pupil's home and who does not prove to him that he has very genuine human interests. That teacher is loved most and for him the pupils work most earnestly and learn best, who makes them feel he cares about those things which mean most to them. Everything he says and does proves to each of his learners that he considers each of them a sacred personality, that he wants to know about his personal joys and sorrows, and that he is ready always to listen to his most intimate accounts. If his baby brother is ill, if his grandmother lies near the point of death, or if his father lost his job, the teacher is the one he wants to tell about it, if he is a great teacher. So also will the teacher know the fact, if the pupil's father has enjoyed an increase in salary or income, or if the family have acquired a new car, new home, or new baby.

Perhaps the average teacher who does really care, gives the impression that he doesn't, just because he has so many things to do. No one doubts that he is busy. But his secret of success will be in his ability to engineer his work so that these human matters always will be given due consideration. His supervisors are going to encourage him in this direction and are going to show him ways of planning his work so as to have more time for human touches.

In the best schools pupils are not penalized for arriving at their schoolroom early in the morning; they are welcomed.

DISCOURAGING CREATIVENESS—The child under five is an inventor and creator, if he is allowed to be. But the same human frailties of parents which cause them to dull his curiosity also cause them to discourage his creativeness. We cold, matter-of-fact adults hardly appreciate the freedom of the little child's imagination. His fancy flights in fairyland may be ridiculed as silly or condemned as falsehoods. We forget that when the child plays he nearly always is creating and that his greatest pleasure comes from his awareness that he is causing something. His playthings are valuable and precious to him in proportion to the uses he can put them to and the variety of things he can create with them. We stimulate and keep alive this trait as we fill him full of fairy tales, join with him in his dramas, live with him in his land of make-believe, listen to his yarns of fancy, enjoy the palaces he builds from blocks, the pictures which he draws, and the structures which he crudely makes with tools. When he enters school we shall continue reading to him, continue to encourage him to express himself by pencil, paint, scissors, clay, and other tools.—Garry Cleveland Myers in the *Child Welfare Magazine*.

The teacher there finds time to talk to them about other things than algebra, arithmetic, or spelling. Even if he must prepare some work he will choose to do it after school begins rather than to lose the opportunity to confer sympathetically with them before school. Be it remembered that as he does so he is doing a great deal to make them better students, better learners.

There have been developing good methods and materials which afford more opportunities for human touches. Mimeographed and printed, selfdirecting texts, and supplementary exercises are rapidly appearing. More and more children are working together in small groups. In consequence, the teacher is relieved from considerable drudgery so that he can find time for sympathetic conferences with pupils and can be a kind of general human engineer, going among his pupils, lending individual help, and listening to individual expressions of personal interests, regardless of their immediate relation to the particular thing at hand.

Principals and teachers have rare opportunities to be more and more considerate of the pupil's feelings, particularly when it is known that he lacks sympathy and understanding in his home. Welcoming all parents to come to the office and classroom, the principal and teacher can, by exercise of skill, lead the parent not to speak of the child's failures and shortcomings in his presence, and to be more considerate of his personal pride, and more often to encourage his efforts and to celebrate his smallest victories.

The kindergartner and primary teacher have a peculiar opportunity to improve the attitude of parents toward their children. The strong teacher, therefore, with great poise and selfcontrol, makes parents "who come to curse remain to pray," and praise the school. To such a teacher, parents by and by will come with all sorts of home problems.

No matter how unworthy any home may be, the school can render a very useful service. But to effect such service the average teacher needs to acquire a wider sympathy and understanding of the parent and a better technic for changing attitudes in parents.

The teacher is inclined to be impatient toward the parent, to take a rather patronizing attitude toward him. "I manage forty children pretty well and you can't manage three," is what the teacher often thinks and sometimes says. In the first place he usually has been highly trained to manage forty children; parents have just *become* parents, with practically no training for their job. Furthermore, the teacher has the force of the group with all its approvals and disapprovals back of him; and there is a fairly welldefined certainty about his program.

Except in large families there is lacking in the home the discipline of group influence and few homes have a very definite program. Besides, the teacher is dealing with other people's children. He looks upon them rather objectively. But in the home the relationship of child and parent is wrapped up in all sorts of emotions and neither by nature nor training is the parent likely to look upon his problems separate from strong feelings.

The teacher, with all his advantages, is in a strategic position. When the parent becomes irate he can teach selfcontrol to the parent and pupils by demonstrating it in quiet, courteous calmness; when the parent disrespects the feelings of the child the teacher can lead the parent to a more sympathetic attitude. When the pupil lacks good habits of routine at home which are apparent to the teacher, he may help work out with the parents specific programs for correcting some of these bad habits and for building better habits in their stead.

But every parent has a certain amount of personal pride. This must be respected

by the teacher if there is to be success. Parents, like children, attend only to what they choose to attend to, learn only what they want to learn, and do only what they wish to do. Skilful teachers, therefore, are good "salesmen," creating proper wishes in the parents.

In the future, teacher training is going to consider technics in meeting parents, in making them feel welcome in the school, and in cultivating in the home wholesome attitudes toward the child and the school. By and by that teacher will be graded highest whose good influence on the child is registered in the home and who cultivates in parents the best cooperation.

The best teacher reads books on the family and the home, on child care and training, is an active member of the parent-teachers association, attends its meetings regularly, goes to get as well as to give, goes to learn more about his pupils' homes, to meet the parents and talk freely with them about their children.

Such a teacher knows that the better he can understand the home and the more he can do to help parents understand their children, the better these children will learn at school.

"Helping our children succeed in school" is the title of a series of eleven letters written by the author and sent out free by the U. S. Office of Education, Washington, D. C. These letters were written with a view to showing parents definite ways in which they may cooperate more effectively with the teacher. If you want your parents to read these letters don't tell them they need the instruction; rather, let them know that through these letters they may get some suggestions for helping their children. We all like to think we are helping others to improve; no one seems very enthusiastic about selfimprovement.

ANGER AT MISTAKES—We parents have a curious inclination to grow angry at the child's mistakes in learning, particularly if he repeats an error which we have corrected, or if he does not follow literally the directions which we give. Perhaps our readiness to be so annoyed grows out of our pride and vanity. Anyway, he is just our child! We can keep our caste without being courteous and considerate to him. Think of the thousands of children who have learned to hate spelling, reading, or arithmetic because their impatient parents got angry at them. There is no better way to interfere with the child's school progress than to lose one's patience with him while attempting to help him with his homework. We may also grow angry at a judgment which the child has made. In an emergency he had to arrive at a decision; he did his best. There is no sense in scolding him if his decision is different from the one we would have made. The most destructive thing we parents say to our children and each other is, "You should have known better." By such an attitude we crush out independence and initiative in those in whom we pretend to cultivate these valuable traits.—Garry Cleveland Myers in the *Child Welfare Magazine*.

ional Education Association



Connecticut
Gordon C. Swift



Delaware
H. V. Holloway



District of Columbia
Harry English



Florida
James S. Rickards



Georgia
M. L. Duggan



Hawaii
F. E. Howard



Louisiana
Annie T. Bell



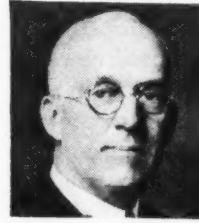
Maine
William B. Jack



Maryland
William Burdick



Massachusetts
Annie C. Woodward



Michigan
Webster H. Pearce



Minnesota
Alice F. Sullivan



New Jersey
Alexander J. Glennie



New Mexico
Mrs. H. F. Brock



New York
Harry W. Langworthy



North Carolina
T. Wingate Andrews



North Dakota
Minnie J. Nielson



Ohio
A. C. Eldredge



Philippine Islands
Abdon Javier



Porto Rico
Francisco Vizcarrondo



Rhode Island
Agnes M. Bacon



Texas
L. W. Rogers



Utah
Arch M. Thurman



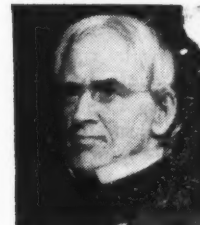
Vermont
Clarence M. Dempsey



Wisconsin
Edgar G. Doudna



Wyoming
J. J. Early



Pioneer Leader
Horace Mann

become good men and women have poured their lives
helped high educational ideals, have led important civic
difficult volunteer work with no thought of reward
ask the well. Our professional associations are rich in
look you from this page are giving a service of large
Education Association in his state. Each is responsible
the National Education Association the point of view, the
state each brings to his state the point of view and the
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are ready and willing to give themselves that the children
may have a fair start in life, may live in communities that
to into men and women who believe in the enrichment of
ing forward with the new headquarters building the Board
a service which will mark one of the great turning points
new building has been made possible by the growth of the
als steadily as a permanent dedication to the profession.

Our Failing Pupils

IT IS ALWAYS important to emphasize the need of attention to our sore spots. In education, the healing balms applied are termed remedial measures. Of these, failure is a most menacing one. For some time it has been combated in many places. Minimum-maximum standards, restoration classes, supplementary teachers, summer schools, trial promotions—these possibilities have been used to destroy the "failure" monster. The following study was made in a school of 754 pupils for the purpose of analyzing conditions which influenced pupil failures. A tabulation of pupil progress as shown by registration cards revealed the following (The word "term" here means 5 months):

	Pupils
Normal progress	323
1 term retarded	202
2 terms retarded	95
3 terms retarded	45
4 terms retarded	29
5 terms retarded	11
6-8 terms retarded	11
1 term advanced	39
2 terms advanced	2

Pupils retarded 6, 7, and 8 terms were placed in a backward class after testing by psychological clinic.

The heart of the study lay in individual and class failure records. It contained a progressive survey of the individual's progress from month to month. It was used regularly on the occasion of each report card distribution. The records were collected from the teacher and combined, by grades, with provision made for recording achievement in the following months of the term.

During the first term, 25 pupils failed every month. Six of these pupils were placed in an orthogenic backward class to be given special attention. One, a moral problem, was sent to a house of correction. One failure was due to illness. One death occurred.

The following form was given to the teacher to be passed on with the records of the pupil to successive teachers:

- (1) Name of child, grade, teacher, room
- (2) Chronological age—years and months
- (3) Physical defects—(a) from medical card (b) from teacher observation (c) from pupil or parent interview
- (4) Social tendencies—(a) pupil reaction to social conditions (b) class or pupil reaction to this child
- (5) School progress in individual subjects—pupil likes and dislikes
- (6) Nature of problem—mental, moral, social
- (7) Contributing causes—(a) home condi-

tions (b) choice of companions (c) formation of undesirable habits

The subject failures for two terms were as follows:

Arithmetic, 165 (78 first term and 87 second term); English 94 (49 and 45); reading, especially primary, 169 (82 and 87); geography, 54 (27 and 27); physical education, 11 (6 and 5); spelling, 123 (56 and 67); history, 24 (11 and 13); music 20 (13 and 7); civics, 15 (9 and 6); art, 15 (7 and 8); handwriting, 84 (40 and 44); hygiene, 7 (3 and 4).

It is significant that the number of failures in each subject continued to be approximately the same each term. Does this explain partially our reluctance to alter our standards to meet *new* pupil needs?

Pupil interview—This was done by the principal shortly after the report cards were issued for the month. It proved to be a tremendous factor for good—since it established a bond between the principal and the child.

Parent interview—Whenever it was possible to have a personal talk with the parent of a failing child, results were attained. It led to closer union between the school and the home with a focusing of the spotlight on the individual child. In one month, the parents of 39 of 77 failures were interviewed by the principal. Of these 39 pupils, 19 did not fail at the end of the term.

Registration and medical card—In many cases, inspection of these records revealed causes of failure which ordinarily could not possibly be detected. One case of deafness was caught in this way, another of a startling nutrition problem. In many cases the practise of examining the medical cards showed that the doctor's examinations were so hurried that defects were present, or appeared later, which had not been recorded.

Home visits by teacher, principal, school nurse, and social worker—In cases where a remedy seemed urgent, a home visit was arranged by the principal. This always brought results. It tended to impress upon the parent the need of action and it served as an inspiration to teachers.

Letters to parents—The study revealed that letters to parents were most worthwhile when they were sent at the beginning of the term. It seemed to be a commendable practise to insist that these letters be returned, signed or answered, wherever possible.

Change of teacher—While a contingency of this kind should be resorted to sparingly, it will bring splendid results at times. In the extraordinary case when all else fails, it seemed to be the sensible action to take.

Teacher judgment—At the end of the term, the teachers were allowed to give the reasons for the failures as they saw them. These reasons were highly valuable to the principal:

Lack of effort (inattention)	58
Absence	54
Backward (slow)	33
Poor conduct	20
Health conditions	23
Foreign parentage	16
Too young (1st grade)	13
Indifferent parents	7
Change of schools	6
Can't read or spell	5
Poor foundation	4
Laziness	3
No retentive power	3
Careless application	2
No home study	2
Cigarette addict	1
No reason	1

It may be seen that some of these reasons could have been more closely grouped. It is possibly true that lack of effort and laziness are almost the same. In the same way, the inability to spell and read might properly be listed as backwardness. However, the list as submitted served very well to show *reasons* for failure from a teacher point of view. A campaign was therefore begun to eliminate the first three which stood out above the others. The principal retained a card in his office files for each pupil failure according to the above list.

In addition to the remedies already mentioned, the following were found helpful: trial promotion, special assignments in failing subjects, and special coaching at school or home.

An enlargement of the teacher concept of the meaning of failure may be accomplished. Individual contacts may be developed with failing pupils. Studies of individual cases may produce valuable byproducts which influence the success or failure of each pupil involved. A study of this type tends to bring the home and the school into closer relationship centering about the individual child.—Bernard Brodie, Principal, Alexander Henry Public School, Philadelphia, Pennsylvania.

Vitalized Group Study and Faculty Meetings

THOUSANDS of teachers and school administrators have used the NEA JOURNAL and their own state association journal for vitalized group study this school year. Some have followed this plan for several years. They have enjoyed the practical help which they find in these magazines. They know that it means much to their school, to the children, and to their community to be alert and interested in the larger problems of the profession. Browse a bit, either in professional or lay magazines, or listen to addresses in educational gatherings, and you will find this idea expressed again and again: "Teachers must be educated persons; they should have a broader outlook than the specific subjectmatter they teach."

The plan of using THE JOURNAL and your state association journal for faculty discussions is recommended because it works. In 100 percent schools, every teacher has a copy regularly during the school year. The material is up-to-date, varied, and cannot be found elsewhere. It is a most effective means of personal growth and professional advance. As education becomes more specialized, it is increasingly important that teachers hold a few ideas and ideals in common.

Now is a good time to plan faculty meetings for 1930-31. At least one meeting a month might be given to a study of articles in the NEA JOURNAL and your own state association journal. Your faculty can be divided into committees, each to be responsible for a meeting. Some schools plan their meetings, as to leaders and time, a semester or a year in advance; others have a program, as to themes, for as much as 5 years ahead. These suggestions may help in planning:

(1) Early in the new school year, give each teacher a mimeographed form whereon he can list the names of fellow-teachers as leaders, and topics for meetings; also preference for time of meetings.

(2) The teachers whose names are most frequently listed can be responsible for planning the meetings for the year—the time, length of meeting, the division of the faculty into committees, each to have charge of a meeting.

(3) Each committee may like to select its own leader and will choose the articles which it wishes to discuss. Many JOURNAL articles suggest a wide reading on the subject. Bibliographies can be prepared, statistics gathered, a stimulating list of questions prepared to guide teachers in their reading. No committee will care to put on a poor meeting.

Every issue of next year's JOURNAL will contain a page of timely suggestions on vitalized group study.

(4) Begin and end meetings on time; aim

The Journal for Next Year

WILL interpret the age in which we live and point to the future
 Will give to the schools a common nucleus of ideas and ideals
 Will strengthen the activities of the Association and the profession
 Will coordinate the efforts of thousands of workers in its production. Some of its offerings for 1930-31 will be:

- 9 articles on character education
- 9 articles on mental hygiene
- 9 articles on better teaching of reading
- 4 pages of plans for American Education Week
- 9 pages of suggestions for vitalized group study
- 9 editorials on current themes
- 9 posters for classroom use
- 14 articles on the training of teachers
- 4 pages of statistics
- 100 reports of educational progress in more than fifty states and territories
- 8000 names of 100 percent schools
- 1000 names of new life members
- 150 important books described by appropriate notes
- Reports of 2 great conventions
- Special articles on health, leisure, and other significant current themes.

for teacher participation in planning, in presiding, and in discussion; apply the articles to your own school conditions—doing this will make a difference in your school for children, teachers, and administrators.

(5) Some schools, especially in the beginning of the year, use the first 15 minutes of their meeting for a social period. Routine matters which can be cared for by mail or the bulletin board are not allowed to monopolize the time of the professional study group.

The superintendent in a small school, or the building principal in a large system, will enjoy the statement below by Mary McSkimmon, herself a loved principal and former president of the National Education Association.

The efficient principal has learned how to make sure of professional growth for the whole faculty through the regular teachers' meetings. He knows that this time beyond price is his golden opportunity to awaken the latent powers and professional devotion of the teachers in his school. It is he who must take the blame when his meetings are dead and unprofitable to his teachers, exactly as they assume the responsibility when their work falls cold and dead upon the children in their classrooms. There is no opportunity that can come to the principal comparable to this experience by which he is continually being weighed in the balance.

The meeting worthy of a professionally-minded principal is a *professional meeting*—

one carefully planned with real objectives, with common interest participated in with careful study by way of preparation by all, contributed by all, but always under the control of the master mind of the principal as leader.

Edward E. Hood of the Henry Reis School, Evansville, Indiana, writes:

There are in the United States approximately 900,000 teachers. A large majority of these are neither broadly educated nor specifically trained. Relatively great progress has been made but the job is yet far from completion. In objective research and the scientific study of education this country has forged far ahead of many of our fellow-nations. In careful preparation of teachers for practical work our educational system has not kept pace with other progressive nations of the world. It is to meet some of these deficiencies that the professional study meeting has been utilized in progressive school systems in many parts of the country in recent years.

"The proof of the pudding," you know, "is in the eating." Schools which use THE JOURNAL for group study and teacher growth keep it up and recommend it to their neighbors.

We have had faculty discussions based on educational journals for the past five years.—Whitson M. Overcash, Springfield, Tenn.

We have been holding this type of faculty meetings for the past seven years and find them indispensable in the promotion and development of that finer professional spirit so noticeable in an ever increasing number of schools.—O. F. Nixon, Green Bay, Wisconsin.

We have been using THE JOURNAL in our professional faculty meetings and have found it of invaluable aid in furnishing us with material for discussion at these meetings.—R. C. Roebuck, Houston, Texas.

We have one hour per week devoted to professional study and find THE JOURNAL of splendid aid in these meetings—in fact we study it two meetings per month.—F. Collier, Bessemer, Alabama.

THE JOURNAL seems to me to have been improving with every issue for a long time. Some dozen educational magazines come to my desk every month, including the leading ones in America. I am coming to prize THE JOURNAL of the National Education Association most of all. It is more nearly accomplishing its purpose than any magazine that I know of.—George E. Freeland, director, teacher training, San Jose State College, San Jose, California.

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

First, *Education in the Spirit of Life* by Frank Cody; second, *The Use of Leisure* by Henry Suzzalo; third, *Mental Health and Learning* by J. Mace Andress.

The Nationwide School Printing Project

TO CALL attention to the fine work in printing which is being done in American schools and to encourage still further improvement, in 1927-28 THE JOURNAL of the National Education Association began a printing project. A short selection noted for the richness of its content and the beauty of its form was sent to many schools where printing is taught with instructions that it be made into a poster 9x12 inches. The response of the schools has been generous.

A book containing copies of the posters of van Dyke's "Unknown Teacher" was sent to the home of the author. When he returned after a period of absence to discover this beautiful volume he wrote a letter which is a fine tribute to the schools:

It is a great surprise to me, as well as a sincere personal pleasure, to know that the typographic art is so well taught and admirably practised in our American public schools. This comparatively recent development is one of those "modern features" which reasonable people, (those who have progressive principles and conservative tastes), cannot help approving and applauding. That our young folks, boys and girls, should be taught something about the material side of the making of good books is very desirable. It may help to check the tide of bad printing of worthless books, which now sweeps over us. One could wish that many of those books were so badly printed that nobody could read them and on paper so badly made that it would crumble into dust within five years. The volume which you have sent me contains many examples of clear type, well set, and arranged so as to make an attractive page. If our young Americans keep on in this way they may make a typographical world for us to which Aldus and Elzevir, to say nothing of Baskerville and William Morris, would be glad to come back. Thanking you for this most interesting volume, and wishing that my *Lobgesang* to the Unknown Teacher were more worthy of the work which these boys and girls have done on it, I remain, Very sincerely yours, Henry van Dyke.

"Dedicating the School" by William Henry Scott was used during 1928-29. The project this year is based on "The Home and the Virtues." This statement is from a leaflet issued by the National Congress of Parents and Teachers—*Educating for Worthy Home Membership*. The students have caught its spirit as shown by the excellent posters received. The schools whose posters deserve special mention are listed below. Those whose posters

were considered best are indicated by asterisks.

ALABAMA

Birmingham, Woodlawn High School, N. B. Hendrix, principal, H. C. Elliott, teacher of printing.

CALIFORNIA

Berkeley, Berkeley High School, C. L. Biedenbach, principal, Guy F. Street, teacher of printing; Edison Junior High School, H. H. Glessner, principal, C. B. Marker, instructor of printing; Garfield Junior High School, D. L. Hennessey, principal, S. J. Leland, printing instructor, Ruth Kidwell, art instructor.

Inglewood, Inglewood High School, George M. Green, principal, Fred T. Travis, instructor in printing; Inglewood Union High School, George M. Green, principal, Fred T. Travis, instructor in printing.

San Francisco, Everett Junior High School, John F. Brady, principal, Morgan H. Streeter, instructor.

Santa Ana, Santa Ana High School, Thomas E. Williams, instructor.

COLORADO

Denver, Aaron Gove Junior High School, Miss Morris, principal, R. W. Sellinghausen, teacher of printing; Baker Junior High School, Peter C. Holm, principal, Merrill J. Day, printing instructor; Byers Junior High School, Louise A. Merrill, principal, R. K. Cooper, teacher of printing; Morey Junior High School, Miss Hamilton, principal, A. L. Rinne, teacher of printing; North High School, William C. Borst, principal, James A. Kingston, teacher of printing; Smiley Junior High School, G. E. Hook, principal, R. W. Sellinghausen, teacher of printing; *South High School, John J. Cory, principal, James J. Kingston, teacher of printing.

CONNECTICUT

Hartford, Northwest School, George W. Young, principal, Donald E. Phippin, teacher of printing.

DISTRICT OF COLUMBIA

Washington, *United States Government Printing Office, Burr G. Williams, chief instructor of apprentices.

GEORGIA

Atlanta, Tech High School, W. O. Cheney, principal, Ed. L. Sutton and J. A. Alley, printing instructors.

INDIANA

Fort Wayne, Central High School, Fred H. Croninger, principal, W. W. White, teacher of printing.

South Bend, Central Senior High School, J. S. McCowan, principal, C. B. Murphy, printing instructor; Vocational School, G. F. Weber, principal, C. B. Murphy, printing instructor.

IOWA

Council Bluffs, Thomas Jefferson High School, R. F. Myers, principal, C. F. Gernetzky, printing instructor.

Des Moines, East High School, A. J. Burton, principal, J. L. Morton, instructor of printing.

Fort Dodge, Fort Dodge High School, C. E. Nickle, principal, Leslie R. Goeldner, teacher of printing.

KANSAS

Salina, Salina High School, W. W. Waring, principal, W. H. Woodhouse, teacher of printing.

KENTUCKY

Covington, *Holmes High School, John L. Goble, principal, Henry A. Breucker, teacher of printing.

MAINE

Portland, *Portland High School, Arthur W. Lowe, principal, Cecil C. Farrar, teacher of printing.

MASSACHUSETTS

Arlington, Junior High School East, William D. Power, principal, Robert F. Thompson, printing instructor.

New Bedford, Roosevelt Junior High School, Elwyn G. Campbell, principal, Thomas A. Morrison, teacher of printing.

Waltham, Waltham Vocational School, Harold L. Pride, director, J. H. Nottenburg, instructor of printing.

MINNESOTA

Chisholm, Chisholm High School, A. F. Drotning, principal, Earle H. Meyer, teacher of printing.

Duluth, Washington Junior High School, J. W. Meyer, principal, H. S. Berg, teacher of printing.

NEW HAMPSHIRE

Manchester, Manchester High School Central, William Y. Morrison, principal, Raymond J. Pelletier, teacher of printing.

NEW JERSEY

Camden, Hatch Junior High School, Carleton R. Hopkins, principal, Thomas C. Marston, instructor of printing.

East Orange, East Orange High School, Ralph E. Files, principal, F. R. Price, instructor of printing.

Montclair, Montclair High School, Harold A. Ferguson, principal, Frank A. Baker, teacher of printing.

Trenton, Junior High School No. 3, Paul Loser, principal, J. W. Hills, teacher of printing.

NEW YORK

Syracuse, Nottingham High School, Fred J. Bierce, principal, Carl F. Eichelberg, teacher of printing.

OHIO

Fostoria, Fostoria High School, C. R. Morris, coordinator.

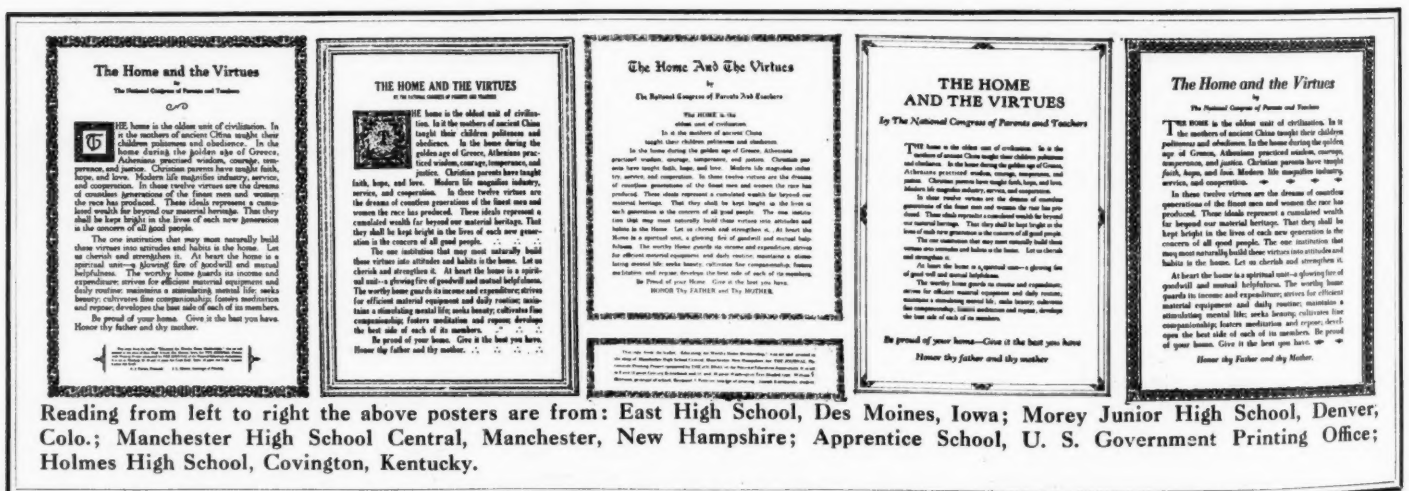
PENNSYLVANIA

Allentown, Central Junior High School, L. E. Dieruff, principal, N. A. Butz, director, Stuart R. Follweiler, printing instructor.

Philadelphia, *McCall Continuation School, M. T. Maguire, principal, R. A. L. Granzow, printing instructor.

SOUTH DAKOTA

Brookings, South Dakota State College, A. A. Applegate, department head, G. Lynn Hollen, instructor of typography.



Reading from left to right the above posters are from: East High School, Des Moines, Iowa; Morey Junior High School, Denver, Colo.; Manchester High School Central, Manchester, New Hampshire; Apprentice School, U. S. Government Printing Office; Holmes High School, Covington, Kentucky.

The Home and the Virtues

BY

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE home is the oldest unit of civilization. In it the mothers of ancient China taught their children politeness and obedience. In the home during the golden age of Greece, Athenians practised wisdom, courage, temperance, and justice. Christian parents have taught faith, hope, and love. Modern life magnifies industry, service, and coöperation. In these twelve virtues are the dreams of countless generations of the finest men and women the race has produced. These ideals represent a cumulated wealth far beyond our material heritage. That they shall be kept bright in the lives of each new generation is the concern of all good people. The one institution that may most naturally build these virtues into attitudes and habits is the home. Let us cherish and strengthen it. At heart the home is a spiritual unit—a glowing fire of goodwill and mutual helpfulness. The worthy home guards its income and expenditure; strives for efficient material equipment and daily routine; maintains a stimulating mental life; seeks beauty; cultivates fine companionship; fosters meditation and repose; develops the best side of each of its members. Be proud of your home. Give it the best you have. Honor thy father and thy mother.

Speech-Reading As A College Course

BERNICE ELLIOTT

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WHILE THE DEAFNESS of childhood may sometimes be arrested or the hearing improved, deafness in the adult is rarely curable and usually grows slowly worse. The deafened adult, moreover, who has had his hearing and lost it, feels his loss keenly. If he has serious impairment, he is inclined to withdraw from his former contacts, closing himself up in a tight little compartment, sensitive, often irritable and depressed, looking out at his old world with eyes of suspicion. And the general public assumes that since he is an adult possessed of adult intelligence, he should be able to adjust himself to this new situation and make the best of a "bad bargain."

But this he cannot do by himself. Some compensation must be found for him. Speech-reading is agreed by those who have made the problems of the deaf their study, to be the most satisfactory compensation.

Until recently, some forty-one private schools, with about 160 teachers, have done most of the work which has been done in speech-reading for the adult deafened. When one considers, however, that there are more than 420,000 adult deafened in the United States, some estimates going so high as to include one third of the population or about forty million, it is obvious that these schools cannot possibly take care of the situation. Not only is their work chiefly confined to short courses in speech-reading but due to the nature of the schools and to the fact that most of the students live in their own homes and do not mingle with other students, much of the benefit which might be gained, is necessarily lost.

The Michigan State Normal College at Ypsilanti is a pioneer among colleges in the field of speech-reading for adults. For three years, speech-reading classes of nine months duration have been offered in connection with the department of special education.

At the Michigan Normal College, the psychological problem of the adult deafened is treated as of equal importance with the problem presented by the hearing defect itself. It is believed that the purpose of a college course in speech-

reading is twofold. The student is to acquire skill in an art whose mastery presents greater difficulty than a foreign language and he must become rehabilitated.

Young people are being enabled to continue their education with normal contacts in regular college activities, and others develop courage, confidence, and sufficient proficiency to return to their occupations and "carry on" as before. An increase in health, through the relief from constant strain, is frequently a byproduct of the program.

The deafened, himself, is learning the incalculable value of acquiring the accomplishment of speech-reading before he reaches a state of serious impairment.

It is, of course, assumed at the college, that all persons applying for work in speech-reading have previously gained all help possible from otologists but unless hearing can be actually restored, the accomplishment of speech-reading is considered of great practical value even when the hearing loss is slight. As a preliminary measure, an audiometer test is given to all students.

Twenty hours of work in speech-reading are given each week, two hours a day for class work and two hours for practise. The technic of teaching follows the Jena method. The student is taught to "feel" himself speak.

"Skill in speech-reading," states Bessie L. Whitaker, associate professor of special education in charge of the division of speech-reading, "is acquired through the subconscious imitation of speech movement that accomplishment may be easy and effortless." The Jena method is used at the Normal College for the first time in this country with eminently satisfactory results. It is found to relieve much of the strain attendant upon lip-reading based solely upon the conscious training of the eye.

In the speech-reading classes, conditions are made to resemble as far as possible those of the outside world. The work is carried on in an informal manner. Students have teachers twice a day and practise with one another twice a day. This is an advantage to the student in becoming adjusted to reading the lips of different types of persons. At the begin-

ning of the term, work is planned from one day to the next in order to better adapt it to the needs of the students. During the first four weeks the "feeling of speech" is concentrated upon.

All speech sensations are obtained by means of practise in memorized series of consonants and vowel sounds. This work is varied by rhythm drills and simple folk dances to relieve strain. Since speech implies accompanying bodily movement, the instructors try to sensitize students to rhythmic movements.

It is necessary to use practise material suited to the varied interest, education, and cultural background represented by the members of the class. Among the students of speech-reading at the Normal College, there have been teachers, a minister, social service workers, stenographers, women prominent in social life, students from regular college courses.

The speech-reading teachers try to stand or sit in positions typical of the outside world. Concrete problems are brought into the classroom, situations created. It is always essential to impress the humorous side upon the student. Any trace of the tragic must be removed from an embarrassing situation. Problems of temperament are among the most serious. The deafened are subject to ups and downs which the teacher has to be prepared to face. Discouragement has to be bridged over into success.

The life of the college campus offers ample opportunity for the student of speech-reading to practise his art—not only offers but practically forces. He must accustom himself to hundreds of strangers, all with different lips which he must learn to read. He acquires facility.

Training is offered those desiring to teach speech-reading and deafened students are encouraged to enter the field since it is believed that they are especially capable of understanding the particular problems facing the deafened. Thirteen states have been represented in the speech-reading classes.

If a very small proportion of those who need it avail themselves of the opportunity of acquiring the art of speech-reading, no one state would be able to meet the demand for teachers of the subject.

Opportunities for the Use of Leisure

AN inspiring phase of today's life is the steady and substantial increase in the amount and quality of reading which is being done throughout the country. The library circulation of worthwhile books is moving sharply upward. Firstclass magazines are prospering as never before. Home study and extension divisions of colleges and universities find a heartier response than formerly. The National Congress of Parents and Teachers—one of the largest study groups in the world—has the slogan: *Every parent a trained parent*. Teachers in spite of their busy lives are coming to appreciate the profit and the joy of reading systematically. And what shall one read? It is easy to be welladvised.

USOE Courses—The United States Office of Education has a series of reading courses of the highest merit, which may be had free for the asking. These courses have been developed under the direction of Ellen C. Lombard, assistant specialist in home education. While simple and brief, each course gives the reader a good start. For example, Reading Course number 32, on *The Whole Child*, contains an explanation of purposes, suggestions to readers, descriptions of five books with questions on each, and a supplementary reading list of seventeen books.

These reading courses cover a wide range of subjects as indicated by the following list of titles which are now available:

- World's great literary Bibles [1]
- Great literature, ancient, medieval, and modern [2]
- Reading course for parents [3]
- Reading course for boys [4]
- Reading course for girls [5]
- Thirty books of great fiction [6]
- Thirty world heroes [7]
- American literature [8]
- Thirty great Americans [9]
- American history [10]
- France and her history [11]
- Heroes of American democracy [12]
- Call of blue waters [13]
- Iron and steel [14]
- Shipbuilding [15]
- Machine shop work [16]
- Foreign trade [17]
- Dante [18]
- Master builders of today [19]
- Teaching [20]
- Twenty good books for parents [21]
- Agriculture and country life [22]
- How to know architecture [23]
- Citizenship and government [24]
- Pathways to health [25]
- Sixty selected stories for boys and girls [26]
- Poetical literature for boys and girls [27]
- Kindergarten ideals in the home and school [28]
- Preschool child [29]
- Forty books for boys and girls [30]
- Appreciation of music [31]
- Whole child [32]
- Foundations of family life [33]
- Problems in adolescence for parents [34]

RWAP Courses—The American Library Association with characteristic insight and thoroughness has issued an attractive series of booklets on *Reading With a Purpose*. These are prepared with the utmost care by experts in the various fields. Each gives a simple introduction to the subject with a description of a few of the outstanding books on that subject. These booklets

HOW TO USE READING COURSES—

- [1] For the joy of systematic reading on your own
- [2] For home reading circles of family and neighbors
- [3] For parent education groups
- [4] For high-school courses
- [5] For college courses
- [6] For extension courses
- [7] For school clubs and free reading by individual students
- [8] For personal or school buying lists
- [9] As presents for promising young friends
- [10] As a means of personal and vocational guidance

This statement 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.

sell for 50¢ each in cloth, 35¢ in paper. They may be had at any public library. They are helping to make free library service an aggressive, dynamic aid to every phase of individual and community life. The list of titles includes:

- Biology by Vernon Kellogg [1]
- English literature by W. N. C. Carlton [2]
- Ten pivotal figures of history by Ambrose W. Vernon [3]
- Some great American books by Dallas Lore Sharp [4]
- Economics by Walton H. Hamilton [5]
- Frontiers of knowledge by Jesse Lee Bennett [6]
- Ears to hear: A guide for music lovers by Daniel Gregory Mason [7]
- Sociology and social problems by Howard W. Odum [8]
- The physical science by Edwin E. Slosson [9]
- Conflicts in American public opinion by William Allen White and Walter E. Myer [10]
- Psychology and its use by Everett Dean Martin [11]
- Philosophy by Alexander Meiklejohn [12]
- Our children by M. V. O'Shea [13]
- Religion in everyday life by Wilfred T. Grenfell [14]
- The life of Christ by Rufus M. Jones [15]
- Mental hygiene by Frankwood E. Williams [16]

The appreciation of sculpture by Lorado Taft [17]

The Europe of our day by Herbert Adams Gibbons [18]

The poetry of our own times by Marguerite Wilkinson [19]

The United States in recent times by Frederic Paxson [20]

Pleasure from pictures by Henry Turner Bailey [21]

American education by William F. Russell [22]

Architecture by Lewis Mumford [23]

The modern essay by Samuel McChord Crothers [24]

Americans from abroad by John Palmer Gavit [25]

The French revolution as told in fiction by William Stearns Davis [26]

The practise of politics by Raymond Moley [27]

The modern drama by Barrett H. Clark [28]

The westward march of American settlement by Hamlin Garland [29]

The stars by Harlow Shapley [30]

The founders of the republic by Claude G. Bowers [31]

The foreign relations of the United States by Paul Scott Mowrer [32]

Twentieth century American novels by William Lyon Phelps [33]

A study of English drama on the stage by Walter Prichard Eaton [34]

Good English by Virginia C. Bacon [35]

Adventures in flower gardening by Sydney B. Mitchell [36]

French literature by Irving Babbitt [37]

The young child by Bird T. Baldwin [38]

Interior decoration by Harold D. Eberlein [39]

Geography and our need of it by J. Russell Smith [40]

Pivotal figures of science by Arthur E. Bostwick [41]

George Washington by Albert Bushnell Hart [42]

Prehistoric man by George Grant MacCurdy [43]

Living religions of the world by Robert Ernest Hume [44]

English history by George H. Locke [45]

The human body and its care by Morris Fishbein [47]

Capital and labor by John Andrews Fitch [48]

Journalism by Willard Grosvenor Bleyer [49]

Home economics by Helen W. Atwater [50]

Advertising by Earnest Elmo Calkins [51]

Salesmanship by John Alford Stevenson [52]

Education for the Wise Use of Leisure

- Education and the Improvability of Man—editorial [19:135-6 May 1930]
 The Wise Use of Leisure—Francis W. Kirkham [19:138 May 1930]
 The Young Citizens League—S. B. Nissen [19:139-40 May 1930]
 Vitalized Leisure—L. P. Jacks [19:145-8 May 1930]
 Education in the Spirit of Life—Frank Cody [19:103 April 1930]
 The Use of Leisure—Henry Suzzalo [19:123-6 April 1930]
 4-H Club Work—C. B. Smith [19:95-7 March 1930]
 The Privilege of Being One with Youth—C. Frances Loomis [19:49-51 February 1930]
 The Enrichment of Human Life—a page of good references [19:64 February 1930]
 The Leisure of Tomorrow—editorial [19:1-2 January 1930]
 A Year with the Knighthood of Youth—Julia Williams [19:9-10 January 1930]
 Girl Scouts in the Larger Life—Elizabeth K. Adams [18:257-9 November 1929]
 Character Education in Scouting—James E. West [18:219-21 October 1929]
 What the Schools Do [17:228 October 1928]
 Growth through Reading—Jesse Lee Bennett [17:69-72 March 1928]
 Growth through Travel—Gilbert Grosvenor [17:1-3 January 1928]
 More Music in Our Schools—Joseph E. Maddy [16:237-8 November 1927]
 Come Into the Garden—Helen Field Fischer [16:177-8 June 1927]
 Education and the Larger Leisure—Mabel Travis Wood [16:173-4 June 1927]
 Public Interest in Art—Henry W. Kent [18:151-4 May 1929]
 Teaching the Beauty of Landscape—Frank A. Waugh [18:137-8 May 1929]
 Learning to Enjoy Pictures—Florence Williams [16:107-8 April 1927]
 Music as an Avocation—Hollis Dann [15:277-9 December 1926]
 The Art Museum and the School—Belle Boas [15:269-70 December 1926]
 Why School Libraries—Adeline B. Zachert [15:244 November 1926]
 Teaching the Beauty of Literature—Helen L. Cohen [15:237-8 November 1926]
 The Aim of Art Teaching—Antoinette E. Arnold [15:222 October 1926]
 Art Is Important—Ruth Harwood [15:221 October 1926]
 Education and the Movies—Charles H. Judd [12:193-4 May 1923]
 Home Reading for Country Schools—Joseph L. Wheeler [12:91-4 March 1923]

TEACHERS are now studying the problems of leisure—its place in the school of today and in adult life. Month after month THE JOURNAL of the National Education Association has been gathering the choicest material in this field. No other single source contains such a wealth of material covering both the philosophy and the practical aspects of leisure. THE JOURNAL articles listed on this page are worth re-reading. They are excellent for courses in teachers colleges, universities, women's study groups, and for faculty meetings. Extra copies of these JOURNALS may be had for 25¢ each; special price in quantity lots.

[This poster for your classroom is from THE JOURNAL of the National Education Association. Copies on art paper: 20 for \$1; \$4 per 100; \$30 per 1000. #19194.]

Achievements in Teacher Training, 1929-30

TOMORROW the fine young men and women who are in the teachers colleges today will be in the schools. What they are, what they stand for will be reflected in the children and in the communities which they serve.

These teacher-training schools are now making marked progress. Within a few years they are rising from the level of two-year normal schools to teachers colleges with a richer background of scholarship and professional technology. Wishing to record this wave of progress in the making, *THE JOURNAL of the National Education Association* sent a letter to the presidents of the teachers colleges and normal schools that are listed in the *United States Educational Directory*. In this letter it asked:

What do you consider the most significant educational achievement in your school during 1929-30? We wish to answer this question in *THE JOURNAL of the National Education Association* in a statement showing special achievements of the state teacher-training institutions of the United States during 1929-30? Such a statement will be helpful to leaders and students in this field as well as to laymen, to newspaper interpreters, year-book makers, and students of American life. The teacher-training institutions are the very heart of American education. Any service *THE JOURNAL* can give to this group will be a contribution to the educational advance. Will you kindly send us a statement of about thirty words in answer to the question: What is the most significant educational achievement in your school during 1929-30?

The large number of prompt replies to this letter suggests the alertness of these schools. The following were received before this issue of *THE JOURNAL* went to press.

ALABAMA: *State Teachers College, Jacksonville*—The securing of all the children of Jacksonville and all who are transported to the city as a training school. The city of Jacksonville turned over to the State Teachers College the administration of its public schools, elementary, junior-high, and senior-high.—C. W. Dugette, president.

Troy State Teachers College, Troy—Authorization to go from a two-year normal school to a four-year teachers college for the training of elementary teachers. The third year was added last September and the fourth will be added next June.—E. M. Shackelford, president.

ARIZONA: *Arizona State Teachers College, Flagstaff*—The elimination of the two-year normal-school course and substitution of a three-year course.—Grady Gammage, president.

CALIFORNIA: *Humboldt State Teachers College, Arcata*—The change from a three-year to a four-year minimum course for the training of elementary teachers, permitting a broad, cultural, informational background for educational theory and technic.—Ralph W. Swetman, president.

Fresno State Teachers College, Fresno—The inauguration of systematic plans for faculty study of factors affecting college instruction, with provisions for cooperative research as to methods for securing continuous improvement of instruction.—Frank W. Thomas, president.

State Teachers College, San Diego—Progress in the integration of preparation for practise in the training school and in the public schools; also in the reorganization of our professional courses to reduce overlapping and to cut out nonessentials.—Edward L. Hardy, president.

State Teachers College, San Francisco—Development: better physical conditions; four-year A. B. for all certification; actual classroom responsibility for practise teachers in city schools; first winter session for teachers of closed mountain districts; several curriculums approved for training of teachers of handicapped children.—Alexander C. Roberts, president.

San Jose State College, San Jose—We have developed an extensive system of student teaching connecting our institution with eighteen surrounding counties and eight cities in our vicinity. This is resulting in a fine type of cooperation between the teachers college and the public school systems.—T. W. MacQuarrie, president.

Santa Barbara State Teachers College, Santa Barbara—Closing out last of three-year courses, thereby completing transition to full four-year program and recognized college status. Addition of five new major lines of work.—C. L. Phelps, president.

COLORADO: *Colorado State Teachers College, Greeley*—Initiated new curriculum based upon cultural outlines of art, music, science, history, and literature plus basic professional courses and practise teaching, plus specific courses preparing for teaching in field chosen by the student.—George W. Frasier, president.

Western State College of Colorado, Gunnison—An orientation course, effective next year, required of freshmen, giving a broad view of contemporary civilization, its origin, its nature, and the relation of the student to it.—Richard Aspinall, president.

CONNECTICUT: *Connecticut State Normal School, Danbury*—Reorganized follow-up program whereby we hope that every cadet of the last graduating class will be visited during this year by a faculty member cooperating with the local school officers. The year will be marked by three other steps in advance, which we have long advocated and which are the results of action by the state board of education and applied to all of the four Connecticut normal schools.

(1) Adoption of a three-year course for elementary teachers, that will be in operation next year at one school and in the others thereafter.

(2) Adoption of more selective methods of admission, effective for September, that will include a visit to the school on the part of all candidates and will put the responsibility for selection entirely in the hands of the normal schools.

(3) Employment of teachers with at least the Bachelor's degree for the training schools, which has been made possible by larger appropriations.—L. D. Higgins, principal.

Connecticut State Normal School, New Haven—Establishment in our laboratory schools of a complete set of demonstration rooms for each of the grades for which we prepare teachers. These rooms are used exclusively for demonstration purposes. We have expanded and enriched our library service so that this is a real educational achievement in this institution.—Lester K. Ade, principal.

Willimantic State Normal School, Willimantic—A better organization of training-school activities and a better coordination of training activities with theory.—George H. Shafer, principal.

GEORGIA: *Georgia State Womens College, Valdosta*—Completing the transition from a normal school to a standard four-year womens college, as evidenced by admission to full membership in the Association of Colleges and Secondary Schools of the Southern States.—R. H. Powell, president.

HAWAII: *Territorial Normal and Training School, Honolulu*—An integrated education course for two-year students, combining eight separate courses in education in one continuous course organized around practical professional problems.—Benjamin O. Wist, president.

IDAHO: *Lewiston State Normal School, Lewiston*—A studied effort, through individual conferences between training-school critic teachers and the college faculty, to secure more perfect coordination between theory and practise with very gratifying results.—J. E. Turner, president.

ILLINOIS: *Southern Illinois State Normal University, Carbondale*—A scheme for systematic demonstration lessons in recognition of the fact that after all is said concerning the rationale of teaching procedures, teaching still remains to a degree an imitative art.—H. W. Shryock, president.

Eastern Illinois State Teachers College, Charleston—The new Illinois certification law which has raised requirements for teachers' certificates is reinforced by our own requirement of grades high enough to admit a student to practise teaching in order to entitle him to a certificate through institutional credits. The opening of our new Practical Arts Building for the preparation of teachers

of manual arts, industrial arts, and Smith-Hughes home economics.—Livingston C. Lord, president.

National College of Education, Evanston—The successful opening of a class for fathers of children in the demonstration school as part of the parent education program: thirty fathers attended the class on "Knowing our Children."—Edna May Baker, president.

Western Illinois State Teachers College, Macomb—Removal of the library to new quarters large enough to allow for four times the former shelf and seating capacity, and providing needed working space and a training school library.—W. P. Morgan, president.

INDIANA: Ball State Teachers College, Muncie—The development of a demonstration-experimental campus school in which we are attempting to demonstrate the best in building, equipment, and teaching procedure.—L. A. Pittenger, president.

Indiana State Teachers College, Terre Haute—The development of the physical plant including the completion of the physical education building and also a women's residence hall. Additions to the number of courses offered for the preparation of school librarians, the expansion of our graduate school, the beginning of the publication of the *Teachers College Journal*, and the attaining of higher standards in the academic preparation of the faculty.—L. N. Hines, president.

KANSAS: Kansas State Teachers College, Emporia—During the year 1929-30 we offered courses of instruction approved by the American Library Association designed to prepare librarians for high schools, junior colleges, and teachers colleges.—Thomas W. Butcher, president.

Kansas State Teachers College, Hays—The development of a program of health and physical education for the student body on the college campus, which shall function, *first*, in an individual program of health which the students will carry out in life after college; *second*, a health mindedness which will function in the schoolroom, when the student goes out to take up his work of teaching.—W. A. Lewis, president.

Kansas State Teachers College, Pittsburg—The completion of an unusually fine library building; also the completion and equipment of Music Hall—a building entirely devoted to music.—W. A. Brandenburg, president.

KENTUCKY: Murray State Teachers College, Murray—The extension of the English department to include thorough courses in library science, meeting the standards of the American Library Association; and the development of our entire college curriculum by providing a cultural background for teacher training.—Rainey T. Wells, president.

Eastern Kentucky State Teachers College, Richmond—Improvement in scholarship of faculty represents most significant achievement during year. Ten of our faculty won graduate degrees last year. Twelve are on leave this year. Of this number four will receive the doctorate.—H. L. Donovan, president.

MAINE: Madawaska Training School, Fort Kent—A coordination of subjects with special

stress on the subjects of education, such as technic of teaching, elementary educational psychology, practise teaching, biology, health education, and hygiene.—Richard F. Crocker, principal.

MARYLAND: Maryland Normal School, Bowie—A survey of the teaching of our graduates in the rural schools of Maryland; observations tabulated; strong and weak points, principles and laws violated; report and suggestions sent to teacher.—Leonidas S. James, president.

State Normal School, Frostburg—The development of some desirable uniformities in professional terms used in lesson planning and in the teaching of lesson planning to the teacher in training.—John L. Dunkle, principal.

Maryland State Normal School, Salisbury—The determination of what are believed to be fair, efficient, and democratic standards to govern admission and retention of students.—William J. Holloway, principal.

MASSACHUSETTS: Massachusetts State Normal School, Bridgewater—The establishment in September 1929 of the three-year minimum course for all elementary teachers, in addition to the four-year degree course.—Arthur C. Boyden, principal.

Teachers College of the City of Boston—The establishment of a four-year course for the training of teachers for the kindergarten and the elementary grades. This new course replaces the three-year course.—Wm. H. J. Kennedy, principal.

State Normal School, Framingham—The phenomenal development and growth of our four-year degree course in household arts, whereby we are reaching with upward impulse the schools, hospitals, and homes of New England, rendering life more attractive, wholesome, healthy, and productive.—James Chalmers, principal.

MICHIGAN: Western State Teachers College, Kalamazoo—The development of the alumni office under the direction of an alumni secretary. Biographical memoranda covering 7035 entries now listed in Kardex system. This list is steadily growing. Regional alumni banquets organized in strategic centers.—D. B. Waldo, president.

Central State Teachers College, Mount Pleasant—The growing interest in improving rural schools through consolidation as evidenced by the increasing number of calls made upon our rural education department for information and leadership.—E. C. Wariner, president.

Michigan State Normal College, Ypsilanti—The opening of our new library in January is the outstanding educational event at this institution. The increase in library facilities has added a great deal to the educational opportunities which the institution has to offer.—Chas. McKenny, president.

MINNESOTA: Minnesota State Teachers College, St. Cloud—The provision of adequate physical facilities for several fields of work. A physical-education building, a music studio, and a home for the nursery school.—George A. Selke, president.

Winona State Teachers College, Winona—The adoption by the State Teachers College Board of a four-year curriculum, pursuant to the degree act of 1921 and the definitions established by the revised certificate law of 1929 authorizing the college so to enlarge its work as to prepare teachers for all kinds of public school service.—G. E. Maxwell, president.

MISSOURI: Northeast Missouri State Teachers College, Kirksville—The rapid realization on the part of most of the faculty members that each may have a joyful professional development in keeping in close contact with and even doing some of the teaching in our demonstration and cadet schools.—Eugene Fair, president.

Southwest Missouri State Teachers College, Springfield—Development of a systematic plan of advice and guidance for training and placement of our students from the freshman year on through college.—Roy Ellis, president.

Harris Teachers College, St. Louis—The initiation of a plan for the improvement of instruction through faculty discussion of specific syllabi and by cooperation of the dean of instruction with individual faculty members.—J. Leslie Purdom, president.

MONTANA: Eastern Montana Normal School, Billings—Better teaching on the part of our entire faculty—*first*, by making closer contact with life by means of excursions; *second*, by much greater use of visual education in all its forms.—L. B. McMullen, president.

State Normal College, Dillon—Wider application of a plan by which approximately one half of all students are exempted from taking courses in elementary subjects and systematic provision made for those who are found deficient.—Sheldon E. Davis, president.

NEBRASKA: State Teachers College, Kearney—The broadening and intensifying of teacher training necessary to the securing of the diplomas of this institution.—George E. Martin, president.

NEW HAMPSHIRE: Normal School, Keene—The establishment of a training school for our students who are preparing to teach in high school. This has been done by "taking over" a small high school in a neighboring town, placing in charge a rural-minded and finely educated woman who runs the school with four of our seniors doing their practise work under her direction. This reacts not only to our advantage as a fine opportunity for practise but also helps the small rural town in which it is located in its educational advancement. We have also signed a contract to take over another such school in the same way beginning next September.—Walter E. Mason, president.

State Normal School, Plymouth—The development of our three off-campus rural high schools as centers of training for high-school teachers.—Ernest L. Silver, principal.

NEW JERSEY: State Normal School, Newark—The initiation of the program of personnel guidance. While this is not an accomplished fact, the initial research and activity in this direction, including the appoint-

ment of a consulting psychiatrist, is highly significant.—W. Ernest Townsend, principal.

State Normal School, Paterson—The development of a course in extra-curriculum activities which has given to the students an attitude which is socially significant.—Roy L. Shaffer, principal.

State Teachers College, Upper Montclair—Two-year normal school courses for elementary teachers discontinued. During the spring term all students are pursuing four-year college work preparatory to teaching in secondary schools; the college will graduate its first class in June with A. B. degree.—H. A. Sprague, president.

NEW MEXICO: New Mexico State Teachers College, Silver City—The development and combination of Grant County library with Teachers College library, thus increasing its service possibilities almost 100 percent; the establishment of a rural circulating library service; the addition of an extra librarian to the staff; and the establishment of a children's library.—A. O. Bowden, president.

NEW YORK: New York State College for Teachers, Albany—The development of a composite rating scheme for college admissions, based on personal history; measure of scholastic achievement; health; emotional characteristics; social and professional relations. Tentative results are being tabulated for experimental groups from two college classes, '32 and '33.—A. R. Brubacher, president.

State Teachers College, Buffalo—The development of a wellunified and complete new college plant which will give new significance to our work and enable us to organize our departments more effectively. In addition a department for the training of nursery-school teachers and one for the training of special art teachers are being considered.—H. W. Rockwell, president.

State Normal and Training School, Cortland—The building and furnishing of a sorority house costing \$45,000 and housing fifty students who ten months before had only the money required for legal incorporation. The sorority on February first had been organized just fourteen months. This may not be an educational achievement but it has been a step toward solving a difficult problem—the proper housing of our student body.—H. De W. De Groat, president.

State Normal School, Fredonia—One hundred percent faculty cooperation in trying out, testing, and changing the experimental outlines used in all the courses of the present state normal school curriculum.—Hermann Cooper, principal.

State Normal School, Geneseo—The organization of a department for training teachers of rural schools. Special courses are offered in second year. Ten weeks of practice teaching are required in rural schools.—W. A. Holcomb, principal.

State Normal School, Oswego—The addition of a third year to the industrial arts course and the recognition of the value of this type of work by an appropriation of \$300,000 for a new building exclusively devoted to teacher training in industrial arts.—James G. Riggs, principal.

State Normal School, Potsdam—Securing an appropriation for the building of a new practice school which will permit a much better observation and practice-teaching program and will release twenty-two rooms for other important activities.—R. T. Congdon, principal.

NORTH CAROLINA: Western Carolina Teachers College, Cullowhee—The authorization by the legislature to change from a two-year to a four-year status and to grant degrees.—H. T. Hunter, president.

East Carolina Teachers College, Greenville—The introduction of a course of study leading to the degree of master of arts. Now our college is equipped to train teachers, principals, and supervisors for any position in our state public-school system.—Robert H. Wright, president.

Winston-Salem Teachers College, Winston-Salem—Organizing a health education project including standards for health practices on the campus and in our classrooms, and methods of making natural health correlations in all courses, to become a part of the teaching technic of all our graduates.—S. G. Atkins, president.

NORTH DAKOTA: North Dakota State Teachers College, Mayville—A revision of our courses in the Department of Education with special reference to the allocation of subjectmatter. Needless duplication will be avoided, all essential subjectmatter emphasized, more intelligent cooperation between teachers of academic and professional subjects made possible.—Carl C. Swain, president.

OHIO: School of Education, Western Reserve University, Cleveland—The organization of a nursery school to promote research in child development and further parent education. The nursery school is related to all the departments of the University which can contribute to child development.—Charles W. Hunt, dean.

Kent State College, Kent—The establishment of a Liberal Arts College to supplement the Teachers College already on the campus, with authority granted by the General Assembly of the state to grant the Bachelor of Arts and the Bachelor of Science Degree, in addition to the Bachelor of Science Degree in Education.—J. O. Engleman, president.

OKLAHOMA: Northwestern State Teachers College, Alva—The institution of a well-manned, well-equipped department of commerce for the training of teachers of commercial subjects.—Walter W. Parker, president.

Southeastern Teachers College, Durant—The development of the extracurriculum program including a welldefined orientation program for freshmen, a functioning student council, a women's organization, student participation in the assembly programs, student activities, production of student creations in art, drama, and literature. The extracurriculum budget is probably the most significant educational achievement in our school dur-

ing 1929-30.—Eugene S. Briggs, president.

Central State Teachers College, Edmond—Raising the standard of the college, through increased library facilities, erection of buildings, and the addition of new faculty members with high professional standing.—John G. Mitchell, president.

Southwestern State Teachers College, Weatherford—The completion of a \$125,000 library plant including a memorial room, a number of conference rooms, and stack cubical features and the addition of some \$20,000 worth of books and periodicals to the library.—E. E. Brown, president.

OREGON: Southern Oregon State Normal School, Ashland—The development of a plan for placing our product, for following up their service in the field, and securing their promotion on successful experience.—J. A. Churchill, president.

PENNSYLVANIA: State Teachers College, Bloomsburg—The development of the spirit of cooperation among the faculty, students, and trustees under our community government organization.—Francis B. Haas, president.

Cheyney Training School for Teachers, Cheyney—Community work by means of the Cheyney Community League, student conferences, and the creation of a state council to consider constructively fundamental group interests.—Leslie Pinckney Hill, principal.

State Teachers College, Clarion—The development of assembly programs to arouse or develop interest in the newspapers and periodicals dealing with topics of the day.—G. C. L. Riemer, president.

State Teachers College, Indiana—The complete development of an advisory system which includes every student in the institution. Each faculty member acts as sponsor and adviser to a definite group of students. This faculty adviser is responsible for the physical, intellectual, moral, and social development of each student in the group. Faculty members are taking their responsibilities in this respect, seriously, and we know it is bringing very definite results in the personal lives of the students.—C. R. Foster, president.

Mansfield State Teachers College, Mansfield—The consolidation and closer articulation of the course of study and the coordination of academic faculty, training-school faculty, and students in the operation of the same. The establishment of closer relations between the training schools and the students in other than the teaching semester, beginning with the first semester of the freshman year.—W. R. Straughn, president.

State Teachers College, Shippensburg—The Rural Department through the January 1930 *College Herald*, placed before the college alumni a plan of developing and using better teaching units in the elementary grades. A practical discussion, study, and individual-help program, which permits of and encourages modern teaching technic, was given for the one-teacher schools.—Ezra Lehman, president.

State Teachers College, West Chester—Such coordination of the work of all departments as will result in steady, wholesome advance toward maximum standards of scholarship and professional attainment without low-

ering the efficiency of any department.—Norman W. Cameron, president.

RHODE ISLAND: *Rhode Island College of Education, Providence*—Further refinement of a successful plan for selective admission. Extended value of the laboratory school through weekly assigned visits of groups of public school teachers. Notable increase in club activities among college students. Inclusion of four junior high schools in the training system. Cooperation with other colleges, with interchange of credits, in giving courses for teachers, principals, and superintendents.—John L. Alger, president.

SOUTH CAROLINA: *State Agricultural and Mechanical College, Orangeburg*—Development of courses in teacher-training work in agriculture, mechanical arts, and home economics, with library facilities and laboratory equipment especially adapted to carry out their purposes.—R. S. Wilkinson, president.

SOUTH DAKOTA: *Northern State Teachers College, Aberdeen*—A thorough survey of curriculums including a study of the content of all courses, a revision of the offerings in various departments, and a closer articulation of one-year, two-year, and four-year courses.—David Allen Anderson, president.

Eastern State Normal School, Madison—The increase in training-school facilities—over 600 pupils directly available for training purposes for a student enrolment of approximately 400, most of which are directly contiguous to the campus. The making of the seven-reel picture "Dacotah" which depicts the settlement and progress of the prairie states.—E. C. Higbie, president.

Black Hills Teachers College, Spearfish—The rewriting of the one-year course of study to better meet the needs of prospective rural teachers.—E. C. Woodburn, president.

Southern State Normal School, Springfield—Development of forensic activities. Twenty debates were scheduled with other colleges and we had representatives in oratory and extemporaneous speaking at the annual college forensic meet.—C. G. Lawrence, president.

TENNESSEE: *East Tennessee State Teachers College, Johnson City*—The completion of a new \$200,000 training-school building enabled us to inaugurate a better program for more effective demonstration and apprentice teaching.—Charles C. Sherrod, president.

State Teachers College, Memphis—The establishment of a home-management house where students assume the responsibility of management and thus apply the principles learned in their courses in home economics.—J. W. Brister, president.

George Peabody College for Teachers, Nashville—The development of the interstate school building service pioneered by Professor F. B. Dresslar. The purposes of this organization are to offer training for directors and supervisors of school buildings and to provide expert counsel to boards and superintendents interested in the erection of school buildings.—Bruce R. Payne, president.

Tennessee Agricultural and Industrial State College, Nashville—National recognition through Harmon Award in Education; in-

creased science laboratory facilities; 25 percent increase in enrolment; strengthening of faculty; building program of \$500,000 being formulated.—W. J. Hale, president.

TEXAS: *West Texas State Teachers College, Canyon*—The inauguration of a field service program among rural and village schools, under the sponsorship of the county superintendents of the counties visited.—J. A. Hill, president.

Sam Houston State Teachers College, Huntsville—The expansion of the college-library program as indicated by the completion of a \$250,000 library building admirably planned and beautifully furnished; the employment of trained librarians; the installation of courses in library science.—H. F. Estill, president.

Texas College of Arts and Industries, Kingsville—The South Texas State Teachers College in the last two years has been changed to the Texas College of Arts and Industries. As the name suggests, we have broadened the scope of the work of the institution. The law commands those in authority to continue the work of the Teachers College in the best possible way. We are at present in the transition stage but there is every promise of a great future in the College of Education, as well as in the other divisions of the curriculum.—R. B. Cousins, president.

VERMONT: *State Normal School, Castleton*—Putting into operation a revised, enriched, and expanded curriculum for the two-year normal schools in Vermont.—Caroline S. Woodruff, principal.

VIRGINIA: *Hampton Institute, Hampton*—The offering of a curriculum in trade teaching, leading to a Bachelor of Science degree; the construction of Coleman Dupont Hall for biological, physical, and chemical laboratory at a cost of \$160,000; and the construction of a \$270,000 addition to the Huntington Library to increase the shelf capacity to 250,000 volumes and house the library school.—George P. Phenix, principal.

State Teachers College, Harrisonburg—The movement on foot in the state to have our Teachers College converted into an undergraduate college, coordinate with the University of Virginia, for the women of the state. The University does not admit to its undergraduate liberal-arts curriculum any women and therefore the state is undertaking to provide for them in some way similar to the manner suggested.—Samuel P. Duke, president.

Virginia Normal and Industrial Institute, Petersburg—The completion of four new fire-proof dormitories for students. The dormitories provide modern living conditions that will have much to do with the training of students in living under wholesome conditions.—John M. Gandy, president.

State Teachers College, Radford—We are energetically and constantly striving to improve the quality of instruction. It has always been of a high character. However, we feel that teacher-training institutions should do everything possible to administer daily and hourly the best possible methods of procedure and instruction, inasmuch as students will largely teach as they have been taught and not as they have been told to teach. The example and procedure of the professor in the classroom far outweighs his theories and

discussions as to how teaching should be done.—John Preston McConnell, president.

WASHINGTON: *State Normal School, Cheney*—A rewriting of the entire curriculum to meet the new state standard of three-year requirement. The development of a system of student personnel guidance.—R. T. Hargreaves, president.

WEST VIRGINIA: *Fairmont State Normal School, Fairmont*—The revision of the courses of study leading to certification in the different types of teaching in the public schools of the state. This work has been done by a committee of the faculty with the purpose of meeting modern standards in the field of teacher-training.—Joseph Rosier, president.

Shepherd College State Normal School, Shepherdstown—A Kiddies Cottage built under the supervision of the Training School; a complete miniature home constructed of limestone; a model farm for the Training School with miniature dwelling of limestone and a barn all completely outfitted; designed and supervised by the children, student teachers, and supervisors.—W. H. S. White, president.

WISCONSIN: *The Stout Institute, Menomonie*—Securing increased appropriations from the legislature sufficient to raise salaries of our teachers beyond a dead line which held for a decade to a figure creditably comparable with that maintaining in other colleges did more, I believe, than any other one thing to make teaching here a happier and more efficient process.—B. E. Nelson, president.

Wisconsin State Teachers College, Milwaukee—The putting into operation of an experiment in teacher training which aims to bring about the entire professional training of the teacher as outcomes of carefully selected professional experience.—Frank E. Baker, president.

State Teachers College, Oshkosh—Development of the work of academic teachers so that they become more professional as to the direction and force of their teaching upon the professional upbuilding of students in training than are the teachers in charge of the so-called professional subjects.—H. A. Brown, president.

Pioneer State Teachers College, Platteville—Making practical our work in student teaching through the use of public schools, rural and graded, and high schools in districts located within a radius of fifty miles.—A. M. Royce, president.

Central State Teachers College, Stevens Point—Further experimentation with freshmen survey courses in physics, chemistry, biology, mathematics, history, geography, English, and education to envision for the student the evolution from, bearings upon, and future direction of life.—Robert Dodge Baldwin, president.

State Teachers College, Whitewater—The organization and establishment of a separate library for the children of our training school and the development of freedom on the part of the children in our training department, have been among the significant educational achievements in this college during the year of 1929-30.—Frank S. Hyer, president.

President Pyrtle's Program

THE SIXTY-EIGHTH MEETING of the National Education Association at Columbus, Ohio, June 28-July 4, will be an outstanding convention in a long succession of these inspiring and helpful annual conferences on education. The program of the convention is built around the theme *Vital Values in Education*. This meeting will be devoted to evaluation of the services of the schools. It will point out what features of their great program are to receive emphasis during the years just ahead.

The farflung lines of the American schools will be represented on the program for the South Seas by Dr. Camilio Osias, resident commissioner of the Philippine Islands. Will C. Crawford will lead a large group of Hawaiian teachers, who will be en route to Columbus a month before teachers of the states have packed their bags for the trip. Hawaii maintains a 107 percent membership in the National Education Association. The Hawaiian delegations to the summer meetings have for years, in leis, music, and native costume, brought a touch of romance from a faraway land. Jose Padin, commissioner of Porto Rico, will bring to the convention a sense of the educator's problems in another tropical country. A. E. Karnes, superintendent of schools in Ketchikan, Alaska will bring a message from the schools in an opposite clime.

Saturday, June 28—The convention will be opened with a concert by a local organization.

Sunday, June 29—Opening vesper services will be held at 4 p.m., with Superintendent J. G. Collicott of Columbus presiding. Randall J. Condon will offer prayer and William O. Thompson, president emeritus of Ohio State University, will make an address. At 8 p.m. there will be a general session presided over by J. L. Clifton, Ohio commissioner of education. The general theme will be *Character and Religion as Vital Values in Education*. Mrs. S. M. N. Marrs, president of the National Congress of Parents and Teachers, will speak on "What the Home Can Do" and Bishop William F. McDowell of the Methodist Episcopal Church, Washington, D. C., will give an address on "What the Church Can Do."

Monday, June 30—Monday morning there will be a general session, with Uel W. Lamkin, president of the Northwestern State Teachers College, Mary-

ville, Mo., presiding. Addresses of welcome will be given by prominent Columbus citizens. President E. Ruth



PRESIDENT E. RUTH PYRTLE of the National Education Association on the left; President Herbert Hoover on the right. From a photograph taken in connection with one of the White House Conferences on Child Health and Protection.

Pyrtle will make an address on "The Educational Outlook." In the afternoon a reception for convention visitors will be held by Governor Myers Y. Cooper. A feature for the evening will be the second life membership dinner, the program to be built around the new headquarters building which is entirely financed by life members. At 8:30 p.m. there will be a pageant presented by college students in Ohio.

Tuesday, July 1—The theme for this day will be *The International Point of View as a Vital Value in Education*. The first session of the Representative Assembly will be held at 9 a.m. At the same time there will be two general sessions for those who are not delegates. Cornelia Adair, teacher in Bainbridge Jr. High School, Richmond, Virginia, will preside at General Session A, at which Bess Goodykoontz, assistant U. S. commissioner of education, Ida Odelle Rudy of Dayton, Ohio, and A. O. Thomas, president of the World Federation of Education Associations, will make addresses. Chancellor Fred M. Hunter of

the University of Denver will preside at General Session B and Dr. Camilio Osias will speak. At the Tuesday evening general session Olive M. Jones of New York City will preside. Judge Florence Allen of the Ohio Supreme Court will speak on "The International Point of View—Progress with Teachers."

Wednesday, July 2—On Wednesday will occur the second session of the Representative Assembly. The general theme for this day will be *The Art of Living as a Vital Value in Education*. General Session A will have Joseph Rosier, President, State Teachers College, Fairmont, W. Va., as presiding officer. Mary McSkimmon, principal of Pierce School, Brookline, Mass., Howard R. Driggs, School of Education, New York University, and Elizabeth Hall, assistant superintendent of Minneapolis schools, will make addresses pertaining to the international point of view. At General Session B, Emily Griffith, principal of the Opportunity School, Denver, Colo., will speak on "The Enrichment of Adult Life." "Superintendent M. C. Lefler, of Lincoln, Nebr., will preside at the evening session, which will be addressed by Mrs. Ruth Bryan Owen, Congresswoman from Florida and Willis A. Sutton, superintendent of schools, Atlanta, Ga.

Thursday, July 3—On Thursday will be the third session of the Representative Assembly. The theme for the general sessions will be *Creative Learning as a Vital Value in Education*. G. M. Davison of Brooklyn, N. Y., will preside over General Session A, which will be addressed by Florence Hale, state director of rural education for Maine and Dean W. E. Sealock of the University of Nebraska. At General Session B, which will be presided over by Randall J. Condon, there will be an address by Judge Ira E. Robinson, chairman of the Federal Radio Commission. William John Cooper, U. S. commissioner of education, will address the general session to be held Thursday evening.

Friday, July 4—The Association will observe the Fourth of July by a final general session on *Patriotism as a Vital Value in Education*, with President Pyrtle presiding. A flag drill will be presented by 10,000 children of the Columbus schools and a patriotic address will be given by a prominent statesman.

Departments and Allied Groups at Columbus

TWENTY-NINE departments and allied organizations featuring more than two hundred speakers will furnish a rich and varied background for the inspiration of the general sessions of the National Education Association's sixty-eighth annual meeting at Columbus, Ohio, June 28-July 4.

The sectional meetings represent the profession at work on its problems. The groups are composed of individuals having similar interests. Their programs point toward specific purposes. The meetings are small enough to permit free discussion. They are large enough to include all who have important contributions to make in their respective fields. Discussions are intimate and informal. Here new teachers discover a wide and sympathetic interest in their own everyday problems. They gain an appreciation of the value of leadership won by high ideals and hard work.

The allied and departmental meetings will be built around *Vital Values in Education*, the convention theme. Methods and courses designed to achieve each of the seven cardinal objectives will be discussed.

The largest sectional meeting will be that of the *Department of Classroom Teachers*. The discussions of the classroom teachers are a vital part of these great annual meetings. It is the classroom teachers who everyday come closest to the 30,000,000 young people in the American schools. The inspiration of this large group radiates to every schoolroom in the nation. Upon teachers, more than upon any group, rests the chief burden of the education process, the obligation to secure results in service. They make plans, and carry them out. Theirs is the vision and the attainment. The *National League of Teachers Associations* will review the principles of the single salary schedule as they function in Denver, Cincinnati, and Minneapolis.

Teachers from all units of the school organization will be represented. The *Department of Kindergarten-Primary Education* will consider the special problems of schoolroom planning, will emphasize creative expression for young children, and evaluate new activities in European schools.

The program of the *Department of Lip Reading* will center around the technics of prevention of deafness and the

THE FOLLOWING departments and allied groups will hold meetings during the Columbus convention. Their programs with full information will be included in the official program distributed at the time of registration:

DEPARTMENTS

National Council of Education
Department of Adult Education
Department of Business Education
Department of Classroom Teachers
Department of Deans of Women
Dept. of El. School Principals
Dept. of Kindg-Primary Education
Department of Lip Reading
Department of Rural Education
Dept. of Sch. Health and Phy. Ed.
Department of Science Instruction
Department of Social Studies
Department of Supervisors and Directors of Instruction
Department of Visual Instruction
Department of Vocational Education

ALLIED ORGANIZATIONS

American Assn. of Visiting Teachers
American Classical League
Conference of High School Teachers
Conference of Supts. of Schools
National Conference of Supervisors and Teachers of Home Economics
National Conference on Student Participation in School Government
Nat'l Cong. of Parents and Teachers
Nat'l Council of Geography Teachers
Nat'l Council of Teachers of English
Nat'l Fed. of Modern Lang. Teachers
National Geographic Society
Nat'l League of Teachers Assns.
National Vocational Guidance Assn.
School Garden Association of America

methods of teaching the hard of hearing child and adolescent. Speakers of the *Department of Visual Education* will report results of research and review the progress of visual instruction in the United States from 1923 to 1929.

The *Department of Elementary School Principals* will emphasize the administrative phases of the principal's work. A special *Conference of Superintendents of Schools* will consider other phases of administration and supervision. The *Department of Supervisors and Directors of Instruction* will consider problems connected with the mastery of the tools, technics, and spirit of learning.

The *National Council of Education* will observe its fiftieth anniversary in a discussion of the social objectives in education. Its principal sessions will be held Saturday, June 28 and Monday, June 30.

A dinner will be held Saturday evening.

The *Department of School Health and Physical Education* will devote time to such topics as safety, health, and physical education and athletics.

What girls of high-school age can be taught about training their young brothers and sisters, as well as the technical phases of home economics, will be emphasized in the *National Conference of Supervisors and Teachers of Home Economics*.

The *National Congress of Parents and Teachers* will contribute to the worthy home membership objective in considering the problems of parent education.

The *National Geographic Society* will provide an entertaining and instructive lecture showing how the "ring calendars" of an ancient tree have helped toward a better understanding of history in determining the dates of scores of important Indian ruins in our southwest.

The *Department of Social Studies* points toward the achievement of higher ideals of citizenship through teaching of history, and the study of racial problems and social adjustments.

The relations of business and business education is an important problem for the *Department of Business Education* in their discussions of the objective of vocational effectiveness.

The *Department of Adult Education* will plan a research program and discuss coordination of adult education with community organizations in the effort to enrich adult life through the schools. The *Departments of Deans of Women, Rural Education, Science Instruction, and Vocational Education* will all have constructive, helpful discussions of their problems. Department and allied programs will begin Monday, June 30 and will close Thursday, July 3. All department and allied meetings will be held during the afternoons. Some of them have scheduled luncheons and dinners.

Every teacher who attends this great convention will grow in service. Inspiration makes work easier. Increased professional equipment makes it more effective. A common body of knowledge and mutual helpfulness is the foundation of a profession. The annual convention of the National Education Association is the strongest link in the fellowship of teachers.

Builders of Our Profession

AERICAN TEACHERS are today more fortunately situated than the teachers of any other country. This is due in large measure to the work which the profession has done through the National Education Association. The following extract from a letter which Secretary Crabtree has sent to school principals suggests a pressing need at this time:

Are you fully conscious of the new set of economic conditions which surround our profession? As a result of inventions, machinery and general conditions, there is all at once an over-supply of teachers, an over-supply of lawyers, bank cashiers, plumbers, carpenters, and of all other labor. Under this situation it is only possible to keep salaries on higher levels by means of organization. Of course there will be a readjustment to meet the new situation. In this readjustment organization is what counts. Salaries in your state are much better because of your efficient state association and because of the strength which comes to it from a powerful national association.

We must not sound an alarm, yet we cannot deny that it will require all the strength that can be mustered to prevent setbacks. We now have an enrolment of 205,000 members in the N. E. A. which represents about 20 percent of the teachers of the nation. We are proud of the professional spirit which gives this the largest enrolment of any educational association in the world. But if we needed 205,000 last year and the year before we need the power of double that enrolment now that we are in the stream of a new set of conditions and movements. A few are writing in, stating that owing to conditions they are not renewing their membership this year. That is a short-sighted policy. These members do not realize that this more than ever before is the time when the \$2 fee gives results. Every one in the profession will lose unless we give the greatest possible strength to the arm of the organized profession at the present moment.

New Life Enlistments

THE FOLLOWING life memberships have been reported since the list was published in the May JOURNAL.

ALABAMA—Walter W. Agnew, T. H. Schutte.
 ARKANSAS—H. L. McAlister.
 CALIFORNIA—Mary G. Barnum, Mrs. Lydia Gansey, Lela Geyer, Margaret Geyer, J. William Harris, Robert Hill Lane, Mrs. Freda Hedge Liggett, Mary Kittrell Liles, Emma L. Knapp Pearson, Lotta B. Putnam.
 DISTRICT OF COLUMBIA—Mrs. Donna Wilson Crabtree, M. J. House, Esther B. King.
 FLORIDA—James S. Rickards.
 GEORGIA—H. O. Burgess, W. A. Hatfield.
 ILLINOIS—Louise Farwell, Walter Leslie Fisher, Frances R. Kern, H. D. Roberts.
 IOWA—E. D. Bradley, Raymond J. Bradley, R. C. Knight.
 KANSAS—Breta Baker.
 KENTUCKY—E. T. Mackey.
 MAINE—Eugene Eaton Smith.
 MARYLAND—Mary E. Danner, Delsie Fooks Pusey.
 MASSACHUSETTS—Charles Russell.
 MICHIGAN—John E. Davis, George E. Ganiard, Walter J. O'Neil.

One Hundred Percent Counties

THE VISION of a united profession is spreading among teachers in rural communities. County superintendents who have caught this vision encourage their associates to merge their strength with that of state and national associations.

The following counties have reported the enrolment of all of their teachers in the National Education Association for the year 1929-30:

State	County	Superintendent
Florida	Dade	Charles M. Fisher
	Palm Beach	J. A. Youngblood
Maryland	Caroline	E. M. Noble
	Cecil	Howard T. Ruhl
	Frederick	G. Lloyd Palmer
	Queen Anne's	T. G. Bennett
Nevada	Lincoln	Carlyle W. Wilcox
	Mineral	A. L. Carmen
New Mexico	Ormsby	Charles Priest
	Colfax	Oscar D. Moore
North Carolina	Halifax	A. E. Akers
	Clinton	D. H. Patton
Ohio	Cuyahoga	E. J. Bryan
	Logan	Glenn Drummond
	Lorain	R. P. Vaughn
	Marion	C. B. Rayburn
Pennsylvania	Wood	H. E. Hall
	Berks	Alvin F. Kemp
	Blair	T. S. Davis
	Bradford	J. A. Morrow
	Chester	Clyde T. Saylor
	Cumberland	Ralph Jacoby
South Carolina	Delaware	Carl G. Leech
	Laurens	Kate V. Wofford
Tennessee	Shelby	Sue E. Powers
	Hamilton	J. E. Walker
Utah	Box Elder	C. H. Skidmore
	Davis	H. C. Burton
	Duchesne	W. A. Paxton
	Grand	D. S. L. McCorkle
	*Jordan Dist.	D. C. Jensen
	*Juab Dist.	O. L. Barnett
	*Morgan	J. R. Tippetts
	*N. Summit Dist.	H. A. Pace
	*S. Sanpete Dist.	E. T. Reid
	Utah	David Gourley
	Wasatch	Melvin Wilson
	Weber	R. F. Nilsson
		B. A. Fowler

*Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent approximately one-half counties.

MINNESOTA—W. P. von Lavern.
 MISSISSIPPI—Mrs. J. R. Sevier.
 MISSOURI—Catheryn Seckler Hudson.
 MONTANA—Irving Wright Smith.
 NEW HAMPSHIRE—Ralph A. Burns.
 NEW JERSEY—George C. Baker, Frances E. Clark, Cecil Wallace Roberts.
 NEW MEXICO—Bertha Pircher.

NEW YORK—Donna LuVerne Crabtree, Mary Elizabeth Crabtree, Randall Condon Foster, William H. Kilpatrick, Augustus Ludwig, Paul Patterson.
 NORTH CAROLINA—R. W. Eaves, Jr., L. E. Spikes, C. C. Wright.

NORTH DAKOTA—Alfred J. Opland.
 OHIO—A. C. Eldredge, Ora Emile Foster, V. A. Garver, C. A. Gibbons, George Russell Matson, Lorena McClure, Ethel M. Rudisill, G. G. Starr, Alfred G. Wardley, C. H. Williams.

OKLAHOMA—W. T. Leach, Bert Lindsey.
 PENNSYLVANIA—Herbert P. Holtzman, Margaret D. Miller, Norman Mitterling.

PORTO RICO—Jose Padin.
 SOUTH DAKOTA—Mrs. George E. Sanders.
 TEXAS—Arthur Wilson Evans, O. A. Fleming, E. Douglas Johnson, Lauraine Trotman, Mrs. Edith D. Wright.

VERMONT—Ralph Edward Noble.
 VIRGINIA—Crawford Curry Crouch.

WEST VIRGINIA—John Stanley Bonar, C. H. Martin, D. W. McCormick.

WISCONSIN—Jane Elizabeth Vernon.

Completed Enrolments

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

	Ten Years
CALIFORNIA—Stockton, Lafayette.	
	Eight Years
CALIFORNIA—Los Angeles, Utah Street.	
	Seven Years
HAWAII—Olaa, Olaa.	
	Six Years
ARKANSAS—Wilson, Wilson Public Schools.	
	Five Years
ILLINOIS—Saunemin, Saunemin Township High.	
OREGON—Washington County, David Hill, Junior High, Peter Boscow.	
TEXAS—Dallas, David Crockett.	
	Four Years
ILLINOIS—Pinckneyville, Pinckneyville Public Schools.	
TEXAS—Dallas, John H. Reagan.	
	Three Years
CALIFORNIA—Needles, Needles Public Schools.	
GEORGIA—Atlanta, Adair, Anne E. West, Faith, James L. Key.	
MISSOURI—Kansas City, R. W. Foster.	
UTAH—Coalville, North Summit High.	
VIRGINIA—Norfolk, Larchmont.	
	Two Years
CALIFORNIA—Hayward, Tennyson; San Francisco, Columbus.	
GEORGIA—Dalton, City Park.	
ILLINOIS—Evanston, Foster.	
KANSAS—Wichita, Lowell.	
OHIO—Sidney, First Ward.	
TENNESSEE—Hamilton County, Amnicola, Brown's Chapel, Daisy, Falling Water, New Providence, Patten's Chapel, Riverside, Soddy, West View; Memphis, Lions Open Air.	
WASHINGTON—Vancouver, Arnada.	

MORE IMPORTANT than either direct instruction in moral conduct or incidental training is the unconscious influence of the teacher. Growing children are building their characters, using as materials the impulses and influences that come to them. One of the strongest instincts is imitation. By it the actions of the teachers are being stamped upon the lives of their pupils. It is important that teachers all be persons of high ideals and correct habits. If children are under the care of teachers approximately one fifth of the waking hours of the first twenty years of their lives should not these teachers assume one fifth of the responsibility for their training? Teachers have been excusing themselves by laying the blame for crime waves and cleverly perpetrated injustice at the doors of the home. But if we could have only persons of the highest character and ideals in the teaching positions in our schools and have them as highly trained in character development as in presenting subjectmatter we could within two decades produce a generation on a higher plane. By care in the selection of teachers school authorities can reform society and elevate social standards. By care in his conduct every teacher can elevate the social standards of the group with which he works.—B. E. Koonce in *Fifth Yearbook of Department of Elementary School Principals*.

Current Year

ALASKA—Seward, Seward Public Schools.
 ARIZONA—Yavapai County, Mayer.
 CALIFORNIA—Arcata, Humboldt State Teachers College; Clearwater, Roosevelt; El Centro, Lincoln; Los Angeles, Hammel Street.
 CONNECTICUT—Buckland, Grammar.
 GEORGIA—Atlanta, Capitol View, Milton Avenue.
 HAWAII—Hilo, Hilo Junior High, Kalopana, Kapehu, Kapiolani, Pahoa, Waimea Junior High and Elementary.
 ILLINOIS—Cicero, Hawthorne; East St. Louis, Emerson.
 MICHIGAN—Detroit, Russell.
 NEVADA—Elko County, Deeth District, Jarbridge District; Fallon, Harmon District; Lyon County, Barrett District; Sparks, Junior High, Mary Lee Nichols, Robert H. Mitchell.
 NEW MEXICO—Raton, High, Junior High, Longfellow.
 OHIO—Crooksville, Grade, High; Hamilton, Madison, Washington; Ottawa Hills, Ottawa Hills Public Schools; Scioto County, Buena Vista, Clay Township, Haverhill, Morgan Township, Rush Township, Washington Township.
 TEXAS—Newlin, Gilpin.
 UTAH—Alpine District, Alpine Teachers Association.

Ben Adhem, Teacher

ABOU BEN ADHEM (may his tribe increase) Awoke one night from a deep dream of peace And saw, within the moonlight of his room, Making it rich like a lily in bloom, An angel writing in a book of gold.

Ben Adhem propped himself on his elbow and regarded the angel speculatively. That was really his name—Ben Adhem. You wouldn't dare call him Abou. Not to his face. His mother had, of course, when he was a little fellow, but that was different. You see Ben's uncle was Adolphus X. Abou, the hairnet king, and Ben's mother had always had the idea that Uncle Adolph might be kind to Ben in his will. And then, about twelve years ago—oh, you know what happened to the hairnet business twelve years ago—and after that even Ben's mother hadn't insisted on the Abou part of it. So Ben he had been called through the grades, high school, and a four-year normal course and now, selfsupporting and selfsufficient in his first year of teaching, he was known as Mr. A. Ben Adhem.

Where were we? Oh, yes, Ben was propped up on his elbow regarding the angel speculatively. "Haven't you made a mistake about the room?" he asked.

"I hope I haven't made a mistake," replied the angel sadly, "you see I've got to make out this list."

"What sort of a list?" Ben didn't think he was very much interested in lists.

"Why, this list of young teachers who have caught the real spirit of teaching and are going to be successful in their profession."

"Say, you've come to the right party all right, all right," said Ben, hands around his knees. "I've figured this thing out and I know just what to do. You see the teaching profession is just like a football game. You're out there with twenty-one other players and a lot of officials. Nobody's going to notice you unless you pull off something spectacular, like—well, suppose the score is 12 to 7 against you and the other team's on your one-yard line. They pass, and you intercept it behind your own goal and run one hundred and ten yards for a touchdown while brave men cheer and beautiful ladies weep for joy. That's what to do in your first year of teaching. Make 'em notice you. Do you want me to sign, or will you write it down yourself? The name's A. Ben Adhem, spelled with an 'H.'"

And now the angel looked very sad indeed. "I'm afraid you were right about making a mistake," he said. "I must be going now."

* * *

It was midnight a year later when the angel returned. Ben wasn't getting so much sleep these days. He was at his desk, his head bowed low over next week's lesson plans. The angel was at Ben's shoulder before he noticed it.

"Oh, hello!" said Ben, "won't you have a—?" He hesitated on a point of etiquette. Did one offer an angel a chair?

The angel did not seem to notice. "It's about that list again."

"Oh, yes, that list. Well now I'll tell you. You'd better not bother about considering me on that list. Fact is I've decided to withdraw from the competition. You see I've had a year of teaching now, and it's given me a new slant at things. I may never be heard of at all in this profession."

"What about the football game?" asked the angel, seating himself without being asked.

"Football? Oh, I remember now. Well, that idea is out. It wouldn't do the children any good."

"You didn't seem very much worried about the children last year," remarked the angel, idly fingering the lesson plans.

"I know I didn't," said Ben, "but after a year you get to looking at things from that angle. I'll tell you what teaching is really like. It's like two teams with a gigantic push-ball. There are thousands of players on each team and no single player stands out. In fact there aren't any spectators except a few people who happen to be passing by. On one side are the forces of ignorance, superstition and disease and on the other side are the teachers; and somewhere in the middle of that group of teachers am I. Nobody but the folks right next to me even know I'm there, and they're too busy to notice much. And then I brace my back and dig my toes a little deeper into the dirt, and somehow I think I feel that ball move ever so slightly in the right direction. That's what teaching is really like."

The angel smiled. It is a beautiful thing to see an angel smile, and as Ben watched, his own face reflected a little of the joy. The angel spread out upon the table a book of gold.

"And lo, Ben Adhem's name led all the rest."—Roland Upton, Lincoln School, in the *Washington Education Journal*, March, 1930.

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.

Getting Ready for Columbus

WHY you will enjoy Columbus—Columbus is an ideal convention city. It is centrally located. Meeting halls and hotels are ample and convenient. It is in the heart of Ohio at the junction of two great national pikes. Ohio has many things to offer visitors from other states. Well-paved roads lead to lake and river summer resorts. In its beautiful hills are noted caverns. Indian mounds and other relics of the mound-builders may be seen throughout the state. The state is well called "historic Ohio." Attendance at this great summer meeting will be long remembered for pleasure as well as for professional profit.

Get your identification ticket now—

Identification certificates which are required to secure your one and one-half fares to the Columbus meeting are available from J. W. Crabtree, secretary, 1201 Sixteenth Street N. W., Washington, D. C., from your own state NEA director, or from the secretary of your state association. Do not fail to secure yours. All members of the NEA in good standing are entitled to certificates.

The educational fair at Columbus—

Every nook and corner of the convention exhibit hall at Columbus will be filled with aids to learning—books, apparatus, paper, pencils, crayons, and films; with facilities in daily use for making schools more convenient, safer, more efficient and healthful—building materials, fire extinguishers, cleansing agents, toilet supplies, program clocks.

All of these displays show how far the profession of education has advanced from the day when the ideal university was only a teacher on one end of a log with a

student on the other. All of them testify to the never-ending search of the educator for devices which will make his serv-



COLUMBUS is proud of this magnificent example of business architecture. The tallest building in the city, this home of the American Insurance Union, brilliantly lighted at night, is a mark of beauty in the downtown section.

ices more helpful to the child and to the nation. This great educational fair repeated at each annual convention has for years stimulated thousands of teachers to the development of more effective methods, and widely modified teaching practices.

At this fair may be seen the fruits of inventive minds in education, in scientific,

industrial, and commercial pursuits directed toward the improvement of the schools—maps, charts, magazines to aid the teacher; office machines, filing devices, accounting systems to aid the administrator and his staff; soaps, towels, mops, and brushes to make more efficient the work of the janitor-engineer.

Three companies will exhibit the talking film, an invention promising to make important changes in classroom procedure, which many teachers will see used educationally for the first time at this convention. Others will show visual education material in the form of slides, photographs, and prints.

Such widely varied objects as microscopes, locks, typewriters, phonographs, foods especially adapted to school lunch use; the exhibits of such different educational organizations as those interested in child welfare, teachers' insurance and placement, illiteracy crusades, and geographic knowledge will make a half day spent in the exhibit hall of much value to the convention visitor.

Extraprogram services at the convention such as the registration booth of 20 clerks who will quickly register the 10,000 teachers and delegates, an information bureau, a postoffice, telegraph offices fully equipped, indicate the efficiency and thoughtfulness of the convention management, which has learned through years of experience, quickly and smoothly to accommodate the needs of thousands of teachers in a brief space of time.

NEA convention to plan character education program—One of the convention problems is the planning of a sound and practical program of character education which will extend the already

THE TEACHER'S OPPORTUNITY—The summer meeting of the National Education Association offers inestimable values to those who attend its sessions. It provides a program in which the nation's leading educators bring a wealth of new ideas. These programs have a far greater significance to one who is present and who feels one's self a part of the great organization than to one who attempts to reap the benefits by reading such extracts of speeches as may be later printed for distribution. ¶One who attends the meeting has the advantages which come through the direct personal contact with teachers and administrators from every section of the country. Many times we have seen small groups of teachers assembled in the headquarters room of the Department of Classroom Teachers to discuss some specific problem pertaining to teacher organization work and have later heard some one of the group say, "This alone is worth my trip to this convention." Through such discussions the teacher gains new ideas and new enthusiasm for his work in the classroom. ¶The convention city is always one which is chosen because of its historic interest or because it is especially fitted as a convention city. Teachers everywhere realize the value which comes through travel. The usual attendant at the summer meeting is not content to limit his sightseeing to the convention city, but avails himself of the opportunity to visit other places of interest which can always be found near the city in which the meeting is held. ¶Attendance at the summer meeting brings to the teacher a deeper sense of the significance of the work in which he is engaged and a fuller appreciation of the great organization of which he is a part. ¶The teacher of today has the high privilege of training the first generation of people that must arrange its life on a world scale, for already the world has become one great community. In order to do well this great work intrusted to him, the teacher must now make use of every opportunity for growth in education and for helping to make teaching a great profession. The National Education Association brings to us in its summer meeting such an opportunity.—Eula F. Hunter, president of the Department of Classroom Teachers, in the *Department News Bulletin*.

significant work of the schools in elevating human conduct. This subject is especially important because of the difficult adjustments required by today's life. The subject has recently been emphasized in publications of the Association and its departments. The most recent bulletin of the Department of Elementary School Principals was devoted to character education. It is the topic of the 1931 Yearbook of the Department of Superintendence. President Pyrtle has called a conference on character and religious education to follow the usual Sunday evening vespers.

Dr. Neil M. Judd to give illustrated lecture—Dating Indian ruins of the southwest has been one of the most baffling questions in the study of the pre-Columbian history of the United States. The solution of this problem by means of the tree-ring calendar will be explained to an NEA audience Wednesday afternoon, July 2, by Dr. Neil M. Judd who spent many years exploring among these ruins for the National Geographic Society. The existence of a civilization comparable to that of Egypt and Syria; the discovery today of household utensils, marvelous jewelry, and other remnants of this culture—all this will be described

by Dr. Judd and illustrated with moving pictures and color slides.

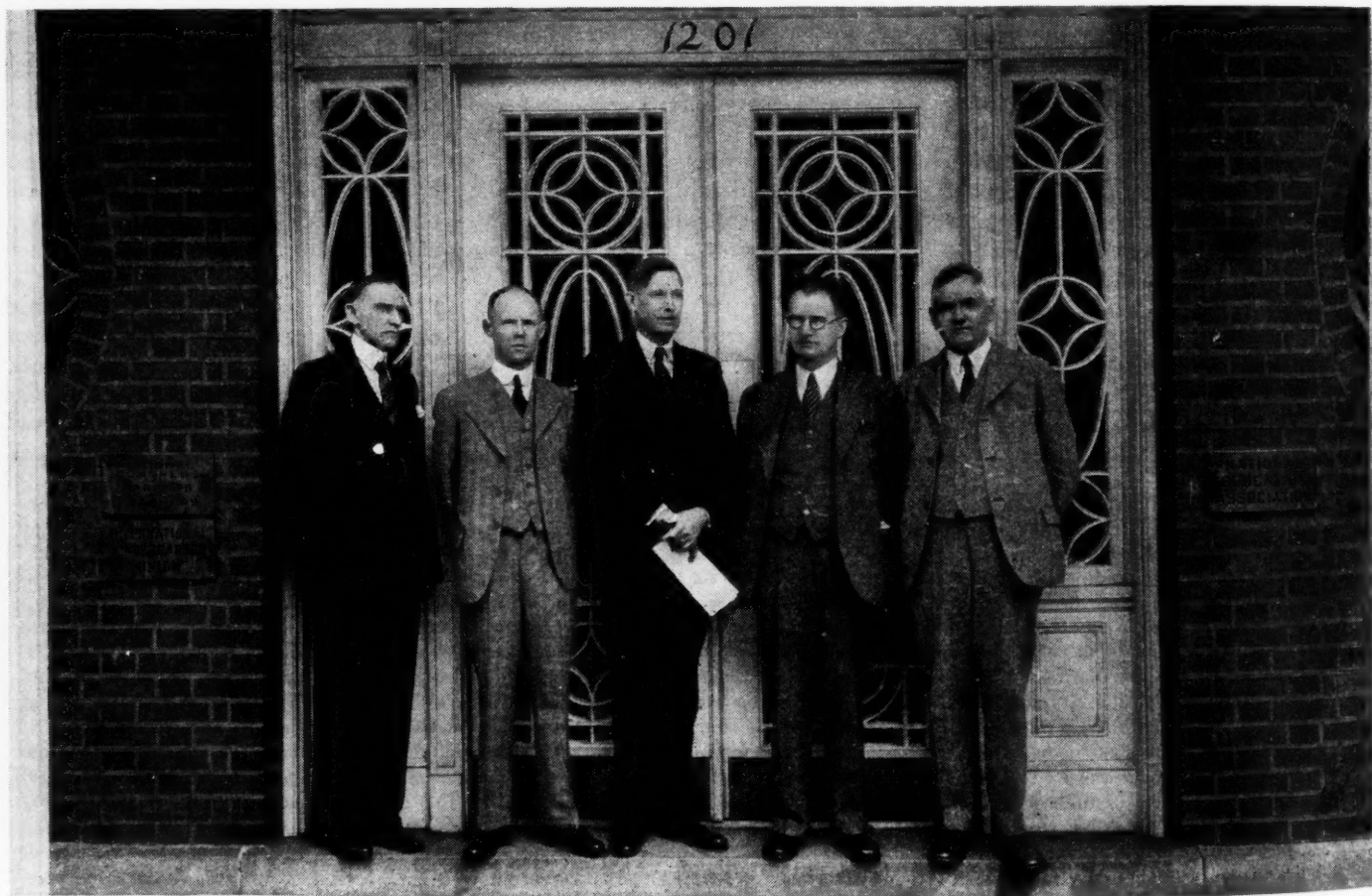
Pageant to be held in University stadium—A pageant will be held Monday evening, June 30, at 8 o'clock in the stadium of Ohio State University, the weather permitting. It is to depict Ohio's contribution to the educational progress of the nation. According to the plan now 2000 people are to take part. It will be free to all. The life membership dinner, scheduled for the same evening, will begin promptly at 5:30 and close just as promptly at 7:30, which will give time for all those who attend this dinner to attend the pageant also. The stadium seats 65,000.

Buckeye teachers plan to entertain nation's educators—When the sixty-eighth annual meeting of the Association convenes at Columbus on June 28, those in attendance will find everything ready for their comfort and convenience—good hotels, an up-to-date commodious auditorium which will adequately house the convention activities, and conveniently located meeting places for the sessions of departments and allied organizations. Last but not least in importance, an abundance of hospitality will be await-

ing the visitors which will be dispensed not only by the city itself but by the entire state of Ohio.

It is fitting that the 1930 convention should meet in the state which holds three national records among the forty-eight states of the Union in NEA membership: (1) the largest total membership, 23,850, as of January 1; (2) the largest number of life members, 282; and (3) the largest increase in members for three consecutive years.

Columbus invites the educators of the country to come to the summer meeting of the National Education Association—the college president, the public school administrator, the classroom teacher—all will receive a royal welcome. So come one, come all. Just get in your limousine or on a parlor car and make Columbus your stopping place for a week beginning June 28 and ending July 4, 1930. The Capital City of Ohio will offer you many interesting places to visit, pleasant drives in and about the city, state institutions of all kinds, the State University, splendid public school buildings, the magnificent American Insurance Tower, cool parks, and attractive churches.—*George M. Strong, president, Columbus Teachers Federation.*



THIS is the Budget Committee of the NEA for 1930-31. This picture was taken in connection with its meeting at headquarters May 1-3. Reading from left to right are: A. L. Whittenberg, G. W. Wannamaker, L. W. Rogers, W. B. Mooney, and Joseph Rosier.

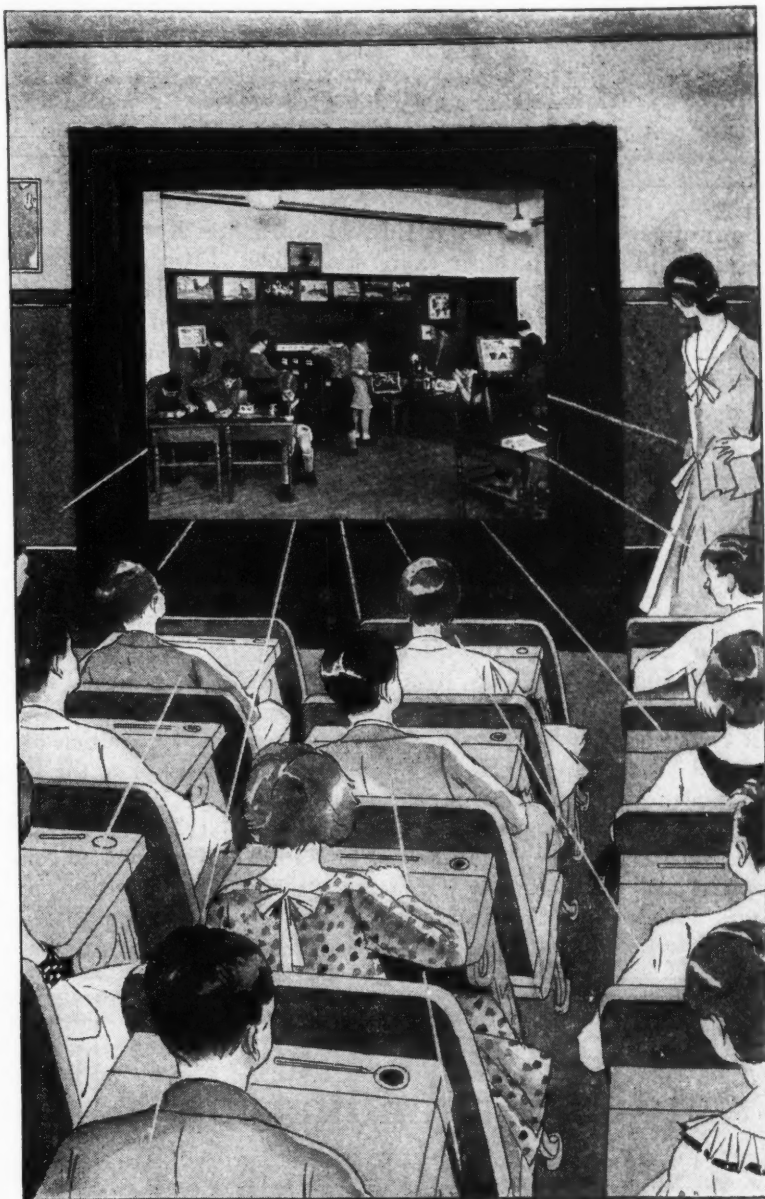
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NOTES and ANNOUNCEMENTS

Commencement: The high tide of idealism—There is no finer expression of the greatness and the gladness of America than the commencement season when the mighty army of graduates passes on to the next step of the educational ladder or out into the school of maturity. During this season the tides of idealism run high. The finest traditions of our pioneering spirit find expression. Our devotion to childhood and youth reaches a new high level. The homely pride of the common father and mother finds happiness in the achievements of their children.

Horace Mann bust unveiled for Hall of Fame—On May 8 at New York University there was held a significant ceremony at which was unveiled a beautiful bronze bust of Horace Mann. The funds for this bust were provided by the Horace Mann League of the United States and the Horace Mann School of Teachers College, Columbia University. It was unveiled by Mr. Horace Mann, the grandson of the educator, and by his

daughter Katharine. Honorable William John Cooper, United States commissioner of education, made a brief address which closed thus: "In placing in this shrine a likeness of our great educational statesman, we would pass on to those who come after us a sense of our obligations to society so wellphrased in his own parting words, *Be ashamed to die until you have won some victory for humanity.*"

The following educators have been elected to the Hall of Fame of New York University: Horace Mann, Mark Hopkins, Mary Lyon, Emma Willard, and Alice Freeman Palmer.

Dr. Strayer honored—Dr. George D. Strayer in recognition of his twenty-five years of service on the faculty of Teachers College, was honored at a testimonial dinner at Teachers College on May 3, 1930. Three hundred colleagues and former students joined in an enthusiastic appreciation. Noted speakers and friends recalled Dr. Strayer's many contributions

to education during the quarter of a century, noting especially his service in the development of educational administration, his work as president of the National Education Association, as chairman of its Emergency Commission, and of the Legislative Commission. Following the dinner a portrait of Dr. Strayer and the fellowship fund in his honor were presented to Teachers College. Dr. Jesse H. Newlon, president of the National Education Association, 1924-25, was toastmaster. The following message of greeting was sent to him by the Association, of which he was president in 1919: "Greetings and best wishes on this happy occasion. Congratulations upon your outstanding service in helping to lift school administration to the level of a profession. Your achievement is one of the major contributions which has been made to childhood during this generation."

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(Continued on page A-170)

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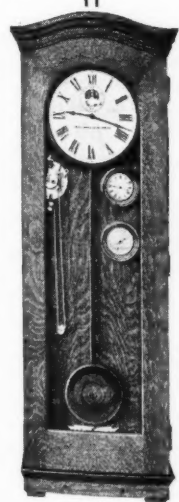
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(Continued from page A-168)
has been appearing monthly in THE JOURNAL of the National Education Association. They have been selected with extreme care. Some of them are especially suited for elementary school children; others are designed to appeal to high-school pupils; still others are fitted to the needs of teachers and teachers colleges. Having been built out of the soil of teacher need, they are exceptionally useful. Their universal appeal has secured the ready approbation of pupils as well as of teachers, principals, and superintendents. An autographed copy to each member of your graduating class is a gift of lasting value.

For elementary schools—Your Afterself (18188), In Common Things—A Poem by Minot Judson Savage (18222), Ten Commandments for School Children (18252).

For high schools—The Protective Amendment and the Public Schools (19127), The Seven Cardinal Objectives of Education (17285), Everyday Resolutions on Health and Safety (1826), The Student's Ten Commandments (1860), Horace Mann (portrait—18118), The Youth of America (1928), Dedicating the School (X-2), Celebrating the Covered Wagon Centennial (1984), The Home and the Virtues (X-4).

For teachers and teacher-training institutions—Ethics of the Teaching Profession (18261), A Prayer for Teachers by Glenn Frank (1954), The Child's Bill of Rights

by Herbert Hoover (19114), The Ideal of a Liberal Education (19164), Values in the United States (X-1), The Unknown Teacher (X-3), Education in the Spirit of Life (X-5).

Send your order for posters to the Division of Publications, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. Prices: 10 assorted, \$1; 20 of a kind, \$1; 100 for \$4; 1000 for \$30. Order by title and number.

Move for vitalized commencements spreads abroad—As a result of an announcement made in the February and March numbers of THE JOURNAL, 108 requests have been received for vitalized commencement material. These requests have come from 35 states and British Columbia and Porto Rico.

Using a Journal service—One of the annual services of THE JOURNAL is the printing of the list of *Sixty Educational Books* for the year. Two ways in which this service has been used this year have come to our attention:

You will be interested to know that for our High-School Conference with 6000 teachers here we placed in our textbook exhibit copies of the *Sixty Educational Books of 1929*. It was a very popular event.—W. W. Charters, Bureau of Educational Research, Ohio State University.

I consider this list, *Sixty Educational Books of 1929*, a most useful means of narrowing down the selections of books for supplementary reading. It is most useful in selecting the best things in those fields with which one is most unfamiliar. I hope you keep up the excellent work.—Arthur I. Gates, Teachers College, Columbia University.

Wisconsin legislators visit Association headquarters—The Interim Committee on Education of the Wisconsin Legislators visited Association Headquarters on April 29. They were most appreciative of the Association's service to the states and remarked that at no point in their tour for the study of educational conditions had they received such excellent help. State Senator E. J. Roethe is chairman of the committee, which was accompanied by State Superintendent Callahan.

Youngest life member—Randall Condon Foster is the youngest life member of the National Education Association. The membership was presented to him on his first birthday, April 4, by his grandfather, Randall J. Condon, former superintendent of schools in Cincinnati, Ohio.

From the editor's mail—At some opportune time, may we have through your

(Continued on page A-172)

LIFE MEMBERSHIP

Last Opportunity of the School Year
New Headquarters Building Dedicated to the Profession

THE CORNER STONE of the new headquarters building will be laid immediately following the Columbus meeting. Into the Corner Stone will be placed a card index of the builders of this monument to education in the handwriting of life members themselves.



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 SECOND LIFE MEMBERSHIP dinner to be held in connection with the Columbus convention will be an occasion for rejoicing over the fulfillment of our dreams for a new headquarters building. It is scheduled for Monday, June 30 and will be held at the Neil House. Plan to attend.

YOU PLAN to become a life member sometime. Enlist now on the ten payment plan. Names of all life members will be printed in the "Who's Who in the Profession," and copies will be distributed at the dinner. Try and be there to receive your copy.

Use this blank and ENLIST NOW

MR. J. W. CRABTREE, Secretary, National Education Association,
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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 30, 1930. I understand that the balance can be paid in nine equal annual installments.

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Send 50 cents for 25 assorted Art Subjects, or 25 by Rosa Bonheur, or 25 Famous Men, or 25 for Children. Size 5½ x 8.

Or send 50 cents for 50 for Children. Size 3 x 3½.

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Our 64-page Catalogue, of 1600 miniature illustrations, lists 2250 pictures. It lists reproductions of the world's great paintings, the great buildings of the world, portraits, etc. It costs only 15 cents.

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Size 22 x 28 inches, including the margin. These pictures at \$1.00 each when two or more are ordered and \$1.25 for a single copy, are also published in a Sepia tone. The Hand Colored, this size, \$1.50 each for two or more; \$2.00 for one.

The Perry Pictures Co., Box 4, Malden, Mass.

YOUR PRINTING

is your representative. It reflects your judgment and character. Naturally, therefore, you should select your printer as carefully as you would an individual to represent you.

OUR PLANT

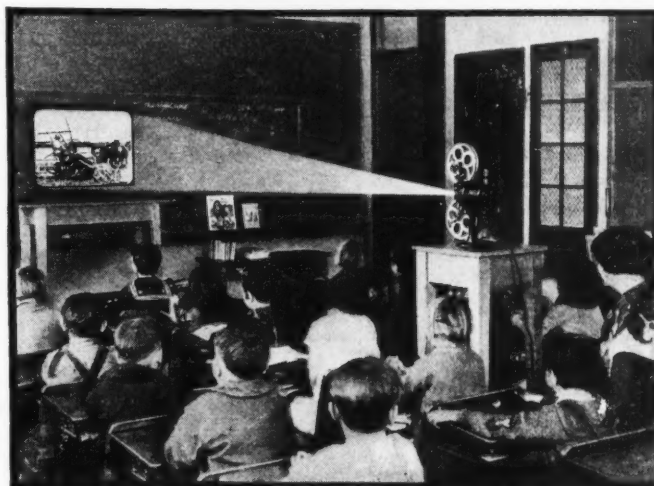
fully appreciates the confidence our clients impose in us when they ask us to produce their printing. Each and every job—from a calling card to a million copies of a large magazine—is given the same attention. It will be to your advantage to get information from us regarding your next order for printing.

Among the publications from our presses are The Journal of the National Education Association, The National Geographic Magazine, The American Federationist, The American Motorist, American Forests and Forest Life, The Bengalese, and the Daughters of the American Revolution Magazine.

JUDD & DETWEILER, INC.

**Master Printers
WASHINGTON, D. C.**

Modern means for Modern methods!



Filmo School Projector in use in San Diego Public School, showing one of the many industrial subjects available in 16 mm. film.

Filmo School Projector!

Fire drills without fire escapes would be as much in line as school room movies without modern projection equipment. The Filmo 57 School Projector is not only abreast of the latest ideas in visual education, but is a stride or two in advance. For day in and day out, Bell & Howell engineers scrutinize its every part in order to bring to the school room the latest idea in projector design.

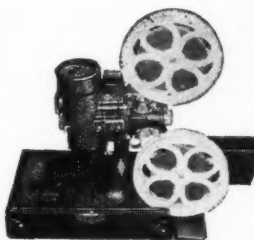
Side-tension, for instance, in Filmo's shuttle mechanism, means a minimum of strain on the film and a tremendous gain in control and in efficiency of the film move-

ment. And Filmo's direct lighting, powered by a 250-watt mazda, means a striking increase in screen illumination. In every phase of Filmo's design, science and practicability merge to provide a machine immediately adaptable to every problem in visual education.

Filmo Projector can give you the same satisfaction which thousands of other schools are now enjoying in its use. A nearby Filmo dealer will arrange for demonstration, or write today for booklet "Filmo in Schools and Colleges." See Filmo Booth C-2 at Columbus meeting, N. E. A., June 28—July 3.

All Filmos use 50 or 100 foot films

For black and white pictures, Filmo cameras use Eastman Safety Film (16 mm.) in the yellow box—both regular and panchromatic—obtainable at practically all dealers' handling cameras and supplies. Filmo cameras and Filmo projectors are adaptable, under license from Eastman Kodak Company, for use of Kodacolor film for home movies in full color. Cost of film covers developing and return postpaid, within the country where processed, ready to show anywhere with Filmo projector.



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

BELL & HOWELL
Filmo

BELL & HOWELL CO., DEPT. R, 1816 LARCHMONT AVENUE, CHICAGO
New York • Hollywood • London (B. & H. Co., Ltd.) • Established 1907



Shown above is the "Old Faithful" exhibit at the N. E. A. convention. This display and announcement of a complete line of "Old Faithful" Color Circle Art Products aroused unusual interest.

THE AMERICAN CRAYON COMPANY
HOME OFFICE AND FACTORIES 1706 HAYES AVE. SANDUSKY OHIO
NEW YORK OFFICE 130 WEST FORTY-SECOND STREET
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Scenic Studios
TIFFIN, OHIO

CATALOGUE UPON REQUEST

THE SHERRICK DUPLICATOR
An Improved Hectograph

at Hectograph Prices. No melting to refill—Replacement Units.
Visit Booth G-11 at Columbus N. E. A. Exhibit or write for Information.

J. L. SHERRICK, Scottdale, Pa.

20TH CENTURY BOOKKEEPING AND ACCOUNTING

Adapted to bookkeeping courses of various lengths. Optional practice material is provided. Unusually complete teachers' reference books.

Send for a sample copy.
SOUTH-WESTERN PUBLISHING CO.
Cincinnati New York Chicago San Francisco

DRAPER
ADJUSTABLE
Window Shades

WITH nearly a quarter century of school shade manufacturing experience behind it—The Luther O. Draper Shade Company has specialized in giving school boards shades particularly adaptable for schoolroom use. Hygienic features insure positive control of ventilation and the prevention of all glare and resulting eye strain. Excellence of workmanship makes certain longer life. A profitable investment—in thousands of America's finest schools. For illustrated catalog address Dept. J

LUTHER O. DRAPER SHADE COMPANY

Spiceland Indiana No. 5 Adjustable Roller Shade



Miss Mischief

Unique Pictures

Published in color exclusively in Artex Prints and Juniors.

Free color reproduction with latest list sent to art teachers.

Illustrated Catalog "B-5," 10c.

ART EXTENSION PRESS, Inc.
Westport, Conn.

SCIENCE NEWS-LETTER

Will be Displayed in BOOTH E-10

During the National Education Association Convention, Columbus, Ohio, June 28 - July 3, 1930

Please permit our representative, Miss Hallie Jenkins, to tell you of its real value to the science teacher and pupil.

Ask for free sample copy now by addressing Science Service, 21st & B Sts., Washington, D. C.

MAPS FOR EVERY SECTION OF THE WORLD

Prepared under the direction of

DR. DOUGLAS C. RIDGLEY

The Ridgley series contains outline maps on each of the continents, the world, the United States, sections of the United States, island groups, and small regions in many parts of the world.

Write for our new map catalogue.

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MASTERS IN ART

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

Free to Educators: Prospectus and Specimen Color Prints

Brown-Robertson Co., Inc.

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

JUNGLE GYM

Schoolyard Fun-Gym
Year-Round Delightful Relaxation

Pat. Mar. 25, 1924

Write for Catalog
Playground Equipment Co.,
74 Duane Street, New York

(Continued from page A-170)

magazine your ideas as to whether or not a superintendent should attend summer schools, in as much as all teachers in this way better understand the teachers procedure! Has he a right to say "Go" to his teachers when he has not in twenty years entered a college to refresh himself in methods or studies!

A message from far-off Hawaii—At our school, we have been highly interested in the NEA and its work. I personally have found that material published by the Association is always helpful and most inspiring.—Henrietta Freitas, Kawanakoa Junior High School, Honolulu, Hawaii.

Teachers show interest in THE JOURNAL check-up—All teachers in the Whittier School, Sioux City, Iowa, seventeen in number, participated in selecting the five articles they liked best in the April JOURNAL. The May JOURNAL just received a day or so ago. Already two teachers have handed in their vote on the articles in the May issue. There is quite a little interest among the teachers here in selecting each month the five articles they like best.—E. E. Bovee, principal, Whittier School, Sioux City, Iowa.

Summer schools study contemporary education—Progress is now so rapid and changes are so numerous that no one can keep up to date who is not a constant student of the educational advance. The best schools are now using THE JOURNAL of the National Education Association as a basis for this study of contemporary education. Page 194 of this issue, *Education for the Wise Use of Leisure*, is recommended for use in this connection.

A tribute to the National Education Association—You gentlemen can be of more help to the George Washington Bicentennial than any other organization or association in the United States.—United States Representative Sol Bloom, speaking in a conference of officers of the National Education Association.

North Carolina's life membership plan—The last meeting of the directors of the North Carolina Education Association voted as a policy to present the retiring president of the Association with a life membership in the National Education Association. The first life membership is to begin with the present retiring president.

Prohibition is accomplishing its purpose—Here around Hull House we used to watch whisky and beer being left at the saloons by the drayload. The poverty and suffering from drink were appalling. There is such a difference now that it

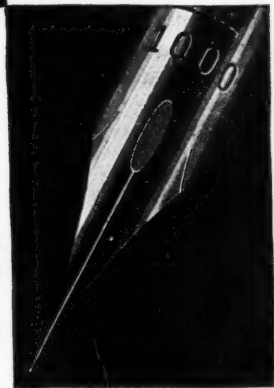
(Continued on page A-175)

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Esterbrook No. 556—
the best pen for the
Zanerian system.



Esterbrook No. 1000
—recommended by
teachers of the Palmer
Method for upper
grades.



“For Want of a Nail..”

YOU recall all the disasters that followed the famous missing horseshoe nail.

Just as poignant (although seldom so easy to see) are the misfortunes that result from neglected details in school. Little things. Faulty lighting—awkward seats—not enough chalk—scratchy pens. They often contribute to bad eyes, bad physique, bad discipline, and bad handwriting.

Often a few cents and a little care will set them right—and keep them right. It costs very little more—a few pennies per child for a whole year—for good pens.

And it spreads widening circles of better hand writing, neater written work, more ready expression, finer scholarship.

Esterbrook pens are the best obtainable. Not only are they designed and made with flawless skill, but each pen-point is individually inspected before shipping. Buying Esterbrooks, you can be sure of getting, in this detail, once and for all, the best.

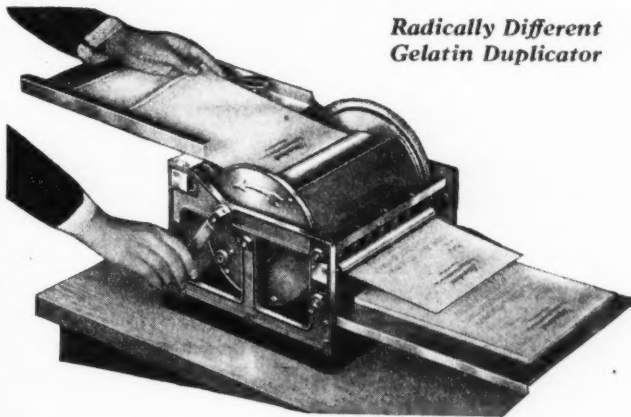
Try Esterbrook pens—at our expense! We will gladly send any teacher or school official a free assortment. Esterbrook Pen Company, 72 Cooper St., Camden, N. J.

Esterbrook

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FAST - CLEAN - CONVENIENT Standard Rotary Duplicator



Radically Different
Gelatin Duplicator

PROVIDES a speedier, more efficient and more convenient method of making copies—with no stencil-cutting, typesetting or carbon manifolding.

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Eliminates constant sponging or washing of gelatin.

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Simple automatic operation.

Produces clear, sharp copies.

Small, light, easy to carry.

Standard Rotary Duplicator is so flexible and economical in operation that no limit can be placed on its wide variety of practical uses, both in class rooms for instruction to pupils and in school offices for administrative work. It is particularly adapted to the copy-making requirements of every grade school, high school, college and business school, both public and private.

Write for complete information

Standard
MAILING MACHINES COMPANY
Second Street
Everett, Massachusetts

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 5.50		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-172)

seems like another world. Our poor are moving away into better places. The whole standard of life is rising for them. Drinking has decreased and so has our work of rehabilitating families wrecked through intemperance. We have hardly any squalid homes or neglected families to deal with. I would not see the old system again for anything.—Jane Addams. Are educational journals worth reading?—A student of the course described under the above title in the May JOURNAL wrote to the author, W. C. Eells:

After a year's actual experience in the field, I know that the periodical reading course has fulfilled its purpose in my case. I do value the acquaintance I made with periodical literature; it is a very worthwhile requirement. **Fraudulent ads are under attack**—In less than a year of operation of its special board of investigation, the Federal Trade Commission has commenced proceedings against more than 400 fraudulent advertisers and the publishers and advertising agencies who handle the advertisers copy, and through these proceedings has saved the general public an estimated sum of upward of \$50,000,000, it is announced.

It is estimated that fraudulent advertising robs the public of more than \$500,000,000 a year, the commission reports, with alleged "cure-alls," devices for therapeutic treatment, drug and toilet preparations," leading the list. At least 75 percent of the commission's cases of unfair advertising pertain to these items, it is stated.

In the prosecution of its cases the Commission joins the advertising agency and the publisher involved.

The report states: "The total amount of newspaper space devoted to advertisement of medical products and toilet articles in 1929, according to a survey conducted by the Bureau of the Census in 50 representative cities, was 81,146,000 lines, which was only exceeded by the volume given over to passenger automobiles, 81,415,000 lines, and to financial advertising, 88,073,000 lines."

The great volume of advertising in this country is illustrated, the report shows, by the Survey of Current Business for January, 1930, issued by the Department of Commerce, which shows the following expenditures for national advertising during the calendar year 1929:

In general magazines, \$203,776,077; farm magazines, \$11,092,342, and in radio broadcasting, \$16,760,851; totaling \$231,629,270.—*The Evening Star*, Washington, D. C.

(Continued on page A-176)

EVERYTHING FOR YOUR STAGE

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

Write

TWIN CITY SCENIC COMPANY2819 Nicollet Ave.,
Minneapolis, Minn.2310 Cass Ave.,
Detroit, Mich.605 Century Bldg.,
Milwaukee, Wis.911 Widener Bldg.,
Philadelphia, Pa.**A DISTINCTIVE GIFT FOR YOUR SCHOOL**

Life like composition busts of
Colonel Lindbergh and Admiral Byrd
28" Lindbergh bust \$25.00
22" " " " " " " " " " " 15.50
30" Byrd bust " " " " " " " " 30.00
24" " " " " " " " " " " 20.00

We guarantee satisfaction and safe delivery
CHICAGO STATUARY MFG. CO.
401-3 N. Desplaines St. CHICAGO, ILLINOIS

BOOK MANUSCRIPTS

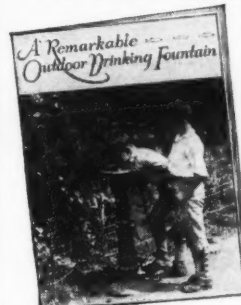
Wanted—Educational, Fiction, Verse,
Scientific, Biographical. World-wide
publishing service. Booklet free.
MEADOR PUBLISHING CO., 27
Beach St., Boston Mass.

WANTED REPRESENTATIVES

A few high type men and women can have congenial work, either in spare or full time, showing Hart-rampf's Vocabulary and Idea Chart to professional people and business men. Hart-rampf's is advertised in many leading magazines and offers a pleasant way for people, inexperienced outside of teaching, to very materially add to their income. Traveling unnecessary. No investment. Income should average \$60 to \$100 weekly, depending on size community lived in.

Write for details addressing Mr.
C. R. Hart-rampf, Hart-rampf Com-
pany, Atlanta, Ga.

Which Outdoor Drinking Fountain Would You Recommend —and Why?



Is every drink fresh
from the water
main?

Is fountain self-
draining?

Is fountain foot-
operated?

School and Playground
Officials are invited to write
for this Book.

This Book is an im-
portant contribution
to a very important
subject.

THE MURDOCK MFG. & SUPPLY CO.
Since 1853 Cincinnati, Ohio

reach the MIND through the EYE!

Do it with the help of Pathé educational films. Teachers' Aid Pamphlets on all classroom subjects explain, step for step, the most effective use of this material. Lists, prices, etc., on request. Use coupon.



Pathé

MOTION PICTURES

PATHÉ EXCHANGE, Inc. (Dept. NEA 630)
35 West 45th St., New York City

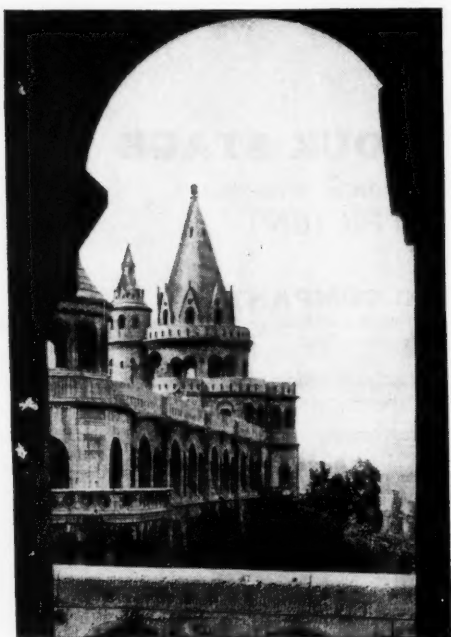
Please send me full information on Pathé
Pictures for Classroom Use.

Name

Address

Name of Projector

Mention THE JOURNAL when writing our advertisers.



Suppose you do?

What if you do know New York, Chicago, Boston and even London and Paris . . . Have you ever been to Budapest? (Now that is a bright thought!) Sidewalk cafés. Gypsy music. Hungarian color. It's as gay as Paris but the accent is different. Artists love it, and so will you. You remember how the Danube cuts old Buda and newer Pest in two? Of course, if you don't want to go to Buda, Europe is full of other gorgeous places.

And the letter in the alphabet that leads to them all is "C". Because "C" means Continent, Comfort and Cunard. It means Commodious Cabin, and Tourist Third Cabin Liners . . . a superb Cuisine you Can't forget, Congenial fellow passengers, and deft English Stewards who speak your language. The Cost of Cunard's super-service for Cabin Travel is happily within any moderate budget . . . making your memorable tour little more expensive than an ordinary vacation.

RATES

CABIN \$147.50 up
TOURIST THIRD CABIN 108 up

Join the Cunard Travel Club!
Write for folder outlining important advantages.

See your local agent or

CUNARD CABIN SERVICE



25 Broadway, New York

1840 • NINETY • YEARS • OF • SERVICE • 1930

HOLDEN Book Covers Springfield, Massachusetts

ALL TEACHERS INVITED

While Attending N. E. A. Convention
at Columbus, Ohio

to visit one of the world's largest text and reference book stores, at Main entrance to Ohio State University.

ASK for our catalog which saves you at least 25% on all used text books.

COLLEGE BOOK CO.

High St. at Fifteenth Ave. Columbus, O.

LEAMINGTON SPA, ENGLAND

(Best centre for Shakespeare country)

Armathwaite Private Hotel

Excellent cuisine, lovely garden.
Dinner, Bedroom, Bath, Breakfast, 12/6.
Officially appointed hotel of the Automobile Club of America.



In
Washington—

**The
DODGE
HOTEL**
(Formerly Grace
Dodge Hotel)

Near the Capitol

We offer you every facility for enjoying a holiday in the National Capital, and for trips to Mt. Vernon, Arlington, Annapolis, and Gettysburg.

An established "No Tipping"
policy throughout the hotel.

Special Summer Rates for Teachers

Write for Information

**Lower
fares**

**TRAVEL
by
BUS**



Go by bus to convention at Columbus, June 28th to July 3rd. Ride over historic highways—village streets—city boulevards. More pleasure per mile, more miles per dollar. Write Greyhound Travel Bureau, 11th St. and Walnut Ave., Cleveland, for information.

**GREYHOUND
Lines**

EUROPE

**33
DAYS
\$295**

Foremost Student Tours
Nearly 4000 satisfied members in 1929
250 All Expense Tours
Small groups, 1st class hotels, more motor travel. Visit the Passion Play of 1930. Send for booklet.
COLLEGE TRAVEL CLUB
154 BOYLSTON ST. BOSTON, MASS.

(Continued from page A-175)

Health and the cigaret—Teachers interested in scientific material dealing with the effects of tobacco may obtain it from the Boys and Girls Anti-Cigaret League, Room 611, 58 West Washington Street, Chicago. Peter A. Mortenson, former superintendent of the Chicago public schools, is president of this league.

Remember the heroes of peace on Memorial Day—Material has been prepared by the Women's International League for Peace and Freedom in an attempt to meet the need for practical and truer ideals of human service and types of heroes to set before children in our schools. The material may be had free of charge from the Pennsylvania branch of the League, 1924 Chestnut Street, Philadelphia, Pa.

Schools for policemen—There is a bill before Congress to create a school for policemen in Washington, D. C., under a board consisting of the superintendent of schools, the attorney general of the United States, and a third person to be appointed by the President. When one considers the serious responsibility which rests with the police it is sheer folly to send them into the line of duty untrained. Does your state provide for this essential need? Should we not have a new vision of the possibilities of the men and women who maintain public order?

Choosing a career—Superintendents and principals who are considering the employment of a fulltime specialist to help students choose their careers more wisely and who wish assistance in planning the organization of such work or in securing local support for it, may get such help without charge from the National Vocational Guidance Association, 425 West 123 Street, New York City.

American Library Association to meet—About 2000 of the 15,000 members of the American Library Association are expected to be present at the annual convention of the A. L. A. to be held this year at Los Angeles, June 23-28. Andrew Keogh, librarian of Yale University, is president. Some of the topics that will be discussed are: the library movement in California, the county library, rural adult education, the public library in the field of business, reading for pleasure among college students, hospital library service, the junior college library, library architecture, western books and book buying, library publicity, school library work, and related problems.

Conference on hard of hearing problems—The annual conference of the American Federation of Organizations for the Hard of Hearing will be held at

Mention THE JOURNAL when writing our advertisers.

the Hotel Roosevelt, New York City, June 16-19.

Progressive Education Association elects officers—At its tenth annual conference held in Washington, D. C., April 3-5, the Progressive Education Association elected the following officers: Burton P. Fowler, president and chairman of the executive board; E. M. Sipple, treasurer; J. Milnor Dorey, executive secretary; and Francis M. Froelicher, editor of *Progressive Education*.

A few questions for classes in social studies—The Journal will be glad to hear the results of class discussions stimulated by these questions:

- (1) Is privately conducted voting on public issues wholesome?
- (2) Why has the ballotbox been held sacred and surrounded with many safeguards?
- (3) If the large sums of money required for national polls come out of private hands, is there not danger that they will be supplied by selfish interests who wish to profit by the outcome?
- (4) If those funds come from subscription blanks, is it good public policy to mix a vital function like voting on government issues with subscription promotion campaigns?
- (5) If a citizen believes that magazine polls are bad public policy what recourse has he as an individual?

Character education in Granite District, Utah—Beginning in November, 1929, several articles describing the

school program and achievements of Granite (Utah) district have appeared in the JOURNAL. One item in the Granite program for character education is as follows:

Each six weeks at the parent-teacher association meeting, teachers were in their rooms one hour before the time of the regular group meeting to receive from the parents the pupils' 6 weeks' report cards. A note to parents on these cards reads: "The home, the school, the community should unite in training the child in health, work, character, citizenship, and in a knowledge of the tools of an education. That this cooperation may be effected we cordially invite you to visit the teacher of your child, confer with her regarding this report and aid her by your advice and support. You are asked to study, sign, and bring this report to the parent-teacher meeting held during the week this report reaches you."

These reports contained information concerning attendance and rating in academic subjects, health for grades 1 to 9 inclusive, and leisure time and character forming activities for grades 5 to 9 inclusive and for pupils attending school partime. These conferences gave parents an opportunity to confer with the teacher about their children's progress in all school objectives.

College salaries—The professors of Northwestern University, Evanston and Chicago, have all salaries raised one-third. This has been made possible by the \$8,500,000 received by will from the late Milton H. Wilson. The new salaries will

be \$10,000 for all professors; \$7,500 for associate professors; \$5,000 for assistant professors; and \$3,500 for instructors.

It is refreshing to find an institution that can promote faculty efficiency instead of glorifying buildings.—A. E. Winship in the *Journal of Education*.

A school for schoolmen—Eight hundred superintendents, principals, school board members, and teachers attended the first annual School Administrators Training School and Conference held at George Peabody College for Teachers, Nashville, Tennessee, April 28-May 2.

Under the direction of Dr. Walter D. Cocking the Conference operated as a short course in administration covering such fields as the functions of the board of education, supply and equipment management, school finance, selection of teachers, public relations, school buildings and sites, staff organization, teacher rating, the school library, textbooks, and school lunch rooms.

Fifteen specialists from state universities, the U. S. Office of Education, state departments of education, administrative staffs of public schools, the National Education Association, and George Peabody College for Teachers, constituted the faculty of the school. A schedule of classes,

(Continued on page A-178)

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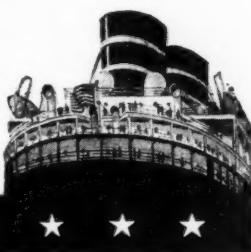
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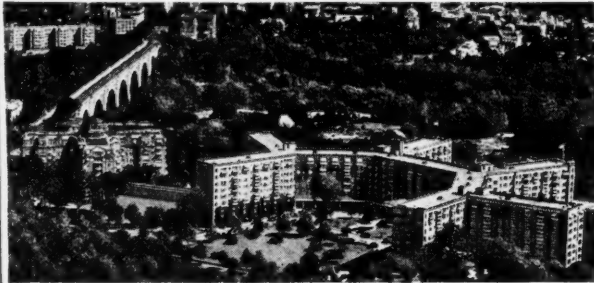
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(Continued from page A-177)

assemblies, and discussion groups were held throughout the week. Twenty-six states and two foreign countries were represented in the student body. Thirty-eight commercial exhibitors displayed educational apparatus and supplies. The conference will be repeated next year and even greater results are expected.

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joy and pride which parents and children share in their clubs.

Education vs. unemployment—Unemployment in the United States would be vastly more serious than it has been were it not that three million young people have been added to the rolls of our high schools during the past ten years, making a magnificent total of five million, which should be rapidly increased to ten million so that no youth will be denied the longer period of school guidance so necessary to success.

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Johnny: "58."

The superintendent wrote 85 on the board without any comment from the pupils. "You see," he remarked to the teacher, "they don't observe. Let's try another."

Supt.: "James, you give a number."

James: "57," and 75 appeared on the board.

Then spying redheaded, freckle-faced Tim O'Brien, who lisped, he said, "My boy, you give me a number."

Tim: "Theventy-theven, and twith that around, if you can."—From the *Texas Outlook*.

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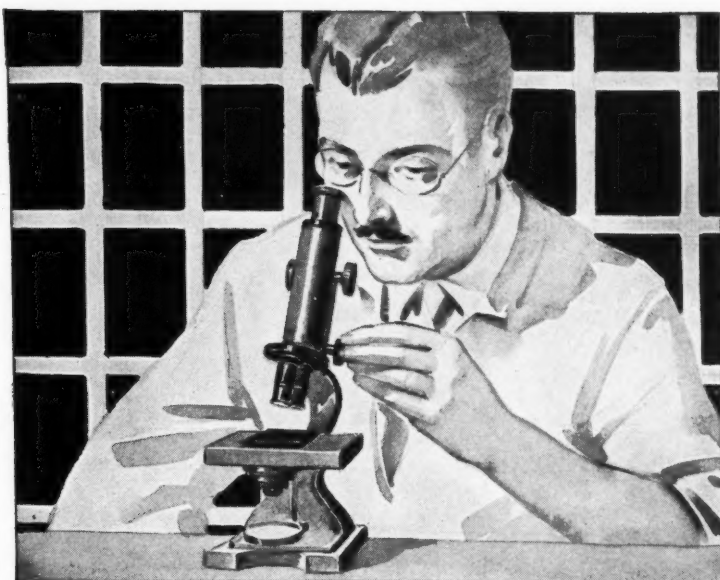
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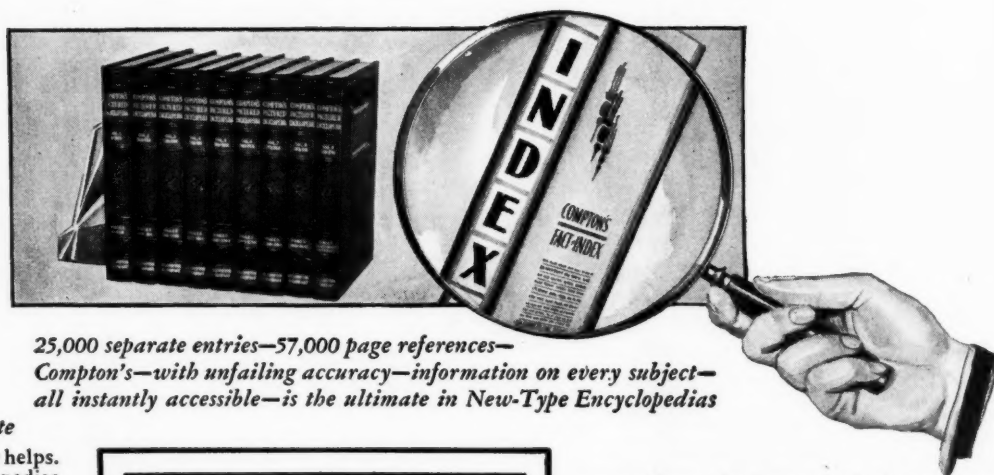
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