

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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The Program for Elementary School Library Service

By Lucile F. Fargo
Author of "The Library in the
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FOR the school administrator seeking to link elementary school libraries more closely to the curriculum. Defines the present status of elementary school libraries, discusses aims and practices, indicates points at issue, and suggests policies for future development.

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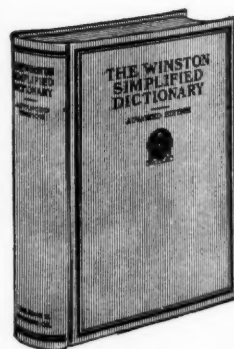
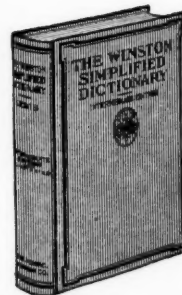
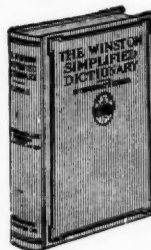
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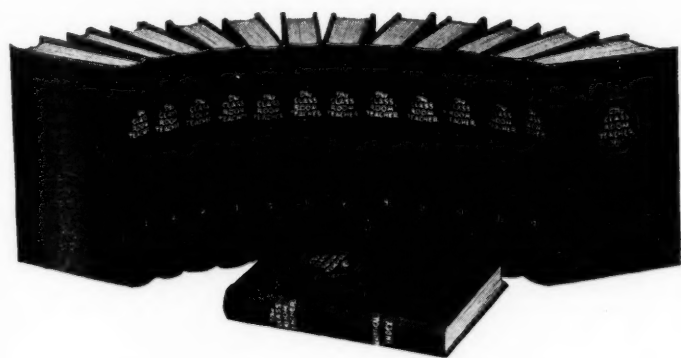
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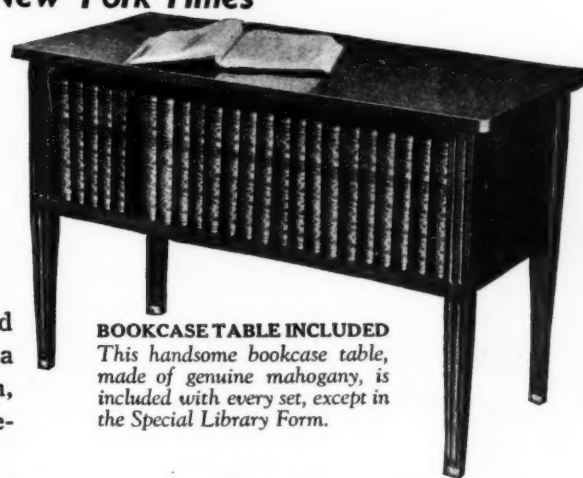
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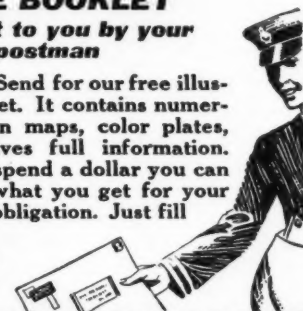
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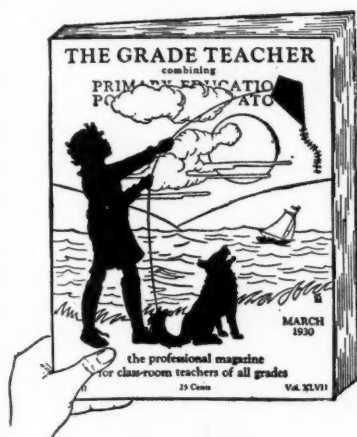
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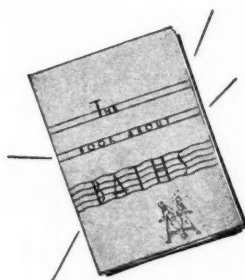
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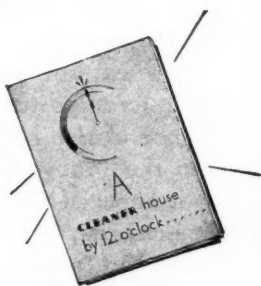
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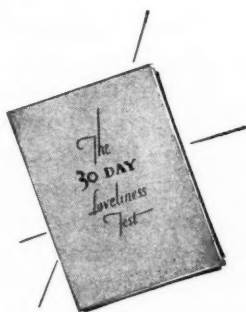
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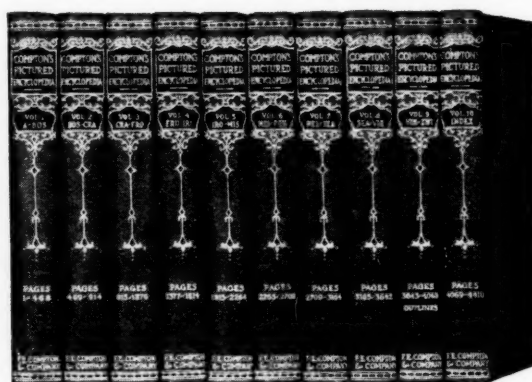
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The Future of America

A Statement for American Education Week

THE THEME of American Education Week for Sunday, November 16 is *The Schools of Tomorrow and the Future of America*. This significant theme will serve to focus attention on the prophetic element in the school. In the static civilization of earlier times, the task of the school was relatively simple—to pass on the traditions and to preserve the accepted order. In the dynamic civilization of today, the task of the school is much more intricate and difficult. Its activities are becoming rich and varied—as broad as life and as rich as individual needs require. The ideal of a fair start in life for every boy and girl is yet to be realized. The prevalence of crime suggests that there are still large numbers of people who have failed to adjust themselves to the demands of life. The fact that crime is growing less on the lower age levels may indicate that the schools are making themselves felt through their program of character education.

During the World War, people said: "Wouldn't it be wonderful if the enthusiasm, unity, and loyalty of this period could be carried over into the enterprises of peace?" *They can*. When once the people of America are brought to realize the possibilities of peaceful achievement in terms of happiness and excellence of life for all the people; in terms of a civilization far nobler and finer than any so far achieved, they will have an enthusiasm for their part in the common enterprise deeper and more significant than any period of war hysteria has seen. There is a suggestion of this new challenge in the satisfaction and pride with which visitors to the national capital view the growing beauty of the city and the plan for its further development. It is seen in the intelligence and devotion of such cities as Denver in the unified development of beautiful parks and schools. It is found in the farreaching activities of our great national associations. On

the material side the following achievements are even probable before 1950:

(1) A system of health and safety that will practically wipe out preventable accidents and contagious diseases.

AMERICA is great because of the ideals which the pioneers established for its homes, for its schools, and for its democratic community life. It has chosen to take the higher path—to reach up and out and forward. The future of America depends simply on our being ourselves, on our standing by the ideals that have made us great, on magnifying the home, on building up our schools, and on keeping alive among our citizens the spirit of reform and social advance.

(2) A system of housing that will provide for the masses, homes surrounded by beauty, privacy, quiet, sun, fresh air, and play space.

(3) A flat telephone rate for the entire country at moderate cost.

(4) Universal air transportation at low cost.

(5) A system of paved, beautiful highways will connect every part of the nation.

(6) The further development of school buildings and playfields until they will exceed in nobility the architectural achievements of any other age.

(7) The organization of industry, business, and agriculture to minimize uncertainty and depression.

(8) The perfection of the insurance system to give universal protection from disaster, unemployment, and old age.

(9) The extension of national, state, and local parks to provide convenient recreation areas for all the people.

(10) The perfection of community, city, and regional planning to give to all, surroundings increasingly beautiful and favorable to the good life.

(11) The shorter working week and day so extended that there will be work for all.

On the social side the opportunities which now belong to the more favored communities and individuals will be extended to all:

(1) Hospitalization and medical care will be available for all who need them.

(2) There will be a quickened appreciation of the home as a center of personal growth and happiness.

(3) Educational service, free or at small cost, will be available from the earliest years of childhood throughout life.

(4) The free public library will grow in importance leading the way toward higher standards of maintained intelligence.

(5) The nation will achieve an American standard of citizenship which means wholesome community life and clean government.

(6) Crime will be virtually abolished by transferring to the preventive processes of the school and education the problems of conduct which police, courts, and prisons now seek to remedy when it is too late.

(7) Avocational activities will become richer, leading to nobler companionships and to large development of the creative arts.

(8) Ethical standards will rise to keep pace with new needs in business, industry, and international relations.

(9) The religious awakening will grow in strength until most of our citizens will appreciate the importance of religion in the well-ordered daily life.

If these possibilities seem fanciful and overstated, one needs merely to recall the path of the past twenty years and to picture the vast gains that have been made in spite of the most costly and demoralizing war of our history—a war which left an aftermath of debt, crime, and political confusion from which the nation is slowly freeing itself. No one can predict the future, but he may be certain that from the standpoint of both the individual and society the best preparation for its opportunities and the safest insurance against its changes and disasters lies in education that is sound, universal, generous, and sustained. Right education is the master factor in the advance of civilization. Let us magnify the schools, the home, the church, and library.—J. E. M.

THE IDEALS which Lincoln inspired have served to mold our national life and have brought in time great spiritual unity. His words have poured their blessings of restraint and inspiration upon each new generation. In the weaving of our destiny the pattern may change, yet the woof and warp of our weaving must be those inspired ideals of unity, of ordered liberty, of equality of opportunity, of popular government, and of peace to which this nation was dedicated.—Herbert Hoover, Memorial Day address, 1930.

The Program Day by Day

AN INSPIRATIONAL THEME is provided for each day of American Education Week. These themes will be adapted to the needs of each community. Some schools prefer to emphasize one theme each year. Local posts of the American Legion and parent-teacher associations will assist with the program.

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

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

Wednesday, November 12—Theme: *The schools of yesterday.* Every citizen should know the inspiring story of education in America—its crude beginnings, its hard struggle to get established, the difficulties of the pioneer period, the revival under Horace Mann and Henry Barnard, the rapid expansion of the elementary school during the last quarter of the nineteenth century and of the high school during the first three decades of the twentieth century. Let the authorities in each state and locality recall important events in local educational history and pay tribute to the pioneers who laid the foundations for the schools of today. The school of yesterday may be worked out by having some of the older people reproduce in costume the methods, spelling contests, ciphering matches, and other activities of the early school.

Thursday, November 13—Theme: *The schools of today.* The school has become the dominant institution in American life. It is the most significant activity of both the state

AERICAN EDUCATION WEEK is observed each year during the week that includes Armistice Day. It is sponsored by the American Legion, the United States Office of Education, and the National Education Association. It begins on Monday and ends on Sunday. The program aims to emphasize the enriched outlook on education which is found in the seven cardinal objectives. The 1930 daily themes are:

Monday, Nov. 10—The schools and the enrichment of human life.

Tuesday, Nov. 11—How schools promote patriotism and world understanding.

Wednesday, Nov. 12—The schools of yesterday.

Thursday, Nov. 13—The schools of today.

Friday, Nov. 14—What the schools have helped the individual to achieve.

Saturday, Nov. 15—What the schools have helped America to achieve.

Sunday, Nov. 16—The schools of tomorrow and the future of America.

and locality. It is improving rapidly in scope and effectiveness. Visualize for your state and your community the extent of its educational efforts, the number of children served, the ideal of a fair start for every boy and girl regardless of race and gifts. Interpret through exhibits and addresses, the aims and technics of the present system. Visualize also the major problems and needs. Let every citizen feel proud of his share in the great common enterprise.

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

Saturday, November 15—Theme: *What the schools have helped America to achieve.* The

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

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

Make plans now—An early start is a vital factor in the success of your program. Let the superintendent direct activities. Request a proclamation from the mayor. Local officials of patriotic orders, parent-teacher organizations, churches, civic and fraternal organizations will cooperate by serving on committees and contributing their talent to the program. Newspapers and local radio stations will give the program proper publicity.

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

American Education Week; October 1927
American Education Week; October 1928
American Education Week; October 1929
Home Reading for Country Schools; March 1923
Come Into the Garden; June 1927
The School of Tomorrow; January 1929
Teaching the Beauty of Landscape; May 1929
The Leisure of Tomorrow; January 1930
The Need for Educational Interpretation; February 1930
The Enrichment of Human Life; February 1930
Interpreting the Public's Schools; March 1930
The Use of Leisure; April 1930
Education in the Spirit of Life; April 1930
Education and the Improvability of Man; May 1930
Vitalized Leisure; May 1930
Education for the Wise Use of Leisure; June 1930

I LOVE education because in the country from which I came only the rich could afford it, and the poorer class had to go through the school of hard knocks, and I have graduated from that school. I began life as a peddler but poor as I have been, my two daughters and my son have gone through the state university and my son is also a graduate of Harvard Law School. He is now an assistant state attorney general. I believe the only solution for making this world a better place to live in is education.—This statement from a leading citizen and state officer of one of our American commonwealths suggests the kind of tribute which citizens in every community are ready to bring as their contribution to American Education Week.

How Schools Enrich Leisure

THE INSPIRING THEMES of American Education Week aim to emphasize the broader outlook on education which is embodied in the seven cardinal objectives. Many schools prefer to emphasize one of these objectives as a special theme during American Education Week each year.

Last year, special emphasis was given to: *What Schools Do To Improve Homes*. This year in line with the work of the special committee which has been appointed in this field, many schools will wish to emphasize: *The Wise Use of Leisure, the Enrichment of Human Life, and Adult Education*.

Automatic machinery is now rapidly replacing human hands. Within a century, the working day has been shortened from sixteen hours to eight. Perfected processes, machinefacture, and mass production are now making such rapid advances that unless the working period is immediately shortened unemployment will become chronic and severe. The five day week is an immediate necessity. The seven hour day lies around the corner and the six hour day but a short distance up the road. This increase of leisure is of great importance to the school. It presents difficult educational problems and a major opportunity. Schools enrich leisure:

- (1) By introducing young people to a wide range of life interests.
- (2) By teaching the use of books and libraries and developing wholesome reading appetites closely related to each of the great objectives of education and life.
- (3) By developing appreciation of fine music and skill in singing, playing, and dancing.
- (4) By having children participate in games and sports which may be easily continued in after years.
- (5) By providing experience in pleasant social life through school activities and clubs.
- (6) By cultivating in children a love of the outdoors—appreciation of flowers, animals, landscape, sky, and stars.
- (7) By giving children an opportunity to develop hobbies in various creative fields—

gardening, mechanics, applied arts, fine arts, architecture, city planning.

(8) By making the school and its playfields the center and servant of a wholesome and satisfying neighborhood life.

THE PROGRAM for American Education Week is built around the seven cardinal objectives of education. These objectives suggest a school program as broad and as rich as life itself. They have been made the permanent platform of the National Congress of Parents and Teachers. As used on the 1930-31 membership card of that organization they are stated as follows:

Health and Safety
Worthy Home Membership
Mastery of the Tools, Technics, and Spirit of Learning
Citizenship and World Goodwill
Vocational and Economic Effectiveness
Wise Use of Leisure
Ethical Character.

(9) By calling attention to various recreational agencies and the values which they serve—theaters, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.

Some tests of the schools: Contribution to leisure—No school can afford to be satisfied with merely a traditional program of training for leisure. If it is true to its civic responsibility, the school accepts the task of training *all* youth for leisure *now in the community where they live*. This means a variety of activities. Here are a few tests:

- (1) Does your school have a director of leisure education?
- (2) Are the pupils' habits of using leisure among the requirements for graduation?
- (3) Does the leisure of the school have points of contact with the leisure of the community?
- (4) What has the school contributed to community social and civic life?
- (5) What has the school contributed to community intellectual life?
- (6) Has the school encouraged reading aloud in the home?

(7) Has the school helped to establish in the community a professional library service?

(8) Has the school encouraged *intelligent* travel, preceded by careful study of the literature on the main points to be visited?

(9) Has the school encouraged better homes, garden design, and a longtime program of community planning and beautification?

(10) What is the school doing to foster creative arts among adults in the community?

Some special themes—It is in the realm of the spirit that America will make its great gains during the years ahead. The soft life, the gaudy, the trivial, the superficial, and the selfish cannot command for any length of time the enthusiasm of our fine young men and women. This point of view can be brought out in the following themes:

- (1) The leisure of yesterday
- (2) The leisure of today
- (3) The leisure of tomorrow
- (4) What should leisure do for the individual?
- (5) What should leisure do for the home?
- (6) What should leisure do for the community?
- (7) What are the dangers in allowing leisure to be commercialized?
- (8) Leisure and the creative arts
- (9) Leisure and the development of skill
- (10) The importance of leisure outdoors
- (11) Leisure and physical vigor.

A leaflet for parents and teachers—*Educating for Leisure*. Order from The National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C. Prices: 1 copy 10¢; 20 copies, \$1; 100 copies, \$4; 1000 copies, \$30.

JOURNAL references on leisure—Month after month, THE JOURNAL of the National Education Association has been gathering the choicest material on leisure. A list of references to this material may be found in THE JOURNAL for May 1930, p194.

Three valuable Research Bulletins—*A Selfsurvey Plan for State School Systems*. Parts one and two, March and May 1930. *Investing in Public Education*, September 1930. Twenty-five cents each.

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

A Calendar of Interpretation

THE MOST EFFECTIVE program of education interpretation is a continuous day by day reporting of the aims, needs, and achievements of the schools. The person responsible for carrying out this interpretation program will wish to plan it far in advance, in order that all activities of the schools may be reported in full and at appropriate times. The following calendar of interpretation has been prepared by selecting from the news and feature topics that have been used at the times indicated, those which seem worthy of a permanent place in the yearly schedule. In beginning plans for the 1930-1931 program, schools will find this list of topics useful. It should be expanded to cover the events of the year and adapted to the needs of the school system. Information may be carried to the public through the newspapers, the radio, school publications, exhibits, public meetings, and other community agencies.

September

Newspapers

- The opening of school; new schools
- Enrolment
- New teachers: new courses
- A kindergartner's first day at school
- Exhibits and demonstrations
- School work at state and county fairs
- School floats in Labor Day parade
- Exhibits of school gardens

Meetings

- PTA reception to new pupils' parents
- Faculty reception to new teachers

Radio

- Address by superintendent

Publications

- Bulletin of greetings to home

October

Newspapers

- School needs at November election
- Student council and club organization
- Provision for adult education
- Report of health examinations
- Adaptation of courses to student needs.

Meetings

- State and local teachers associations
- PTA meetings

Assembly programs

- Addresses by prominent citizens
- Addresses by faculty members

November

Newspapers

- Plans for Thanksgiving observance
- Educational articles from NEA headquarters

American Education Week

- Parents visit schools
- Teachers visit homes

Meetings

- PTA addresses on what the schools help the individual and the nation to achieve
- Sermons: *The School of Tomorrow*

Radio—Radio parties to listen in on American Education Week national broadcasts

Publications

- Bulletin to the home on *Schools of Today*

A MAJOR PURPOSE of the National Education Association is the preparation and dissemination of information on the aims, needs, and achievements of the schools. The Division of Publications maintains a newspaper and magazine service at NEA headquarters, operates a press bureau at national conventions, promotes the observance of American Education Week, arranges radio programs, and makes contacts for the NEA with other national organizations. This unit of the headquarters staff offers its assistance in carrying out local educational interpretation programs. Local school officials are urged to send to this division good illustrations of school interpretation—bulletins to the home, newspaper stories, and reports of successful publicity campaigns of all kinds.

December

Newspapers

- The fresh air school
- School parties and entertainments
- Names of midyear graduates
- Honors and achievements of pupils
- Election of staff and plans for school annual
- Awards for honors in fall sports
- The school and the Community Chest
- One hundred percent attendance rooms

Entertainments

- Christmas plays, cantatas

Exhibits

- Industrial and fine arts work completed
- Physical education demonstration

Radio

- Superintendent reviews calendar year

January

Newspapers

- Reopening of schools
- Midyear graduation exercises
- Work of medical and dental clinics
- Plans for second semester
- Pupil promotions
- Extracurriculum activities
- Midyear graduates who will enter college

Radio

- Address by high-school principal to mid-year graduates of elementary schools

February

Newspapers

- Winter convention of the NEA
- Changes in teaching personnel
- Classroom projects
- Provisions for safety in the schools
- Results with undernourished children
- Reports of the school research division
- The school cafeteria
- Program to honor Lincoln and Washington

- Radio—Address by president of PTA on home and school cooperation

Publications

- Special midyear issues of school papers

March

Newspapers

- Thrift in the schools
- Evening classes
- Care of crippled children
- Report of the school health department
- The school library

Meetings

- Activities of the PTA

Radio

- Address: *What Education has Helped America to Achieve*, by a citizen

April

Newspapers

- Vocational guidance in the schools
- Provisions for behavior problem children
- Degree to which pupils tend to "drop out" of school before the close of the year
- What pupils learn in arithmetic

Meetings

- PTA school night
- Spelling match between parents and pupils

Radio

- Address: *Education and the Enrichment of Adult Life*, by a high-school teacher

May

Newspapers

- Feature article on the *Development of the American Public School*
- Presentday methods in teaching reading
- Percent of time the school gives to fundamental subjects
- Plans for observing Memorial Day

Assembly

- Horace Mann birthday program, May 4

June

Newspapers

- Commencement program
- Graduates
- Where graduates will continue education
- Summer meeting of the NEA
- Teacher appointments for next year
- Student honors for the year

Exhibits

- Manual, industrial, and fine arts
- Home economics
- Classroom projects

Demonstrations

- Commencement exercises
- Field Day

Meetings

- Alumni dinner
- Senior farewell party

July

Newspapers

- Where teachers will vacation
- School costs for the year
- Building plans for coming year
- School garden projects

August

Newspapers

- How the school buys and distributes supplies and equipment
- Summer schools
- School repairs and replacements
- Playground and recreation activities
- Library books and school supplies

YOUR CHILD AND ITS SCHOOL

Some Hints to Parents

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

Insist upon children under fourteen having at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

Show an interest in the children's school work, athletics, and other activities.

Visit the classroom during American Education Week, and at other times, for a better understanding of conditions.

Do not criticize the teachers or school at all within the children's hearing. Always hear both sides of every question and ask the teacher about it.

Instil in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the schools offer unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their cooperation. If there is a parent-teacher association in your children's school, join it. If there is none, why not form one? Intelligent cooperation brings splendid results to all.

—Courtesy United Parents Associations of Greater New York Schools, Inc.

Facts for Writers and Speakers

TO HAVE in one place the most recent figures which reveal the larger achievements and trends of education in relation to the life around it is the aim of this page. The lay mind best understands the school as it is interpreted in relation to the larger movements of the age.

How many teachers are there in the United States?—There were 1,010,232 teachers in the United States in 1928 according to Bulletin 1930, No. 3 of the U. S. Office of Education. Of these 209,398 were men and 799,816 were women.

How many are enrolled in normal schools and teachers colleges?—There were 274,348 enrolled in normal schools and teachers colleges in 1928 according to Bulletin 1930, No. 3 of the U. S. Office of Education. This is an increase of more than 100,000 in five years.

Fifty years of public schools—There were 10,000,000 pupils enrolled in 1880. There are 25,000,000 in 1930. There were 6,000,000 in daily attendance in 1880. There are 20,000,000 in 1930. There were 4% of youth from 15 to 18 in high schools in 1880; 55% in 1930. There were 3% of persons from 19 to 22 doing college work in 1880; 20% in 1930. —From *Fifty Years of Publishing* by the Houghton Mifflin Co.

Education's challenge—It has been stated that twenty-five percent of the workers of this country are engaged in occupations that were wholly unknown thirty years ago. Education must be alert to prepare youth for new tasks.

Concerning the schools of tomorrow—Too often in the past America has made its teachers tramps—forcing them to move as the only means of obtaining better salaries; subjecting them to the uncertainty of annual elections; preferring adolescent girls to established men and women; and thinking of its teachers as outsiders. The teacher of tomorrow will be a part of the neighborhood life—a home owner and lover, known by all, appreciated and honored.

A new educational problem—There were more than 31,500 people killed by automobiles during 1929. This was 23 deaths for each hundred-thousand people in the country—an increase of nearly 13% over 1928. Safety education is one of the new demands upon the schools.

Our industrial advance depends on education—No machine or product is complete in itself but must be complemented by knowledge in the minds of its users. For this civilization fundamentally is not of mechanics

but of education. American industrial advancement is founded not upon the laboratory or the shop but upon our nationwide system of free schools.—From an advertisement by N. W. Ayer and Son, Inc.

Maxims for Public Speakers

Always have something to say and there are lots of things to say if one will but seek for them.

Always say what you want to say.

Have a care to arrange the speech well. Let it have a beginning, a middle, and an end.

Be clear. Make yourself understood.

Be careful not to overornament the speech.

Do not tell a joke if it is not to the point and will detract from the main thought.

In delivery speak slow enough and well enough to make all hear.

Do not allow yourself to become dull.

Write out full notes but use as few as possible.

Do not speak long enough to tire the audience.

Always have your peroration so that you will have something other than your hat to sit down on.—James Bryce, Esquire.

Values in the United States—The human capital of the United States is valued at more than 1500 billion dollars. Our national wealth is calculated at 360 billion dollars.

How has our wealth increased?—From 1909 to 1926 the income of the people of the United States in current dollars increased from approximately 27,000,000,000 to almost 90,000,000,000. In terms of 1913 dollars the change was from 28,000,000,000 to 53,000,000,000. During the five-year period from 1921 to 1926 our income increased almost 50%. We seem even today to be in the midst of a new economic revolution which may prove as significant as the invention of power-driven machinery in the eighteenth century. —From *Secondary Education and Industrialism* by George S. Counts.

Number of millionaires increases—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 twenty-one to almost five hundred, twenty-four of whom had incomes of over \$5,000,000 each.

Are Americans heavily taxed?—The nation's total tax bill requires a smaller portion of its income than is required in other important countries.

Percent of income spent for education—The total annual income of the United States is 90 billion dollars. Two and one-half billion dollars is spent annually for public education. Education multiplies human capital.

A good quotation—It is the schools that produce prosperity and not prosperity that produces the schools.—French Strother, secretary to President Hoover.

The problem of undeveloped trade areas—Under the very nose of American industry lie undeveloped trade areas. They are communities whose schools are too poor to create a high standard of living. Untrained teachers, shabby buildings, fourth-rate equipment, no supervision, starvation finance—these do not make for good schools. They do not produce a high civilization with citizens who can work effectively and buy generously. A small fraction of the money now spent to develop foreign trade fields would create in the backward areas of America an undreamed of buying power. Let American industry get back of the schools. Federal aid for our neglected rural schools is one answer. From a purely business standpoint, we cannot afford not to take that step.

The development of railroads—In 1842 there are but 4000 miles of railroad in the U. S.; by 1860 there were 31,000; by 1880, 93,000; by 1900, 199,000; and by 1920, 264,000. The development of our system of paved highways has been even more rapid.

Telephones increase—In 1880 there were 31,000 telephones; in 1900, 1,300,000; in 1920, 12,500,000; in 1926, 16,900,000; and in 1927 18,500,000.

Automobiles show great increases in thirty years—In 1899 there were fewer than 4000 motor vehicles in the U. S. There are now more than 25,000,000.

Increase in NEA membership—In 1908 there were in round numbers 5000 active members in the National Education Association. In 1918 there were nearly 10,000; in 1930 over 205,000 with more than 3000 life members.

National Congress of Parents and Teachers shows gain—The National Congress of Parents and Teachers has a membership of 1,481,105 according to its proceedings for 1930. This represents a growth of more than 100,000 during the past year.

Libraries needed—For every inhabitant in the United States there is available about two-thirds of a public library book.

America's leisure—There are said to be 2,000,000 golf players on the courses of the United States—a fine contribution to the wise use of leisure.

FOR radio speakers—The following suggestions have been developed for those who wish to succeed in the successful transmission of thought by radio—Write out your exact wording. Begin with one or two short striking statements. Present your subject on the level of thirteen-year-old listeners. Use a few pertinent historical illusions. Anecdotes, short and clearly to the point, are good. Avoid too much generalization. Minimize preachment and advice. Revise your manuscript for clearness and delivery. Reread aloud several times under the watch. Speak distinctly directly into the microphone. Do not change position while speaking.

"To Grow an' Grow Forever 'n' Ever!"

WHAT's the most important thing in the world?" asked the teacher. "To grow an' grow forever 'n' ever!" answered a starry-eyed little girl, and she was right!

This is the story of a great man who has never ceased to grow and who shows children how to keep on "forever 'n' ever."

The position of superintendent of a public school system of sixty thousand pupils may not strike you as dramatic, but to Willis A. Sutton, of Atlanta, the job is all drama. He feels gravely responsible for the form, tragic or happy, which these young lives in his charge eventually assume. And of all that multitude of growing boys and girls there is not one to whom he is not personally known.

A little girl pointed him out to me recently on the streets of Atlanta as "the man whut luv'es childrun." He talks to them over the radio, she informed me, writes a piece in the paper for them every Sunday, and thinks about them all the time!

Out of the modest salary of a teacher he has contrived to aid more than eleven hundred young people "hungering for knowledge" to satisfy that hunger. But he refuses to speak of this or to have it appear in the light of philanthropy. "It was a business investment," he insists, "and a corking good one, too."

During the seven years that he has occupied his present post, Willis Sutton has revolutionized the system of education in Atlanta. For one thing, he has accomplished the feat of having the teeth of every single child examined and put in good condition. And now he is spurring his young folks on toward establishing a new high standard of perfect health. While this campaign is in progress, he is working to bring to pass another splendid dream—a great free university in which no boy or girl shall be denied a college education because of lack of funds.

His greatest achievement, however, is to be found in his remarkable influence over the young, particularly the boys of his schools. "There has not been so large a percentage of clean, upright young men in Atlanta in the whole of its history as there are today," I was informed by dozens of the foremost citizens. "This," they assured me, "is largely due to the influence of the man at the head of the public schools."

Mr. Sutton's reputation as a leader of youth is not confined to his own city; it has spread over the country. Within the



AT COLUMBUS, Superintendent Willis A. Sutton of the Atlanta schools was elected President of the National Education Association for 1930-31. This article tells the story of his life.

past few years he has responded to invitations from thirty-eight states to tell what he knows about children, how he appeals to them and brings out the fineness in them.

Willis Sutton insists upon spending among his children every hour that he can filch from his desk. I put in a busy morning, trailing him from high school to kindergarten. I found him finally in a room full of children of the elementary grades. He was drawing them out, rousing them to the very nth degree of mental alertness. He doesn't believe in telling young people—or older ones either, for that matter—anything that they can think out for themselves. Minds, like everything else, grow through exercise, he reminds us. And whatever fires the interest of a child sufficiently to make him rack his brain enthusiastically whether it be a picture puzzle, a game, or an original proposition in geometry—supplies this exercise.

"Children, what's the most important thing in the world?" He tossed this query, like a ball in their midst, as I entered the room. Before you could say "Jack Robinson" half dozen youngsters were on their feet fairly bursting with answers. These included most of the things whose value Mr. Sutton had stressed in the schools: "Religion;" "The family;" "Always to tell the truth;" "Not to be 'fraided of anything except to be a coward;"

"Good health;" "Clean teeth;" "Courtesy." A shrill-voiced little boy piped out excitedly, "A clean collar!" and in the laughter which this provoked hastily changed it to "Cleanliness." And a delightful girl hazarded, "To be a real man."

But none of these things seemed to be just what the superintendent had in mind. In a way, he said, the answer to his question included all the suggestions the children had offered. Without it no man would amount to shucks; the very world would come to an end. Everyone was on tiptoe mentally. I could almost hear the thoughts crackling and sizzling beneath those dark and tow-colored bobs and shingles. Then a starry-eyed, red-cheeked little scrap of a girl caught his idea and announced triumphantly: "I know, I know! It's to keep on—not to stop—to grow an' grow forever 'n' ever!"

Yes, that was it! He nodded agreement, as elated as she. "To grow in wisdom and stature—gloriously, beautifully—as that little boy of two thousand years ago had grown." This thing of growth is at the very heart of all his teachings, growth in character and spirit, mind and body. The story of how Mr. Sutton came to devote himself to work dealing with young people strikingly illustrates the effect of early training upon character.

"I was brought up to be a missionary," he told me. "My mother had believed that she was called to follow this vocation, and when I was born, the seventh of her children, she had the singular conviction that I was to carry out the mission she had failed to fulfill. As a small boy, living on my father's plantation near the little town of Danburg, Georgia, the only name by which I was known for miles around was 'Preacher.'"

When he was old enough to go to school, the children built him a tabernacle of logs and pine boughs. And every day at recess, he held services there, gave out familiar hymns, called up burdened young sinners awaiting only the invitation to repent of their wickedness. And as they came, sometimes moved to tears by the thought of their misdeeds, he would pray earnestly for them—and for himself as well. "For I knew I needed it," he remarked. So, at this early age, he acquired an intimate knowledge of the bewilderments and griefs that cloud the bright days of childhood.

On Sundays, the old minister, in his long black coat, looking over his spectacles to the high pew where Willis sat, straight and still, beside his mother, would say, "Will our young brother lead us in prayer?" And, responding, the boy would rise and stand barefoot in the aisle, and pray.

His elder brothers helped with the work of the farm but his mother kept him about the house as her assistant. "Anxious to spare her in every way I could," he said, "I learned to run the sewing machine. As she basted, I stitched up the older children's clothes and we turned out the finished garments at a grand rate. While we worked, mother would talk of the future she foresaw for me. It was a future extraordinarily barren of wealth or fame, and rich only in unrelenting toil for

others. Yet, as she painted it, she made all other careers seem poor and unworthy beside it, and I would listen, stirred to the soul."

Hard times struck the farmers of his section when he was twelve and for several years conditions grew steadily worse. As the time drew near when Willis was to go to Emory University to prepare for his work as a missionary, cotton fell to four cents, ruin stared the farmers in the face, and the young people cherishing dreams of college and idealistic careers had to put aside those dreams and knuckle down to work. His mother, however, refused to give in to circumstances. Willis was going to college, she insisted, if cotton dropped to nothing. It was right that he should have this training, and when a thing was right there was always a way by which it could be done. But the weeks slipped by, and no way appeared.

"Two days before college was to open," related Mr. Sutton, "learning that there was a school without a teacher in another part of the county, I saddled a horse and rode over to see if I could get it. On my return home, I was astonished to find my trunk packed and strapped beside the front door. 'What does this mean?' I exclaimed. It meant, mother informed me triumphantly, that I was going to Emory the next day and she put into my hand a ten-dollar bill which she had borrowed from a neighbor. 'I can't go on ten dollars,' I told her gently. 'Why, my tuition alone would be around seventy.' But she was not to be dismayed or turned from her purpose. This would get me there, she explained; the rest would come. She possessed the strength of many very gentle people. There was no resisting her. And the next morning at dawn, feeling like a person in a dream, I was jogging along the red clay road in the old family chaise, bound for college, with ten dollars in my pocket, and back of that as my only assurance that my bills would be met—my mother's unflinching faith."

In the months that followed the money reached him, even as she had promised. "It was through no miracle, however," he added, "other than her own tireless energies and unconquerable will. During that year, she sewed for her neighbors, grew farm products for the town market, raised bees and disposed of the honey and wax, secured another and larger loan from the same generous friend, and left untried no means of earning an honest dollar."

After being graduated from Emory University, Willis joined the Methodist Conference of Northern Alabama, and at his request was sent to the Talladega Mountains of that state. "My charge," he stated, "consisted of five churches scattered among the hills of Clay County. The salary for all five was two hundred and sixty-three dollars a year; which was ample, for my parishioners were so generous that my grocery bills rarely exceeded eight dollars a month." For four years he preached there, and in those years the number of his churches grew to seventeen. In addition, he offered his services for three mornings a week to the Clay County High School at Ashland, and was made professor of English without pay.

It was a life as crowded with useful activities and good deeds as ever his mother had

pictured it to the rapt little boy beside her, and in it he found complete happiness. Then, with the suddenness of a bolt from the blue, his ministerial work was brought to an end by the development of throat trouble, which proved so serious that he was compelled to give up the ministry.

"But though I could no longer preach, I could still work for the things in which I believed," he said. "During the term of my pastorate, I had necessarily learned to know every man, woman, and child living among the hills of Clay County. I loved these people greatly, and had looked forward to spending my life among them; but I was especially drawn to the children and young people. Of these I found that an appalling number had no education whatever, others had attended only a few sessions of the short-term elementary schools.

"To these children, education seemed a doorway beyond which lay all opportunity. It represented to them their one means of conquering the poverty and hardships of their lives, and their yearning for it was like physical pain: 'If I jes' had schoolin' I wouldn't ask nothin' of nobody!' a wistful little boy, typical of many, burst forth, one day, as we touched upon this agitating topic. I knew something of the ache of that longing and often I had thought that the greatest work which anybody, minister or layman, could accomplish there in those mountains would be to make it possible for these children to get an education. I now resolved that this work should be mine."

Applying for a position in the Clay County High School at Ashland he was made principal. He at once set about putting his school within reach of every child who could possibly come to it. As a first step in this direction, he rearranged his sessions so that the vacation time coincided with the busy farming months of early spring and summer. "For agriculture was the sole industry of this section," he explained, "and practically every child of high-school age worked in the fields."

Next he went through the mountains of the county on a recruiting expedition for pupils, seeking out every little isolated shack where lived a boy or girl who, having attended a few sessions of the short-term elementary schools, was eligible for the next upward step. Sitting about the doorways of these mountain cabins, he would discuss with the parents ways and means by which they could manage to send their sons and daughters to Ashland. "And as we talked," he said, "the young people whose fates were in the balance, barefoot and clad in garments of homespun—which sometimes they had woven themselves on hand looms in their cabins—would draw near and listen, their eyes starry with visions."

Returning to Ashland, he canvassed the town for boarding places where bright young pupils, poor in worldly goods, but richer than Croesus in ambition, could afford to live while they acquired knowledge. "Stirred by the stories of these boys and girls," he resumed, "well-to-do families of that warm-hearted little town opened their doors and took in numbers of them as guests. Others charged only enough to cover the actual cost of the food. And still others agreed to accept, in lieu of money, farm products in sufficient quantities

to counterbalance the appetite of a growing young student. In short, the whole village became a boarding-house and down from the hills swarmed between three hundred and fifty and four hundred boys and girls, impatient to begin their thrilling progress along the high road that led to learning.

"I knew nothing, at this time, of methods of education," Mr. Sutton stated, "nor was I even particularly interested in these. My one purpose was to try to fit my school to the needs of these mountain children.

"Therefore, when a boy expressed a desire to learn bookkeeping or stenography or typewriting, giving as his reason, 'It would come in mighty handy if I ever get to college,' or a girl thought it would be a good thing if she knew how to make her own clothes or to cook properly, we held a faculty meeting to decide which of us was most competent to teach this branch of knowledge. And the one who was, added it to his schedule. If a student didn't seem able to get the hang of a subject, his instructor took him in hand and wrestled with him, never giving up until light dawned. When that moment arrived, it would have been difficult to say which was the more jubilant, teacher or pupil.

"'P'fessor, I believe I'll bust if I don't let out a shout or two,' said a boy on one of these occasions.

"'Same here,' chuckled the teacher, and together they made the welken ring.

"Our school was poor in equipment, having no laboratory or tools or maps and no money with which to buy these things," Mr. Sutton went on. "But the mountains were full of minerals and we went out and dug these up and studied them. We had all the land and rocks that we could see and of these we made gigantic maps. We made one map of the United States that covered six acres. Upon it we outlined the great railway systems, and some of the enterprising students built miniature trains and set them upon the tracks and placed tiny ships along the coast in the white paths of steamers. 'I sure know this country,' one of the boys remarked, when his model was completed. 'I bet you couldn't lose me in it.'

"The subject which seemed to me of most vital importance to these young people was farming. Every plan affecting their existence hinged upon the success or failure of the crops. 'All of you boys and girls have got to make the money for your education,' I said to them one day, 'and you've got to make it out of the soil. Therefore, don't you think it would be the sensible thing for us to learn everything we can about this subject—become such expert farmers that we can take a few acres and by careful cultivation make them yield the harvest of many?' They thought so unanimously. 'You'll sure have your hands full, teacher,' commented one of the boys, dryly, 'if you start out teaching us farmin'."

Well, that was what Willis Sutton wanted. So he made a school project of each pupil's farm work and the entire student body launched out into scientific agriculture.

"Even those parents—and they were the rare exceptions—who would never hear to their children's going to school, feeling that it was a 'bardacious waste of time and money,' raised no objections to my teaching them

farming," continued Mr. Sutton. "Some sense in that," they granted. A close-fisted old farmer, who was of this number, had previously informed me that his sons belonged to him till they were twenty-one, 'An' hain't nobody goin' tek 'em away fum me a day sooner,' he declared, with fire in his eyes. Now, however, he not only consented to my teaching the oldest boy, Sam, 'anything I mout know 'bout farming,' but he even agreed that the boy should have all he made over and above what he considered an extra good harvest. This agreement, though, he considered a great joke. 'If he kin beat that,' he chuckled, 'he's welcome.'

"But the boy saw in this contract the opportunity of a lifetime. 'I'm aimin' to buy my freedom from the ole man,' he confided to me cheerfully. And after several years he did just that. He learned to farm so well that he was able to hire a man to work in his place during the spring and autumn, while he went through school and college, paying all of his own expenses.

During the week-ends the principal of the Clay County high schools got in his buggy and drove through the mountains to see about those children who were not in school. Often parents would send for him to discuss this important matter. A little boy trudged twenty miles over the hills to talk with him. "Me an' Ma can't stand fer me to grow up in ignrnce," he said.

"Is there anything she can do to make a little money?" he was asked.

"She could make a sight of money if she jes' had a sewing machine," the boy replied eagerly.

The professor went to see the mother and found her equally confident and two weeks later a highly varnished golden-oak machine was borne up the mountains in an oxcart and in its place a brand-new little scholar traveled down to Ashland.

As Mr. Sutton's throat grew stronger, he began to speak in the churches where once he had preached, only now his text was always education.

"As a safe and sound business proposition," Mr. Sutton exclaimed, "I heartily recommend to the hard-boiled capitalist that of making loans to boys and girls eating their hearts out for an education—most any boy or girl with this burning ambition. The payments may be slow in coming in at first, but they are sure in the end—surer by far than any other financial venture of which I have any knowledge."

But Mr. Sutton's interest in children was not to be limited by the boundaries of Clay County. Soon he was making pilgrimages into the mountains beyond and, after a time, he was devoting his summers to exploring the Talladegas. His objective was at least to establish in each little cove and valley one of the short-term elementary schools. Wherever he went, a new and wonderful hope stirred in the hearts of young folks, shut away from the world of opportunity. Here at their doors, miraculously, was one who cared what became of them, who was not concerned merely that they should go to heaven when they died, but that they should make the most of their lives on earth.

His activities became known among educators throughout the south and in 1912 he was

put at the head of the agricultural schools in the mountainous region of northeastern Alabama.

With six other men eager to blot out illiteracy in the Talladegas, he organized a whirlwind campaign and during one summer he established sixty-seven elementary schools in those parts. To educate the children of the mountains had become a passion with him and he was resolved to devote his life to it. But in his zeal, he refused to give in to fatigue, or to admit the need of rest, and the result was a physical breakdown which put an end to his work in the mountains and left his dreams for the young people of those hills to be worked out by others.

It was thought, at this time, that he would never be able to engage in active work again and the doctors sentenced him to an indefinite period of idleness and quiet. When at the end of six months he was offered a position as head of the English department of Tech High, the largest public school for boys in Atlanta, he threw discretion to the winds and promptly accepted it. "I feel that this will allow me as much rest as I can endure," he observed. It was impossible, however, for him to be with young folks without becoming absorbed in them and soon he was as deeply engrossed in plans for the youths of Tech High as ever he had been for the children of the Talladegas.

After two years, during which his health was entirely restored, he was made principal of this school and when three years later he resigned to become head of the public school system of the city, the attendance of Tech High had grown, under his guidance, from 160 to 1892. Women living in other sections of the town begged to have their sons transferred to this academy. The principal, they explained, had an extraordinary knowledge of what went on in the heart of a boy and unfailing sympathy with what he found there.

"Most of us older people," he went on, "make the mistake of imagining that in dealing with youth we are dealing with inferiors, whereas the very reverse is probably true. Practically all parents, in discussing their children with me, speak of them as if they were lovable, irresponsible young creatures, who, they hope, will become something some day, but are not as yet real people. It does not seem to occur to them that the character and personalities of these boys and girls might be as positive and pronounced as their own. In our schools, we say over and over to our pupils: 'You are intelligent, responsible human beings and we expect of you exactly what we would expect of all such persons, whatever their age.' And we all add this: 'Whatever is important in the world for grown people to know, is important for you, for you are a part of it all. There is no gulf between school and life. Your education continues until the end of your days. That's what makes it so splendid—as long as you live you can grow. Your seat is your present office and the work you do is important, as rich in returns, as that of the biggest business man in the city. You are now learning to familiarize yourselves with the tools of knowledge, tools which, a little later, you will put to practical use.'"

In the past seven years, Mr. Sutton has linked up every part of Atlanta with the public schools. There is no industry or business

corporation, no department of city or state that has not been made to contribute its share to the education of the child. Great manufacturing plants, commercial houses, law courts, municipal and state offices, all throw wide their doors on occasions, so that multitudes of children—the men and women of tomorrow and the day after—may come in, begin to measure these things with their clear young eyes, and consider whether, when they are grown, they would care to be a part of these undertakings. The best lawyers, doctors, ministers, business men, put aside from their crowded lives sufficient time to go to the schools and talk to the children and tell them about their professions and what each means to the man who follows it.

"During the years that I was with Tech High, I specialized in boyology," Mr. Sutton told me, "And by this I mean the science of the all-round human boy. As a teacher, I didn't see how I was to do anything very much for my pupils unless I knew them, learned what kinds of human beings they were, and how to appeal to them individually. Therefore I set myself the task of acquiring this information. As the best and quickest means to this end, I formed the habit of taking groups of them off with me on hikes and picnics during the week-end and in vacation time I accompanied them to their summer camps in the mountains. On these outings, we would tramp the country 'round for miles, swim the cold, invigorating lakes and rivers of north Georgia, cook our meals over beds of glowing coals, play, joke, get rid of all our pent-up energy, forget that I was a teacher and they my pupils. And in the course of the fine, informal comradeship engendered by this healthy outdoor life even the most reticent youngster was bound to forget himself so far as to open his heart and speak of the things that meant most to him. Nothing is so fascinating as to study a normal, intelligent boy, from all sides, in this fashion—find out what he thinks about, what he knows, what he is. And then, having got his consent, to set about enriching it, broadening his horizon, elevating his ideals, helping him to get his values straight, to distinguish between the things of importance and those that are not worthwhile; aiding him to understand himself, to find his place in life, and to begin fitting him for it. With wise and sympathetic guidance there is almost nothing that cannot be made of such a boy. And to watch him develop, in character and soul, brain and body, is like witnessing the working of a miracle.

"With the high-school youth, all topics lead inevitably to the absorbing one of 'what am I going to be when I am grown?' And sometimes, as we lay sprawled upon the grass about a blazing fire, matching stories of our earliest recollections, or of those incidents which stood out like mile posts down the long years of childhood and youth, these research expeditions, within ourselves, would clear the air surprisingly for a boy. Through them, he would be made aware of some talent or interest, the importance of which to himself he had not guessed.

"'Have a purpose in life,' I preached continually to these young people. 'It will give meaning and beauty to existence. Work tenaciously at whatever you undertake; but the

moment you find that you are not growing in that work, give it up and get into something that will allow you to develop. The largest salary in the world is not sufficient compensation for work in which you cannot grow. In school, when you master one subject you go on to something higher. It should be the same with work, for life was not meant to be stagnation but a glorious progression.'

"Whatever you will to do," I assured my students, 'you can do.' And they saw the truth of this too frequently demonstrated in the lives about them to doubt it. For in every school, there is to be found some boy or girl who triumphs over all obstacles—ill health, physical disabilities, poverty, unhappy home conditions—as if these were merely handicaps placed upon them to keep them from winning too easily. Courage, Pluck, Grit, these are the middle names of youth.

"When my school grew beyond the possibility of my establishing these close contacts with all my pupils," he continued, "I made lists of the questions I had found most helpful in giving me a line on a boy and submitted to all the students, asking them to fill them out as fully as possible, and let me have them again.

"In these very personal questionnaires, I not only sought to learn all that I could about the boy's home and interests, the subjects that most occupied his thoughts, the books he liked best, the amusements and occupations he enjoyed, but I also wanted to know what his religious beliefs were, and if he still said his prayers. I inquired particularly about the sorts of boys he selected for his friends, and even went so far as to ask the name of his best girl—though this information, I promised, should be held strictly confidential. I wished his private opinion about himself; was he alert and ambitious, or procrastinating and lazy, generous or stingy, even-tempered or fractious? 'What quality of greatness appeals most to you?' I asked, and, 'What is your idea of success?'"

"What was their idea of success?" I interrupted.

He went to his files, took out a number of the questionnaires and read me the definitions. "To win out above hardships and in everything to acquit yourself proudly. This is what success means to me," a sixteen-year-old lad had written. "If at the end of my life I could feel that I had won the love and respect of men, women, and children and that I deserved to win them, I'd feel I had made a pretty good job of it," another had summed it up. "I don't think any man is a success," wrote a third, "unless he lives in such a way that his life is a help and inspiration to others."

"These answers don't tally very well with the general opinion of modern youth," I ejaculated.

"Neither do my experiences with young people," Mr. Sutton returned.

"But of the many questions I asked them," he resumed, "the one which proved most far-reaching in its results was: 'Of all the people you know, whom do you consider the finest man in the world?'"

"The answer to this gave me a most illuminating picture of that boy's ambitions and dreams. Here in flesh and blood was his ideal,

the sort of man he longed to be when he was grown.

"There is no influence on earth so powerful in the life of a young person as the example of one whom he deeply admires and respects. I determined to try to use this great power in my pupils' behalf. Therefore, I wrote to the men these boys named and told them of the honor paid them.

"The human being doesn't live," observed Mr. Sutton, "who wouldn't be touched by so sincere and disinterested a tribute. And in replying, practically every man asked me to let him know if he could ever do anything for that boy. I took this request literally and later, when one of my pupils got into any difficulty, seemed to be losing interest in his studies, or began going with hurtful companions, I wrote to the man who occupied this unique place in his life, told him of it, and asked if he could manage to see his young friend and have a talk with him. Invariably, the men were glad to do this. And the effect upon the boy was nothing short of magical. 'The finest man in the world thinks I am worth taking an interest in. Gee! I'll show him he is not far wrong!'"

"But the friendships between these two did not end here. The man kept his young protégé in mind, had many talks with him about the work he wanted to do after he finished school. And when that time arrived, in numberless instances he had a place ready and waiting for him, either in his own office or in the firm or company of a friend.

"We now submit these questionnaires, in more extensive form, to all our pupils from the fifth grade up and we place more graduate students in positions through the friendly assistance of these men than in all other ways put together.

"Not long ago I was speaking to one of the most brilliant lawyers of this city of what his interest and influence had meant to several of our boys, when he exclaimed, 'But have you never thought of what these contacts mean to us men? When I was in the war,' he continued, 'the one thing that kept my feet in the vicinity of that straight and narrow path was the knowledge that there were five youngsters back home who were looking to me to set them a decent example. I wasn't a free agent. I had to keep faith with those boys.'

"The best safeguard for youth of which I know," Mr. Sutton said, "is so to fill the lives of young people with interests which are fine and upbuilding that the trivial and the hurtful can have no appeal for them.

"I have never known a child whom I believe to be inherently bad," he asserted. "When one appears incorrigible, the reason is usually to be found in ill health, or unhappy home surroundings, or a warped attitude of mind. To expel a child seems to me the worst thing in the world, and I don't believe in doing it for any cause whatsoever. It is like branding him as a pariah at the beginning of life, closing against him the doors of respect-

ability and opportunity. Once, however, several years ago, I found myself faced with the necessity of imposing this sentence.

"The child in the case was a boy who had made life so unendurable for his teachers that at last they struck and informed me that if I didn't expel him they would resign. I knew what they'd had to contend with, how patient and forbearing they had been, and I had to uphold them. So I sent for the child and told him. To him, it was as dreadful a punishment as it was to me and he knelt at my feet and begged me to be merciful.

"Can't you beat me instead?" he pleaded.

"I don't beat boys," I told him.

"If you turn me out, where'll I go?" he demanded, 'I haven't a friend on this earth.'

"You have your mother," I reproved him.

"She's dead," he answered.

"Your father, then."

"You wouldn't think he was my friend," he sobbed, 'if you saw me.' And, excitedly stripping off his shirt, he showed me his back, scarred and bruised by beatings. He was crying horribly, and as he did his lips drew back from his gums and I saw his teeth black and worn down to the stumps. I began to wonder if this condition was not in some measure responsible for his outrageous behavior. Acting on the supposition, I said, 'I'm going to make a bargain with you, Robert. If you will go to the dentist and have your teeth fixed, and bring me a note from him saying that you are doing this, you can continue to come to school for six weeks longer. At the end of that time, if your conduct has shown marked improvement—well, you can stay.'

"I was a little afraid to meet my teachers after that," he admitted smilingly, "and I rather avoided them for the next few weeks. Finally, at the end of three months, I screwed up courage and broached the subject at a faculty meeting.

"What's become of Robert?" I enquired.

"Never saw such a change in a boy in our lives," they declared. 'What did you do to him?'"

"Nothing. Had his teeth fixed?" I replied.

"Then for mercy's sake, let's have a dentist in the faculty," they laughed.

This was the beginning of Mr. Sutton's interest in good teeth for the children of Atlanta, which resulted in the campaign that ended some months ago, when the last laggard child of all the sixty thousand went over the top with one hundred percent in oral hygiene, and the entire city was jubilant.

"As a young teacher in Alabama," Mr. Sutton went on, "the one object I had in view was to expand my school to meet the needs of my pupils. My aim is still the same, only, in the years that have passed, I have learned that there is no limit to the needs of young people, because their needs include all that can contribute to the enrichment of life.

"It is my firm belief," he finished, "that every child has within him some quality, which, if brought to light, would bless the world. And I can think of no higher mission than that of seeking to discover these divine attributes and bringing them to fulfillment. It's the greatest job in the world."—Marion T. Colley. [Reprinted through courtesy of *The American Magazine*; copyrighted by The Crowell Publishing Co., 1927.]



Prebook Reading in the First Grade

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IN SEPTEMBER 1929 the class of children here described passed from the kindergarten to the first grade with an interest and enthusiasm which challenged the teacher to exercise to the utmost all the understanding of little children which she had at her command in order to satisfy the high hopes and ambitions of these small boys and girls.

In a very spirited manner the children told about the kindergarten and about some of the enjoyable things which they had done while there. Among other things they had had a good time with books and pictures. Original stories had been made by the children from pictures shown by the kindergarten teacher. The children had searched to find the particular pictures which fitted the kinds of books they were making. They talked enthusiastically about these vital experiences and also about their work with wood, clay, cloth, crayons, and the like.

All these activities which the children then discussed were carried on throughout the first grade. This year of their school life included the further development of lines of work begun in their kindergarten program and the additional first-grade requirements. Many of the grade requirements fitted in naturally because the children felt the need of them in order to carry out their own purposeful activities. To carry out these activities often meant much pointed thinking and hard work on their part.

After these eager children had told in a delightful way of their kindergarten experiences, they talked over some of their desires for the first grade. Needless to say, they wanted to read. No artificial stimulus was needed to get the first reading unit. The teacher said, "Perhaps mother and father would like to know what you are going to do in the first grade. Would you like to write a story about it to take home?" This suggestion

fully met their desires and the first reading unit began. The following procedure was used for this unit and several subsequent ones.

(1) Sentences were printed on the board by



A CHILD'S TRAINING in the use of the library may begin with his first training in reading. Thus the joy of reading which comes with the opportunities of the library make the technics of learning a pleasure. This library table is in a first-grade room in an Atlanta (Georgia) school.

the teacher exactly as they were given by the children, if grammatical.

(2) Sentences were read by the teacher.

(3) Sentences were read by volunteers.

The same story, composed by the children, was printed by the teacher on a chart and used the next day.

We are in the first grade.

We came from the kindergarten.

We are six years old.

We are going to read.

We are going to write.

We are going to have a work period.

We are going to have a happy time.

The sentences printed on the chart were also printed on strips. The chart was read as a whole. The strips were shown to the children and the teacher asked if they would like to play a game with them. She then introduced the Lucky Game thus: "I'm going to put my marker under this sentence on the chart and whoever finds the strip with this lucky sentence on it will be the lucky person who may choose the next lucky sentence." The strips were turned so that the children could not see the sentences and the matching game began. Before leaving the chart the story was read as a whole by a child.

The following day, a card-holder was used so that the children could build a story just like the story on the chart. The sentences on strips were put along the blackboard ledge and selected by the children to put into the card-holder. The terms—first sentence, second sentence, and the like—were used by the teacher. Every lesson ended by reading the unit as a whole.

A survey of the first-grade room was made by the children who found things lacking there that they had enjoyed in the kindergarten. There were no goldfish. One little girl promised to bring some the next day and true to her promise, she arrived bright and early the next morning with the desired goldfish. The children were much pleased and voluntarily made a story about the goldfish and the donor.

Wilma brought us three goldfish.

We put some water in a bowl.

We put the goldfish in the water.

We watched them swim about.

We said, "Thank you, Wilma."

A discussion as to the needs of the fish ensued, which resulted in a trip to a neighborhood store to buy the necessities for the fish. The children bought fish food, some pebbles, a snail, and some grass to put into the fish bowl. On this trip they handled and counted money, counted

KINDERGARTEN and reading preparation—The kindergarten room should be liberally supplied with attractive picture books and early readers of the better type. These books should be placed on a low table or in some other conspicuous place where they will invite the children's inspection. If possible the books should be changed frequently, new ones obtained from the library being added for short periods, or the children may bring in some from home. They should be encouraged to look at these books freely and frequently. If the teacher occasionally reads an interesting story to the children it will help them more fully to realize that books contain pleasurable experiences which they might enjoy more copiously if they were able to get these stories for themselves by reading.—From *Reading Activities in the Primary Grades* by Storm and Smith.

the number of blocks from the school to the store, stopped to read the names of streets, traffic signs, and the like. The teacher hung the reading charts containing the children's compositions in a conspicuous place on the level of the children's eyes. Before nine o'clock in the morning, it was not an unusual sight to see a number of children congregated around the charts, while one child moved his pointer from left to right, and read or heard others read. Many children chose to engage in this activity during the fifteen minutes before nine o'clock in preference to playing with dolls, bouncing balls, looking at books, drawing or writing on the boards, caring for the room, and the like.

During the first week of school, several bottles of milk were spilled due to the lack of a convenient place for them. There was a group discussion as to what to do about it. Four of the boys decided to make a table during the work period. After the table was made and painted, the class again wanting to show its appreciation and approval said, "We ought to make a chart about it."

OUR MILK TABLE

The boys made a milk table.
They made it out of a box.
They painted it green.
They worked very hard.
We will put our milk bottles on the table.
Thank you, boys.

The unit linked up directly with some of the stories in one of the primers which the children would use later in the term.

The children had access to the city's loveliest park, as it was just a few minutes walk from the school. Many units were made up about the animals in the zoo.

At first, all the units which the children composed were recorded. Later on, only certain units were recorded and kept. These the teacher selected sometimes for one reason, sometimes for another. The following were some reasons for the selection: Those of interest and universal appeal; those with composition value; those of varied content; those containing many common words.

Toward the close of the prebook stage, a different procedure was used in reading the units. [This procedure was also used when the children were reading from books.] The children read the unit as a whole; the teacher asked the children to find certain sentences; the number of sentences was counted and the corresponding figure was placed beside each sentence; the sentences were read by the children according to number; sentences were found in answer to thought questions.

Games varying in difficulty were used in connection with the chart reading. "The Lucky Game," already referred to, was used during the first few weeks of school. Later such games as "Going to Jerusalem" were used also. This particular one was played by having the same number of chairs as players. The strips containing the sentences of the unit were placed on the chairs and the children marched around them in time to music. When the music stopped, each child took, from the chair nearest to him, a sentence which he studied silently and then read.

From the very beginning of the term and continuing through the prebook stage, the teacher told the first few stories which the children would later encounter in their first primer. They were: *The Gingerbread Boy*, *The Boy and the Goat*, *The Funny Little Pig*, *The Little Rabbit*, and *Little Black Sambo*. These stories were retold and dramatized by the children.

About the fourth week, pictures of the gingerbread boy, a boy, a goat, a little pig, a little rabbit, and a little black boy were hung about the room. The children looked at them, discussed them, and gave each a name. The teacher told them to look at the pictures tomorrow to see if they would find something printed beneath each one. On the following morning, the children spied the printed names and readily learned them. These pictures, full of action, stimulated the children to create interesting original stories. Later on, with what joy and facility the children recognized and greeted these same

characters in their first book-reading in their primer!

During the preprimer stage the children made many booklets which were taken home with the greatest pride to be read to mother. They also had ample opportunity to make contacts with many beautiful books in their classroom library.

Toward the close of the prebook stage, the children gave a party to another class which had previously entertained them. As these first graders planned and executed the party, they engaged in much purposeful reading. The names and number of things they had made in their work periods for the party were printed on the board by the teacher. Many times these were read and checked by the children to see what they had on hand and what more they needed to do. In this way they learned that they must read to get certain desired information and they learned also to recognize the names of things they were making. Besides, they composed and read their invitations, read the acceptance, made and read their menu, and composed and read many community stories about the party.

While the children were in the prebook stage, no effort was made to direct their attention toward the appearance of words but they were encouraged from the very beginning to see the thought through words in context. In short, their first concern was content, not word mastery. In addition to this, the children also acquired the following fundamental reading mechanics: first, rapid left to right and down the page eye movements, sentence forms, the location of the beginning and the end of the sentence, the period at the end, logical sequence, composition sense, and sentence sense.

When emphasis is placed on *experience* as a basis for reading, the result is a great readiness for reading in the first grade and a growing interest in all reading activities. The pupils are given a vivid background of interpretation which makes possible a richer enjoyment and a more encouraging progress when they read from books.

WHEN BOOKS should be introduced—No child should begin reading in the text until he has a sense of the significance of reading—until he has some idea of how reading functions. Through his contacts with numerous school activities accompanied by reading, his contacts with books on the book table, and his work with charts, the child has made pleasant associations with reading. He sees that it is a natural part of the school life and social situations; he has grasped the fact that the children in the room and people in general read to find out something and that they refer to books and printed material for information. He has found that even in his schoolroom there are many kinds of books and that one kind of interesting stories can be found in one book and a different kind in another book. He has acquired the beginning of correct habits in reading chart material. He has gained some ability to concentrate and to think clearly and in helping to contribute to the chart material he has learned to listen attentively and to compare and judge. He has seen how reading is used in ways most significant to him. If he gives evidence of these abilities he is able to begin reading books.—From *Reading Activities in the Primary Grades* by Storm and Smith.

A Survey of Character Education in Denver

ARTHUR K. LOOMIS

Director of Curriculum, Public Schools, Denver, Colorado

THE CHARACTER EDUCATION program in the Denver schools, though not a recent development, is still in an experimental stage. During the year 1929 a monograph, *Character Education in the Denver Public Schools*, was prepared by a special committee of teachers and principals. This monograph proposed no new procedures and set up no new objectives. It merely brought together in one publication a summary of the important phases of the Denver plan.

This article is the first of a series which will report the findings of a survey of character education in the Denver schools. The methods used in the study will be described in this article and the findings reported in the articles to follow.

No attempt to evaluate the program by means of scientific measurement of results has been made. Such evaluation has been deferred for two reasons: first, satisfactory technics for measuring the results of character education are not available; second, any attempt to evaluate the program at the present time would be premature. Consequently this study makes no use of statistical procedures and depends entirely on technics appropriate to a descriptive report.

It has been found impossible to finish every detail of the survey in time to include complete findings in this series of articles. However, it is expected that the complete report will be published as one of the Denver schools research monographs as soon as all the material becomes available.

The survey was made under the general direction of a committee of six members, three principals and three teachers; each of the three divisions of the school system—elementary school, junior high school, and senior high school—being rep-

resented by one principal and one teacher. To this committee of six were added three ex-officio members, the director of cur-

IN ITS EFFORTS to represent the best practise in important phases of education, THE JOURNAL seeks the help of school systems whose work is recognized as outstanding. Beginning last year, the series of helpful articles on reading have come from the schools of Baltimore. This year, Denver is making its contribution in a series of articles on *Character Education* of which this is the first. Superintendent A. L. Threlkeld of the Denver schools is a member of the Department of Superintendence Commission now at work on the 1932 Yearbook on character education. Teachers will find much in these articles which they can apply daily in their work with children. Many schools will wish to conduct studies of their own along lines suggested by this series.

riculum, the director of research, and the supervisor of publications. An interested graduate student of Columbia University who is submitting a dissertation on character education for the Ph. D. degree at Teachers College was invited to participate in the survey and the discussions of the committee. His services have proved to be of great value.

As a first step the committee defined three types of character education with the expectation that all three types would be found in the Denver schools. These definitions have since been accepted by the Commission charged with the preparation of the 1932 Yearbook of the Department of Superintendence of the National Education Association and incorporated in their Inquiry on Character Education.

Direct character education is distinguished by the fact that conscious atten-

tion is given to character or to character traits or to moral conduct as a subject for discussion, study, or instruction. Direct character education may be of two types:

Formal direct, in which both the time and content of character education are definitely planned and scheduled in advance.

Informal direct, in which the occasions for character education are situations which arise in immediate experience or problems which grow out of reading and discussion of other school subjects. Such occasions may be multiplied through planning and alertness on the part of the teacher but they cannot be definitely forecast or scheduled.

In *indirect* character education, desirable habits, attitudes, and conduct may never become subjects of conscious attention for the child but are learned as accompaniments of his activities and experiences. Such learning may accompany a course in social science or literature, playground experiences, or participation in student government. Indeed, some learning of this type, good or bad, accompanies most of the experiences of life. From this point of view, the task of character education is the guidance of the whole of the child's experiences so that desirable character will result.

The survey, as set up by this committee, was organized in two major parts.

The first part called for a complete report of the experiences of a selected group of teachers and other school officers over a limited period of time insofar as these experiences were related to the character education of pupils. This part of the study was selective of individuals. Only those teachers who were reported to be doing exceptionally effective work in character education were chosen.

The second part called for a complete report of the total programs of three selected schools, one elementary school, one junior high

WHAT IS character education?—Character education is a process through which the child learns to make wholesome social adjustments to his many perplexing life situations. Perplexing life situations are all those occasions in daily life which vex, disturb, and annoy because there is a conflict between what one impulsively wishes to do and what one is obliged to do. Wholesome social adjustments are those happy and successful ways and habits of responding which are beneficial both to one's self and to others. The challenging job of the parents and the teachers is to help the child meet his life situations manfully and successfully. Left unaided and unguided, the child would, in many instances, no doubt, respond in ways that are wholesome. But in far too many instances the clash between impulsive desires and duty is disastrous, developing such traits as loss of selfcontrol, dishonesty, laziness, indifference, and poor judgment. These maladjustments make the child a misfit in group living. He is said to be abnormal. He is doomed to failure and unhappiness. Guidance, then, at all those points in his experiences where wrong choices are likely to be made is the child's birthright. He was not born for failure and misery.—From *Character Education* by Germaine and Germaine.

school, and one senior high school, insofar as these programs were related to the character education of pupils. This report was based on observation in the schools, interviews with pupils and teachers, and reports from principals, teachers, and other school officers. Something of a cross-section study was thus made for each school included in the investigation. This part of the study was selective since those schools which seemed to be doing the most effective work in character education were chosen. Their entire programs were then studied and reported as far as possible.

In carrying out the plans for the first part of this program, principals of all the Denver schools were asked to report the names of teachers doing outstanding work in character education. Two hundred thirty-seven teachers were selected and were invited to cooperate in this study by keeping diaries, for one week, of all school experiences—whether on the playground or in the classroom, lunchroom, homeroom, auditorium, or library—which had or were intended to have some influence on the character growth of pupils. As a feature of the second part of the survey, all teachers in the three schools selected for intensive study were invited to keep such diaries.

Before the work of keeping these records was begun, twenty teachers, as a preliminary step, were requested to keep trial diaries for one week. Ten of these teachers were supplied with definite forms for their records, while the remaining ten were instructed to use whatever form they preferred. As a result of this preliminary test, it seemed advisable to adopt a free diary form rather than a definite outline for the entire survey, since the experiment seemed to indicate that the use of the forms created undesirable limitations for the reports.

As the next step, a letter was sent to all teachers whose names had been suggested inviting them to attend a preliminary conference. The letter emphasized that attendance or participation in the survey was in no way compulsory. The remark-

able response to this request seems to indicate that Denver teachers attach much importance to character education. At this meeting, instructions were given, the week for keeping the diaries was named, and questions were answered.

At the end of the week set aside for the work, complete diaries were received from two hundred three teachers. An analysis of these reports revealed a total of nearly two thousand incidents described in detail. These incidents were carefully classified and card indexed in order to facilitate the preparation of the articles which follow.

It was originally thought that the intensive study of the three selected schools would furnish additional material to be used in preparing this series. It has been impossible, however, to complete this part of the survey in time to use the results to any appreciable extent. Consequently these articles give in the main the picture of character education as carried on by a highly selected group of individual teachers. The report of the intensive study will be given in the research monograph mentioned earlier in this article.

A brief statement of the procedures used so far in the intensive study of the three selected schools may be of interest. These three schools, one elementary school, one junior high school, and one senior high school, were selected to secure different social and economic community backgrounds. The cooperation of principals and teachers in these schools was easily secured. The graduate student who assisted the committee spent a great deal of time in these schools observing classroom teaching, homeroom activities, assemblies, student council meetings, group meetings, and athletic and playground activities. In addition to this he held standardized interviews with individual teachers in each of the three schools. Such questions as the following were asked:

What opportunities have you found for character education with your pupils during

the present school year? What objectives do you set up for character education? What procedures have you used for character education?

Do you find it possible to teach for character growth through the regular subjects which you teach? If so, will you tell me how you do this? (Be specific for each subject.) What results are you able to observe from this?

How do you handle disciplinary problems which arise in the classroom or homeroom? In the halls or on the playground? In clubs and activities? Give examples in each case.

Do you have any special time set apart for moral instruction, such as telling stories with a moral purpose, or reading about the lives of men who illustrate desirable character? How do you plan the instruction which you give at this period? How well satisfied are you with the results of this method? What results are you about to observe?

How do you measure or observe the results in character growth of these various education methods?

Conferences with individual students and with groups of students were held. Through questions, an attempt to ascertain children's attitudes toward the various activities carried on by the schools for the purpose of character education was made. Among the questions used were the following:

How are the rules made at this school?

How much do the pupils have to say about rules?

Is there danger of having too many laws?

What do you think of the use of prizes and awards?

How important do most pupils think the grade in citizenship?

How do the pupils here feel about their homerooms?

In presenting the report of the program of character education in the Denver schools in the articles which follow, an attempt has been made to describe accurately what is actually happening at the present time, rather than to set up ideal procedures.

THE school's opportunity—The school has had in itself at all times the possibilities for the training of young people and it has made use of them to a limited extent; but it is only in the last few years that the tremendous educative power of extracurriculum activities has been realized and used to advantage. When the first outcroppings of coal were recognized, coal was not used for the purpose of heating but for many incidental and unworthy purposes. It has been known from time immemorial that young people liked parties, clubs, and various other social activities; but people generally, and school teachers in particular, looked upon these yearnings as a necessary evil that needed control and this control had in it the idea of repression. How many public high schools tried in the early days to stop athletics! The best procedure has been found to be to encourage and control athletics because it provides one of the valuable character-building activities of the school. Likewise with other similar activities of the school, a mine of wealth has been discovered that is most precious in the development of youth.—From *Character Education in the Junior High School* by Elvin H. Fishback.

Science Outlaws Beverage Alcohol

THE CASE against alcohol centers in its relation to the accuracy of the nervous system. Whatever harms the brain and nerves impairs the integrity of life. The sole purpose of its use as a beverage is to force the nervous system to lie, thus vitiating its power of recording and acting upon the truth. Men drink to feel warm when they are really cold, to "feel good" when conditions are not good, to feel emancipated from those reserves and restraints which are the essence of character building. Alcohol is a depressant, appearing as a stimulant mainly because it checks the highest nerve operations first. Its influence impinges on the chief mental functions: sensation, reason, motion. It leaves its subject uncertain as to what he sees or feels, hazy as to cause and effect, and unsteady as to resultant action. No man of high purpose can afford to endanger in any degree the validity of those mental processes which register his contact with reality. Alcohol is always a habit-forming drug; the greater the injury to the nervous system, the more insistent the demand for it, and the weaker the will power in resistance. The chief argument used in favor of moderate use of alcohol is its value in conviviality. But, as President Eliot has observed, "Abstinence from alcohol kills no joys of any account while it impairs the chances of continuous working power."—*David Starr Jordan, noted scientist, president National Education Association, 1914-15.*

The Survey of Secondary Education

THE NATIONAL SURVEY of Secondary Education, which completed its first year on June 30, 1930 is from the standpoints of money available and number of schools involved the most extensive survey project yet undertaken by the United States Office of Education.

The Survey was authorized by the Seventieth Congress as a three-year program to be begun in July 1929 and to be completed in June 1932. The total amount of authorization was \$225,000.

A three-fold advisory system consisting of a group of consultants, an advisory committee of educators, and an advisory committee of laymen has been organized by Commissioner William John Cooper.

The function of the group of *consultants* is to consider and recommend major policies to be followed in the Survey. The following nine eminent educators perform this service for the National Survey on Secondary Education:

H. V. Church, principal, J. Sterling Morton High School, Cicero, Ill.
 Ellwood P. Cubberley, Leland Stanford University, California.
 James B. Edmonson, dean, School of Education, University of Michigan, Ann Arbor.
 Charles H. Judd, director, School of Education, University of Chicago, Chicago, Ill.
 Charles R. Mann, director, American Council on Education, Washington, D. C.
 A. B. Meredith, School of Education, New York University.
 John K. Norton, director of research, National Education Association, Wash., D. C.
 Joseph Roemer, professor of secondary education, University of Florida, Gainesville.
 William F. Russell, dean, Teachers College, Columbia University, New York, N. Y.

The *advisory committee of educators* consists of thirty members who counsel regarding undertakings and act as interpreters of the Survey to those engaged in secondary education:

E. J. Ashbaugh, dean, School of Education, Miami University, Oxford, Ohio
 John L. Clifton, director of education, Columbus, Ohio
 R. L. Cooley, director, Milwaukee Vocational School, Milwaukee, Wis.
 Philip W. L. Cox, professor of secondary education, New York University, N. Y.
 Jesse B. Davis, professor of secondary education, Boston University, Boston, Mass.
 J. D. Elliff, high school visitor, University of Missouri, Columbia, Mo.
 Lucile Fargo, A. L. A. curriculum study, *The Library in the School*, East Cleveland.
 E. N. Ferriss, professor of secondary education, Cornell University, Ithaca, N. Y.
 Will French, associate supt. of schools, Tulsa, Okla.

John M. Gandy, president, Virginia Normal and Industrial Institute, Petersburg, Va.
 T. W. Gosling, supt. of schools, Akron, Ohio
 Arthur Gould, assistant supt. of schools, Los Angeles, Calif.

E. D. Grizzell, professor of secondary education, University of Pennsylvania, Phila.

W. W. Haggard, supt., Joliet Township High School and Junior College, Joliet, Ill.

W. A. Jessup, president, University of Iowa
 Franklin W. Johnson, president, Colby College, Waterville, Me.

J. Stevens Kadesch, supt. of schools, Medford, Mass.

Frank M. Leavitt, associate supt. of schools, Pittsburgh, Pa.

Michael H. Lucey, principal, Julia Richman High School, New York, N. Y.

A. Laura McGregor, viceprincipal, Washington Junior High School, Rochester, N. Y.

C. R. Maxwell, dean, School of Education, University of Wyoming, Laramie, Wyo.

Bruce Millikin, principal, East High School, Salt Lake City, Utah

Shelton Phelps, director of instruction, George Peabody College for Teachers, Nashville

E. Ruth Pyrtle, principal, Bancroft School, Lincoln, Nebr.

Lewis W. Smith, city supt. of schools, Berkeley, Calif.

W. R. Smitley, professor of secondary education, University of Virginia, University.

Sarah M. Sturtevant, associate professor of education, Teachers College, Columbia University, New York, N. Y.

Milo H. Stuart, principal, Arsenal Technical High School, Indianapolis, Ind.

W. L. Uhl, dean, College of Education, University of Washington, Seattle, Wash.

William A. Wetzel, principal, Senior High School, Trenton, N. J.

An *advisory committee of laymen* is in process of being named. This committee will assist in giving direction to the various investigations, will scrutinize the findings of the Survey, and will be prepared to interpret the results intelligently to the public.

Direction of the Survey is placed in the hands of Commissioner Cooper as director of all major educational surveys initiated by special action of Congress, Dr. Leonard V. Koos of the University of Chicago as associate director of the National Survey of Secondary Education, and Carl A. Jessen, senior specialist in secondary education of the Office of Education.

The investigations which it seemed should certainly be initiated were in four fields, namely, the organization of schools and districts, the secondary school population, administrative and supervisory problems, and the curriculum and related problems. In each of these fields status

is to be ascertained if it is not already known. The principal emphasis and effort will, however, be placed upon discovering and describing constructive innovations in practise.

For the conduct of these special studies a highly trained *staff of research workers* is supplied. A number of these, employed for full time during the period of the Survey, are young men whose experience and publications show them to be capable research workers in the secondary-school field. At the time this is written seven appointments of this nature have been made:

Roy Brammell, University of Washington
 Ellwood Drake, Montclair (N. J.) Schools
 O. I. Frederick, University of Michigan
 E. S. Lide, University of Chicago
 Scovel S. Mayo, Stanford University
 Victor H. Noll, University of Minnesota
 William H. Zeigel, University of Missouri

The *principal special studies* undertaken are directed by persons whose reputations have been established, not only in the general field of educational research but usually in the specific field of study to which they are assigned. The names of these persons and the studies which they are conducting follow:

Roy O. Billett, Ohio State University—Provisions for individual differences; marks and marking systems; plans for promotion of pupils

Fred Engelhardt, University of Minnesota—School district organization; administrative and supervisory staffs

W. S. Deffenbaugh, United States Office of Education—Practises in the selection and appointment of teachers

Belmont Farley, NEA Division of Publications—School publicity

Emery N. Ferriss, Cornell University—Study of selected secondary schools in smaller communities and rural areas

W. H. Gaumnitz, United States Office of Education—Characteristics of small high schools

Ward Keesecker, United States Office of Education—Legal and other regulatory provisions of secondary education

Grayson N. Kefauver, Teachers College, Columbia University—Horizontal organization of secondary education; secondary school population

A. K. Loomis, Denver Public Schools—The curriculum

William M. Proctor, Leland Stanford Junior University—Special problems in reorganization

William C. Reavis, University of Chicago—Guidance

Francis T. Spaulding, Harvard University—Junior high-school reorganization

The John Newbery Medal Book

I'M GOING to read *Hitty* again; and I expect to enjoy it as much the second time as I did the first!" Isn't that an excellent recommendation for a book? The young woman who made this remark found in *Hitty: Her First Hundred Years* two of her special interests in reading—biography and American history, written with such delicious humor and charm that she frequently repeats to her family the spicy sayings of Hitty and her friends.

Hitty is a little doll made of mountain-ash wood and her autobiography written by Rachel Field and illustrated by Dorothy P. Lathrop was awarded the John Newbery medal for the most distinguished contribution to American literature for children published in the past year. On the last page of her book, Hitty looks out the window of an antique shop in New York City and sees an airplane. "Perhaps," she thought, "I, too, shall take to the air. Why not, since the world is always arranging new experiences for us, and I have never felt more hale and hearty in my life? After all, what is a mere hundred years to wellseasoned mountain-ash wood?"

Hitty's dream of flying came true when Rachel Field, joint owner of the doll with Dorothy P. Lathrop, carried her by airplane into Los Angeles where the Newbery award was made at the annual convention of the American Library Association. She was greeted by circling planes containing many celebrities who radioed to her the news that her autobiography was to be awarded the John Newbery medal.

How *Hitty* came to be written is best told by Rachel Field, herself.

It is curious how books happen—those who write them often know least about this. Sometimes an idea comes all in a flash for a whole book, or again one gathers material piece by piece and fits it painstakingly together like a patchwork quilt, or as in the case of *Hitty*, some concrete object will set a whole train of ideas in motion. Nothing was farther from my mind than writing the autobiography of an early American doll until Dorothy P. Lathrop and I discovered Hitty in an antique shop in New York and found we each wanted her. But she turned out to be over a hundred years old and a real museum piece as we were told. So we went our separate ways and tried to think no more about her and her very brown and wise old face. Then one day Hitty was gone from the window and I wrote the news regretfully to Miss Lathrop. She replied by return mail, saying that we should have had sense enough to buy her

together. "You could have written her story and I could have illustrated it." I knew she was right—in fact all sorts of ideas about Hitty's past life and adventures began to come to me, so it was a great relief to find she had only been taken out of the window to show a customer. That very night she was ours, with our only clue to her identity a yellowed slip pinned to her dress with Hitty written on it in faded Spencerian handwriting. By such queer coincidences are books sometimes evolved!

My problems in writing the story were chiefly connected with the element of time. I soon found out that covering a hundred years of American life was more of a piece of work than I had expected. This accounts for the fact that the book is almost as long as a novel and required nearly as much care and research. But this also gave accumulative effect and I was able to choose certain periods and things I already knew something about. I had for some years past been interested in reading old logbooks of whaling vessels, so it was natural for me to have Hitty go on a whaling voyage. Then after her New England, Philadelphia, and New York days, I wanted to give a feeling of an entirely different life in another part of the country. This accounts for me sending her down the Mississippi River and into the South. Then there was the matter of style. I felt from the first that Hitty would have had a very prim but spicy way of talking and so I tried to select every word and phrase carefully, for I think people don't give words half enough credit. Yet they are what really affect readers—children most of all because they are most impressionable. So many juveniles today are too evidently written down to children with the words so simplified that all the spirit is lost in commonplaceness.

Rachel Field was born in Stockbridge, one of Massachusetts' loveliest villages. Nine months of the year, she lives in New York; three months she lives on Sutton Island off the Maine coast. Miss Field knows her state of Maine folk and pays a beautiful tribute to them and their state by dedicating *Hitty* "to the state of Maine."

Hitty's first little mistress, Phoebe Preble of the state of Maine, loved her,



I begin my memoirs

it seems to me, more than anyone else: And why shouldn't she? She saw the old peddler whittle Hitty from a piece of wood, made her first clothes, and believed, childlike, that Hitty would always be her doll. Her brother Andy once risked his life to restore Hitty to his little sister. Andy is not the only reason why boys will like this book.

Children delight in the surprising adventures of Hitty. They feel a personal acquaintance with this doll of character and eagerly follow her fortunes on land and sea, in foreign countries and various sections of America.

Hitty: Her First Hundred Years is truly a joint creation for the illustrations by Dorothy P. Lathrop have the same fine qualities as the story—beauty, humor, and an understanding of this doll of parts. In not one picture is Hitty shown with a person.

Her six and one-half inches of wood made it impossible to show her in proper proportion with even a human forefinger. This required much planning and ingenuity by the artist to keep the pictures varied and interesting. Expression was another difficulty—dolls keep the same one all their days and so Hitty smiles serenely through the most trying circumstances. The artist shows emotion by means of attitude—and as Hitty's pegging is extremely simple and limited to two motions—here were more difficulties.

Miss Lathrop's appreciation of Hitty is shown in her own words:

But if her hands and feet were easy to draw, her face was not. On that space no bigger than a silver quarter had been carved wisdom, humor, and poise—and no features to speak of or to draw. To translate adequately into pen and ink all the character and personality in that blurred and subtle little brown face was almost more than could be expected of a pen.

John Newbery was a London bookseller who lived in the days of Doctor Johnson and Oliver Goldsmith and was the first person to publish books for children. The Newbery medal books are:

The Story of Mankind by Hendrick Van Loon, *The Voyages of Dr. Doolittle* by Hugh Lofting, *The Dark Frigate* by Charles Boardman Hawes, *Tales from Silver Lands* by Charles J. Finger, *Shen of the Sea* by Arthur B. Chrisman, *Smoky* by Will James, *Gay-Neck* by Dhan Gopal Mukerji, *The Trumpeter of Krakow* by Eric P. Kelly, and *Hitty: Her First Hundred Years* by Rachel Field, the first woman to receive the medal.—E. B.

Vitalized Group Study and Faculty Meetings

THE SUCCESSFUL TEACHER in these days must swim to keep his head above water. It is not enough for him to graduate from college or normal school and be commissioned by the state to teach. He must keep himself mentally alive.—*Harlan H. Horner, secretary, New York State Teachers Association.*

To keep mentally alive means joy in life and work. The story of President Sutton in this issue is an instance. Many administrators made plans before vacation for professional growth through vitalized group study and faculty meetings, using *THE JOURNAL* and their own state association journal as the basis for discussion. This plan is recommended because it works. In the thousands of 100 percent schools every teacher has a copy of these journals. The material is varied, uptodate, and cannot be found elsewhere. Teachers appreciate the practical help contained in *THE JOURNAL*. At least one meeting a month might be given to a study of articles in *THE JOURNAL* and your own state association journal. Your faculty can be divided into committees, each to be responsible for a meeting. It is well to select the names of leaders for at least a semester in advance. The following suggestions may help:

(1) Early in the 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 *THE JOURNAL* will contain a page of timely suggestions on vitalized group study.

(4) Begin and end meetings on time; aim 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.

President Willis A. Sutton was asked

to select from a list of 28 topics, a few themes he considers of most importance for emphasis in *THE JOURNAL* this year.

THE BEST POSITIONS and the richest lives go to the teachers who study hardest and think most. The thinking teacher saves enough in improved methods to give time for the broadening things—the farther vistas that make teaching significant.

In this *JOURNAL* is material on vital themes that teachers believe are worthwhile. They are suitable for teachers' meetings. They are useful for individual study. They are problems common to the whole profession. To be familiar with them gives one a sense of belonging, of having a part in the effort to elevate education and lift teaching to a higher plane of effectiveness and public esteem.

He selected *teacher participation* as first. In vitalized group study and faculty meetings, teacher participation as brought out in the suggestions above, is essential for the greatest success. Of course *THE JOURNAL* staff is enthusiastic about *THE JOURNAL*. But note the voluntary comments of others:

Your articles and plans for vitalized group study and faculty meetings have been an inspiration for my entire faculty. Each month the teachers read your articles with much interest with the result that our entire school system has taken on a new life. Each month *THE JOURNAL* contains helpful material and suggestions. We find it a source of excellent reference and an aid that we certainly need.—*Benton M. Philley, principal, Mineola, New York.*

I am still following your articles on vitalized group study and faculty meetings. The most valuable series of faculty meetings with which I have been connected had the following characteristics during all the year:

The series was so planned that real professional study resulted.

Each meeting had a definite purpose in view and made better teaching possible in the building.

Meetings were held every two weeks, perhaps the best interval for sustaining interest.

Tuesday (early in the week) was set aside for these meetings.

In order that they should not become tiresome, meetings were never more than one hour in length.

Teacher participation made them a success.—*M. F. Hyde, principal, Junior High School, Lawrence, Kansas.*

To read *THE JOURNAL* means personal growth and professional advance. The articles last year have been of such practical help, they have made us all more alert to the

problems of the profession. We think each issue an improvement on the last.—*Inez S. Tyler, Albion, Michigan.*

In every *JOURNAL* I find some article which is inspiring and meets a real need at the time.—*Maude O. Beers, Hilo, Hawaii.*

As principal, I find "Vitalized Group Study" pages a great help.—*Charles F. Otto, Camden, New Jersey.*

Our teachers club composed of 18 active members is using *THE JOURNAL* as a basis for discussions, debates, and vitalized group studies. We find it a great help.—*Gertrude R. Coleman, Cooperstown, New York.*

I am keeping a file of my *JOURNALS*; find them excellent reference and study material. We use *JOURNAL* articles for group study and faculty meetings, choosing the articles that best fit our particular school.—*Ethel B. Matson, Lake Worth, Florida.*

Our faculty devotes one faculty meeting each month to the study of *THE JOURNAL*.—*S. W. Grive, Fort Smith, Arkansas.*

The teachers of Hancock High School hold bi-monthly faculty meetings which have been of great value in improving the professional spirit of the group. We use the *NEA JOURNAL* directly or indirectly in all our meetings.—*Mildred E. Bretch, Hancock, N. Y.*

The great contribution of *THE JOURNAL* is that it keeps teachers broadly informed on the larger problems of education. *THE JOURNAL* brings together the best thought of the profession. It pours into the educational advance a stream of ideals, information, programs, achievements. It supports the program of the Association and the work of its departments. It is one of the most quoted periodicals in the world. It is rich in material which educates teachers in the development of their own lives, in the improvement of educational policy, and the betterment of teaching.

Note some of the articles in this issue, especially useful for faculty discussion:

THE FUTURE OF AMERICA. Check the 20 achievements mentioned in this editorial with your school and community.

AMERICAN EDUCATION WEEK. The practical help and inspiration in this 6 page feature are an excellent source for a year-round interpretive program.

PREBOOK READING IN THE FIRST GRADE. This article is full of definite help. In the last paragraph, note the statement about experience.

THE JOHN NEWBERY PRIZE BOOK. How many of the 9 Newbery prize books have you read? Are they in your school library?

THE SCHOOL'S RELATION TO MENTAL HEALTH. What are some of the causes for difficult behavior among children?

THE NEW TEACHER AND THE PRINCIPAL. What suggestions in this article apply to all teachers?

NEW GOALS FOR ENLISTMENT. What persons do you know who have grown by working on the problems of the profession?

RESOLUTIONS ADOPTED AT COLUMBUS. This program of the Association is well worth an entire faculty meeting. Applied to your school and community, what are your strong and weak points?

Putting First Things First

GRACE VAN DYKE MORE

School of Music, North Carolina College for Women, Greensboro, N. C.

IN SOME fortunate schools there are special music teachers who take entire care of the musical work of all the grades but in the large majority of schools the grade teachers are expected to do all, or very nearly all, of the music teaching in their classrooms, sometimes with the help of a supervisor but all too often with no help at all.

This situation is especially difficult for teachers in rural and village schools where music is often a new subject and where little or no supervision is provided. Perhaps I realize this with special clearness because I have had an opportunity, during the past five years, to watch some of the beginnings of school music work in a southern state. The problem in the other southern states is much the same as ours and I surmise that many states in other sections of the nation are meeting similar situations.

Some young teachers are going out of the teachers colleges prepared to do this music work; others are striving valiantly to get some preparation in summer schools or through extension classes. However, there are still many who must work out their own salvation with no help other than their state course of study. Now a state course of study is far from being a treatise on methods and if a teacher has no knowledge of music, her relationship with the state course of study is a case of "the blind being led by the blind!"

It is of this group of teachers—who are prone to have that "gone" feeling when the music period approaches—that I am thinking especially but I invite all teachers who feel any sense of uneasiness about their teaching of music to "listen in" while we talk very informally about this important subject.

You read of and are told of many things to be done in the music lesson; your time for music in your school program is limited and your materials scanty; and you wonder what you can do for the children musically that will count. This is the time when, in your thinking, you need to put first things first. The most important things musically—the first things—for the child are these: first, that he learn to use his singing voice; and second, that he enjoy music—enjoy both participating in music and listening to good music.

If you succeed this year in leading your pupils to these two goals you may consider that you have done a good year's

THE JOURNAL is always pleased to receive suggestions from its readers as to the kinds of material they would like to see it contain. A letter came to the Editor's desk this spring requesting that something helpful in the field of music education be included in this year's numbers. Acting upon this suggestion this series of articles is begun and will be continued in later issues. The writer prepared a similar series for the *North Carolina Teacher* last year and is wellprepared to give practical help in this field. Is music education receiving the proper attention in your school?

work. Fluent sight-singing, a knowledge of musical theory, creative work in original melodies, and beautiful performance of difficult part-songs may follow; but the two things I have mentioned must come first. They form the foundation for all the later achievements and without the attainment of these two goals first, the other objectives are entirely out of reach. When I say this I am thinking not only of the lower grades, but of the grammar and upper grades as well, in case these grades have had little or no music in school up to this time.

It is futile to insist that children of the sixth and seventh grades conquer the problems of sight-singing or memorize the facts of musical theory if they have not first a rich background of enjoyable singing of beautiful songs. Direct, personal experience with music must precede the detailed and technical study of music; or, in other words, the child must know and love music as a means of self-expression before he is psychologically ready to study music as a science. After all, music is not a matter of black marks on a white page; music is a matter of a sense experience—something heard—something that reaches the consciousness and the emotions through the sense of hearing. And hence, the printed page—the representation of something to be heard—must follow a long and friendly relationship with music as something experienced in an en-

joyable manner, the singing of many lovely songs and the hearing of much good music through the means of reproducing agencies when artist singers and players are not at hand.

Sometimes we speak of music as a language. Let us think of the teaching of music as the teaching of a language. You would think it absurd if you were asked to teach a child to read German when he could speak no German and had never heard German spoken by others. When a child comes to school he already has a vocabulary of English words and phrases and can use these units in countless combinations. But few children come to school with a musical vocabulary. Then we must supply this lack before we can hope to succeed in teaching them to read intelligently the printed page of music. And no matter what grade the child is in, he still must acquire something of a musical vocabulary through experience in singing and listening before he can successfully be taught sight-singing.

Many children come to school already using their singing voices well but in every primary grade, and in every other grade where music is a new subject, we find a considerable number of children who are non-singers or inaccurate singers. We owe every one of these musically handicapped children a chance to discover his singing voice and sometimes they surprise us by becoming our best singers later. The real monotone is rare. There are very few children who cannot be taught to sing, at least simple melodies. Teaching the inaccurate singer is not an especially difficult task. In another article I will try to tell you the fundamentals of this type of teaching.

As to the enjoyment of participating in music and of listening to good music, there is innate in every one of us a desire for self-expression—a desire to express in some way our deepest and most personal feelings. Different folks find various means of self-expression: dancing, painting, sculpture, writing (especially of poetry), dramatic expression, or the several types of musical expression. Of all the arts, doubtless music is the one through which the most folks can find the satisfaction of self-expression. This does not imply or require solo perform-

ance, for group performance proves an entirely satisfactory means of selfexpression. In group activities there is also the added pleasure of the social contact, the joining with one's fellows in doing something we like to do.

Naturally, because of his limited skill and experience with music, the child's participation is largely through singing; and of all the various types of musical expression doubtless singing is the form of participation that the largest number of folks can continue and enjoy through all their lives. This makes it especially important that group singing be made an enjoyable experience in selfexpression for the child so that he will grow up with the singing habit.

I know of no way for children to learn to sing and to learn to enjoy singing other than by singing—singing many songs, songs suited to the child's needs and development, songs that furnish the child a means of artistic expression in connection with his many interests and activities, and, always, songs that are worthy of study, both in words and music, and songs that are truly beautiful and artistic. The smallest songs for the smallest children can be true art expressions—merely smaller in size than the art song that the prima donna sings. Not all beauty comes in large sizes. The exquisite miniature is just as valuable and lovely an expression of beauty as the largest mural or the massive statue!

As with participation, so with listen-

ing—the only way to learn to enjoy listening to music is by listening to much music, and again, music suited to the child's development and his ability to understand its message, worthwhile music, and music that leads him on and on toward bigger and finer things musically. We are fortunate in being able to find on the market nowadays a wide variety of recorded music suitable for the child's listening, in fact, especially intended for that purpose. There are also books and pamphlets available that give specific suggestions about the selection of music for various purposes and about the methods of presenting this music to the children in such a way that they will be led to enjoy it and to want to hear more.

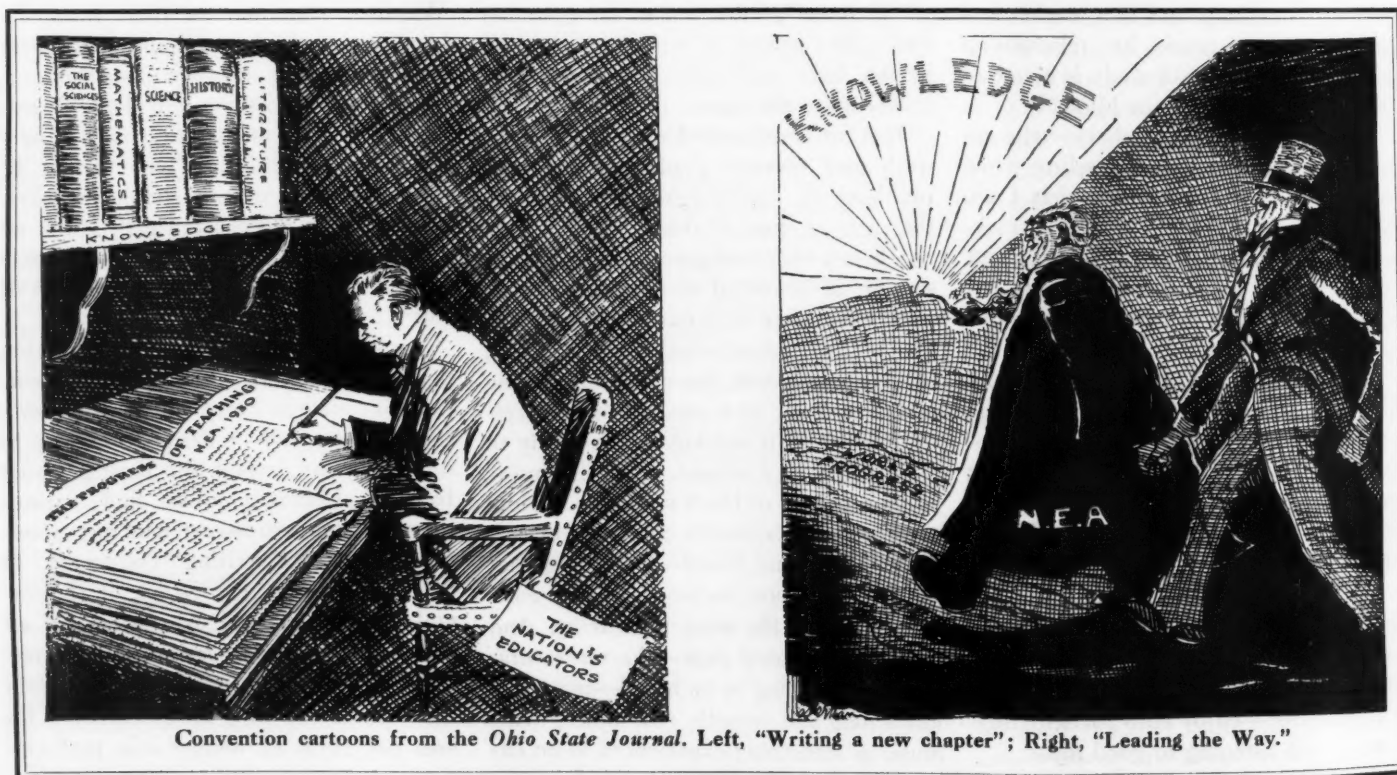
Again, the teacher who lacks musical background and experience may feel afraid to undertake this type of music work, but I assure you that if you will just use the same methods that you use in interesting children in reading good books, and if you will use the same thought and judgment in preparing your lessons, with the help of the books and pamphlets I have mentioned, you will find that you can accomplish much in leading the children toward a real enjoyment of good music. And while you are leading them, I shall not be at all surprised if you find that you are stimulating your own musical growth and appreciation! Perhaps you have little more musical background or experience than the children. Then why not get your experience while

the children are getting theirs? If you undertake this with an open mind, in a sort of experimental fashion, you will have a "grand" time!

So many children come to us from homes that are totally devoid of any form of beauty. They never hear music of worth, they have no books to stimulate their curiosity and their thinking, they have no beautiful pictures to satisfy their sense of line and color. Their little souls are starved for beauty and loveliness! What an enticing opportunity for the beauty-loving teacher!

There is one other first thing that I must mention—the matter of the teacher's attitude toward the music in her classroom. The love and enjoyment of good music is not *taught* so much as it is *caught* and the attitude of the children toward their music work will be an almost exact reflection of their teacher's attitude toward it.

I long for the time when every child in our broad land shall have wellplanned music instruction throughout his school years. Until that happy time comes, we must all use every means at our disposal to accomplish the first things—the big things—in the child's musical development. We shall make a big step in this direction if our grade teachers will realize that they can give the children in their care a good start toward becoming the lovers of good music that we want them to become. And may the joy of victory be your reward!



Convention cartoons from the Ohio State Journal. Left, "Writing a new chapter"; Right, "Leading the Way."

The School's Relation to Mental Health

CLARA BASSETT

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New York City*

THOSE who are familiar with the life of any community realize immediately that the glowing descriptions disseminated by the local chamber of commerce or Rotary club as to its peace, health, prosperity, and harmony are too optimistic an evaluation of conditions.

Every community is faced with serious social problems which may or may not be receiving adequate attention. One of the first problems which confronts the inquirer is that of delinquency. Each state and local community spends a great part of its income for the maintenance of courts, detention homes, jails, industrial schools, reformatories, and prisons. Large numbers of individuals are being handled in each of these institutions. The number of people in these institutions does not, however, indicate the real size of the problem of delinquency, as there are many persons in every community whose lives are spent in preying upon others and who successfully evade the law.

Another problem which will immediately stand out is that of insanity or mental disease. Each state has its great hospitals for handling the mentally sick and large amounts of money are annually spent for the care of individuals whose mental breakdown is so serious as to require hospital treatment. The statistics regarding the number of patients in these hospitals likewise give no adequate picture of the problems of mental hygiene in any community.

Many persons suffering from a frank mental disease are at large and their condition either goes unrecognized or they are regarded as merely eccentric or peculiar. Examples of such people may be more or less easily recognized as displaying personality traits and mental symptoms which indicate the possibility of a definite mental breakdown later on in life. Examples are: the young man who is always by himself, never mixing with

others, absorbed in his own thoughts and phantasies; or the woman, who in childhood was petted, shielded, taken care of,

FOR SEVERAL YEARS THE JOURNAL has been presenting the best material in the pioneer movement on behalf of mental hygiene. Letters from readers show sustained appreciation of this material and the need for continued emphasis in this field. Accordingly THE JOURNAL will present during the year a notable series by Clara Bassett on mental hygiene in the classroom. The rapid readjustment through which the human world is now passing subjects both children and adults to unusual mental strain. It is the business of the school to meet this situation just as it meets the need for physical hygiene, for cultural growth, and for vocational effectiveness.

and always made the center of an admiring audience and who now evades all adult responsibilities and difficulties by getting hysterical attacks or developing physical symptoms which terrify those surrounding her into letting her have her own way.

In any community there is also great social wastage and friction due to large numbers of people who are rendered personally and socially ineffectual and unhappy because of warped personalities, unhealthy emotional attitudes, and wrong ways of handling the experiences of life. Such cases are: the mother who is a perpetual nag and scold; the man who has always been his "mother's sweetheart" and never leaves home; the woman whose life is filled with feelings of inferiority, fears, and worries and who never feels at ease or happy; the town drunkards and drug addicts; the chronic invalids who flit from one doctor to another in a vain effort to gain relief from their baffling afflictions; the miser who heartlessly ex-

ploits his employees in his pathological drive to pile up gold; the father who terrorizes, bullies, and tyrannizes over his wife and children.

Problems of relief and dependency will likewise attract attention and many institutions and agencies are engaged in aiding individuals and families who are incapable of maintaining themselves either financially or morally as independent and selfsustaining units.

When attention is turned to the school system, serious problems again present themselves. The wastage in time, effort, and money due to the repetition of classes by large numbers of children is distressing. Even more disastrous is the emotional injury to the children which such repetition means, through the development of feelings of inferiority, inadequacy, discouragement, habits of failure, loss of interest and zeal. Correlated with this problem is a group of children of superior ability who are usually forced to plod along in an uninspired fashion in classes attempting to pull with them the group of laggards just mentioned. Another large group of children are classified as truants and a considerable staff of attendance officers is busy corraling these youngsters and leading them back to school. Other school problems which trouble teachers include those of lying, stealing, sex activities, running away, and incorrigibility.

Society has long been confronted by these human problems but in the past has been satisfied to organize institutions and agencies for handling, in a more or less summary fashion, the serious end results. When, however, the problems assumed serious proportions and the great difficulty of changing human beings after their habit patterns are well set was realized, attention turned to an investigation of causes, to detection and treatment of earliest symptoms, and to prevention.

NONE of the laws of mental health are as wellknown to people generally as are the laws of physical health. All of us know that green apples probably will give us indigestion—and we don't eat green apples. Fewer know that excessive petting of a child by its parents will almost certainly lead to mental ill health in the child. In the schools physicians examine the teeth and the tonsils of the pupils but rarely is any effort made to discover the health or ill health of their minds. Yet anybody who has experienced depression or "nervousness" or unfounded fear knows that anyone of these is much more unpleasant and exhausting than tonsillitis or toothache.—Karl Menninger in *The Healthy-Minded Child*.

Attempts to handle the problems presented by the serious delinquents in reformatories and prisons resulted in careful studies being made of the life careers of the prisoners and it was found that the beginning symptoms of their difficulties were first evidenced in early childhood. Efforts to understand and to help the mentally sick in hospitals for the insane likewise resulted in careful, detailed studies of the individual life histories of these patients and it was again found in most cases that the beginnings of the patients' mental symptoms could be traced far back into early life, to unfortunate environment, to unhealthy mental and physical habits, to warped emotional attitudes, to wrong ways of handling life experiences.

Studies of the clients of agencies handling dependents also indicated that faulty physical, mental, and emotional habits extending back into early childhood really lie at the basis of most of their difficulties.

Many detailed studies of problem school children indicate that the difficult behavior on the part of the child can usually be traced directly to wrong ways of handling on the part of parents, to unhappy emotional relationships within the home, to physical handicaps, to vicious community environment which offers no constructive and satisfying outlets for the energies of the child, to irritable or severe handling by an overburdened teacher, to a rigid school curriculum unsuited to the needs of the individual child, or to any combination of similar causes.

These facts greatly impressed the workers in these fields with the immense importance of reaching these threatened individuals at a much earlier age when their problems are simpler and easier to understand and far more hopeful from the standpoint of treatment.

Dr. William Healy was one of the pioneers in this effort to reach these problems in their earlier stages and his five-year study of 1000 children passing through the juvenile courts of Chicago resulted in a much clearer understanding of the different aspects of these problems, in the development and clarification of the technic essential to an understanding of the whole life of the child, and in the publication of his classic book, *The Individual Delinquent*. His experience and that of others indicated, however, that it would be necessary to reach these children

at an even earlier stage than that of the juvenile court, if the most constructive results were to be obtained.

Study and experiments in attempting to modify human behavior patterns in children at various age levels have convinced workers that the earlier these problems are detected, the more hopeful are the results; that the period of vital importance in the life of the child is the first weeks and years of life and that wrong methods of handling on the part of parents and teachers during these earlier months have the most far-reaching effect on the whole future life of the child. Habit patterns, emotional attitudes, and fundamental ways of reacting to life are established during this period which largely influence the personality development of the child.

The study of children in nursery schools, admitting children from the ages of three to five years, and in kindergartens, handling children from the ages of five to seven, show that already the personalities of these children are fairly well-developed.

Some of the problems resulting from unwise handling which stand out when individual observation is possible are the children who show neglected physical conditions in need of attention and those who have special physical handicaps with resulting emotional difficulties in adjusting themselves in a healthy manner. The personal habits of many are still in a chaotic, unregulated condition. Some show wrong habits of eating, eating anything, at any time and in any amount. Others still drink their milk from a bottle or resort to a pacifier, while others show fussy habits of likes and dislikes in the matter of food, or appetites requiring continual coaxing. Wrong habits of sleeping are evidenced by sleeping at any time, or only after a long-drawn-out battle before going to bed, by demands for the constant attendance and ministrations of the mother, by enuresis, nightmares, or terrifying dreams.

Other children show faulty habits of elimination, with emotional problems resulting from parental use of disapproval, ridicule, punishment, and fear as methods for developing control. Inability to dress themselves or to care for their simplest needs characterize other children in this group. The child who flies into temper tantrums whenever thwarted in any desire; the child who is abnormally timid,

shrinking and fearful; the one who is too dependent on its protecting mother and clings to the teacher; and the jealous child who resents attention to or achievement by other children—all stand out as in need of special understanding. Other children who present difficulties requiring careful handling are: children who do not distinguish between phantasy and fact; those who bully or annoy other children; the ones who habitually take things which do not belong to them; or those who tend always to blame others for their own difficulties and mistakes. Sullen, resentful children who feel themselves picked on or discriminated against and shut out; the aggressive child clamoring for constant attention by showing off; the dreamy, solitary child absorbed in its inner phantasy life; the child who takes refuge in physical symptoms or complaints when confronted with difficult or unpleasant situations; and the child who shows unusual interest or curiosity in sex matters or participates in sex activities—all claim our attention.

These problems, which have in the past been considered so amusing, trivial, or irritating to the comfort of adults or which children were hopefully expected to outgrow in due course of time, are now shown up in their true seriousness and challenge our best efforts in their solution.

Because to parents in continual intimate contact with their children, these difficulties do not stand out in their true perspective and because of their lack of appreciation of the possibly serious implication of these symptoms, the school is in a strategic position to recognize and treat these deviations in their incipient stage, during the first years of school life. It is because of this unique responsibility that it is so essential that teachers acquire an understanding and keen appreciation of mental hygiene as related to the lives of their pupils.

There is nothing more tragic than to see cases constantly being referred to mental clinics at adolescence or later when the conditions are sometimes well advanced and to find, upon tracing back the history of the difficulty, that the beginning symptoms of maladjustment were easily recognizable sometimes even in kindergarten days and to realize that a little understanding treatment at that stage might have prevented years of suffering and social wastage.

HAVING once accepted the existence of mental health and ill health, we must, if we are going to keep our children's minds healthy, learn to recognize the symptoms of mental ill health.—Karl Menninger in *The Healthy-Minded Child*.

The New Teacher and the Principal

EFFIE E. SMITH

Principal, Frank McCoppin School, San Francisco, California

THE PRINCIPAL of a school is the real supervisor and his type of supervision determines the spirit of the school. Dr. Cubberley says:

The broader, professional knowledge and insight of the principal must find expression in the daily work of the teachers and the pupils if his largest usefulness as a principal is to be rendered.

However, in helping the new teacher, to give her inspiration and to establish a happy attitude toward her teaching, the principal cannot be wholly successful by classroom supervision. The human factor must count for much—sympathy and understanding, courtesy, a sense of humor, ability to lead without driving, and a desire for growth. The new teacher does better work because of inspiration and courage that come from leadership in which she trusts. She welcomes the supervision of a principal who can give scientific reasons why certain things should be done in a certain way.

In the principal's relationship with the new teacher, four of the large aspects of helping her set up ideals and establish a standard of measuring her own efficiency are: personality, professional qualifications and growth, health and physical vigor, and ways of handling details of daily tasks.

Helping the new teacher—Find out beforehand her personal qualities, her recommendations, her training, and her hobby, in order to establish a common interest. Establish a confidence through planning, assist in routine matters, and show her that her ultimate aim is to teach children, not subjectmatter.

Explain to her regulations and plan of management to be followed in the conduct of the school, such as the plan of selfgovernment practised, handling of books and supplies, outdoor play periods, use of auditorium, course of study, report cards, handling of tardiness and truancy, faculty meetings, and other requirements of the law which new teachers should know. Typewrite and tabulate this information for her.

Appoint a sponsor for the new teacher—turn her over to one of the teachers of the same grade for guidance. Let the teachers get acquainted with her. Make her feel at home.

Suggest and criticise only on a basis for constructive help. This is essential in the development of better methods of instruction. Patience, kindliness, fairness, and consideration are necessary to win the confidence of the new teacher. Like other human beings, she develops faith in herself in about the same degree that the principal shows faith in her.

Establish sympathetic and helpful relations with her. Make her feel that the principal is interested in her success and really wants to be a guide, a leader, and a helper.

Give the new teacher encouragement, appreciation of what is well done, helpful suggestions, and an appeal to her self-reliance. Keep her from worry for she needs her energy for her teaching.

Do not allow a beginning teacher to struggle alone as she may lose professional enthusiasm and proceed incorrectly. The principal should see where her trouble lies. It may be poor assignments, too much talking, or an unpleasant voice.

Always let the pupils see that the principal has faith in the new teacher and defers to her as in control. When the weak points in her control are located, give her a good book or magazine article to read which will help her. If she is an elementary teacher, she will find *The Beginning Teacher* by Almack and Lang, and Sears' *Classroom Organization and Control* good books in classroom technic. If she is a high-school teacher, *Problems in Classroom Method* by Waples will be helpful.

Try not to let the new teacher live below her best. A principal's leadership should be such that she will have a constant urge to live up to expectations—a leadership that says "work with me, not for me."

Impress upon the new teacher it is important to save time for recreation and personal growth. Conserve her nervous energy by limiting routine work and records as much as the progress of the school will permit.

In my supervision as principal, I have used the following plan with the new teacher:

Classroom visitation—The principal's first visits to the classroom are of short duration and are concerned with the order and general appearance of the room. Not

later than the third week the principal visits the classroom to help the new teacher in classroom procedure, when a record of observations and facts is made on score cards. After visiting, a short typed report is handed to the teacher and discussed with her, a copy of this report being in the hands of both principal and teacher. In this interview notes are taken. In the discussion of these visits, impress upon the new teacher that skilful teaching is the result of careful, regular planning of her work.

Daily planning of work—Call to the attention of the new teacher the following questions concerning the daily planning of her work and give her real constructive help in the study of them:

Have the children definite ideas as to what they are working for?

Have the children and teachers definitely decided what is to be done before the next lesson?

What is the children's definite preparation for the next lesson?

What is the teacher's definite preparation in collecting supplementary material for the next lesson?

Is the assignment carefully planned so that it enables the pupil to know what to do and how to go about it?

Are the children making the most profitable use of the class period?

What provision has been made for individual differences so that each pupil, bright and slow, is given the best opportunity to advance?

What provision has been made for checking results that the work may be tested?

Make the new teacher understand the importance of a planbook. Planning is an essential part of her preparation. A weekly planbook placed with the principal on Monday mornings, should state aims, topics and problems, motivation, time allotment, and references.

Opportunities given for improvement—Occasionally allow the new teacher to visit one or two efficient teachers of her own staff and teachers in other schools, keeping in mind definite objectives and giving her an outline of the main points to be observed and reported upon when she returns.

Let her witness demonstrations of her own class by the principal. This is valuable to the new teacher, especially when, after the lesson, she is encouraged to

question about it or criticise it. Organize group conferences for new teachers in need of the same type of help, pointing out better ways to master difficulties, or stimulating earnest thought regarding teaching procedure.

Importance of disciplinary habits—With the new teacher form disciplinary habits. Help her in need and apply preventive measures before the situation gets beyond control. Diagnose her difficulties, tell her where and why her methods fail, point out what better methods she ought to employ, keep up her courage by showing confidence in her ability to succeed and protect her from annoyances that may tend to impair her working efficiency.

Impress upon her the two purposes of

discipline—*educational efficiency and development of citizenship*. Make her feel that the principal will stand behind her in all just treatments of pupils for purposes of control, except when she violates the rules.

Importance of the teacher's personality—The new teacher's equipment consists of her training and personality, the latter being the most important factor in successful teaching. It is just as important for her to possess the necessary personal qualities, such as sincerity, sympathy, fairness, courtesy, tact, and optimism, as to perform the necessary duties, since one depends on the other. To overcome the difficulties arising from the new teacher's personality, it is necessary to find out in

what traits she is deficient. A capable and willing teacher can be helped to overcome almost any personality defect by a skilful and sympathetic principal.

Frequently the beginner is endeavoring to reach unreasonably high standards or is overconscientious to produce results in too short a time, which results in a lack of selfconfidence. She usually undergoes a period of despair in attempting to find a cause for her dissatisfaction. In her confused state of mind, she can best be helped by the understanding principal.

A program of supervision as here discussed takes a constructive attitude toward the new teacher, who is to be helped to success and not eliminated as a result of a program of inspection.



THOUSANDS OF TEACHERS will follow the various trails of the Great Divide to the land of the giant redwoods next summer when the National Education Association holds its sixty-ninth annual meeting in Los Angeles June 28 to July 4. Seldom does a convention city offer such an opportunity for combining an unusual summer vacation with attendance at the great annual gathering of the nation's educators. Most teachers will go to Los Angeles by one route and return home by another. There are the coast line steamers through the Panama Canal for eastern seaboard delegates who prefer the novelty of an allwater route. Some will choose the southern way through New Orleans, the great plains of Texas, and the mesas of New Mexico and Arizona, with the opportunity this route will offer for a side trip into Old Mexico. ¶ The grandeur of snow-capped peaks; the matchless vistas of the Grand Canyon; the Royal Gorge; nature's wonders in Yellowstone Park, the Canadian Rockies, Great Salt Lake, Pike's Peak, Glacier National Park; the Indian ruins of the southwest; and a score of other wellknown points of interest will be determining factors in outlining the summer trip when convention visitors consult the railway folders. California will beckon many to an entire summer of recreation in its gorgeous climate, equally restful among the mountains or on endless stretches of ocean beach. ¶ Los Angeles itself will interest many. Here are 1,233,561 inhabitants where ten years ago lived only 576,673, an increase of 113.9 percent. A decade ago Los Angeles was the tenth city in the United States; now it holds fifth place. A city unique in landscape and architecture; renowned for its educational institutions, its great motion picture industry, its health-giving climate, Los Angeles not only entertains the visitors of two or three great national conventions every month but attracts thousands of those who come as tourists to remain as citizens. It is now the fastest growing of the big cities of the United States. ¶ Round trip fares to Los Angeles, by way of any of the routes the convention visitors may choose, are so low that the convention management will not ask the railroads for the usual special rates. Liberal stopovers are permitted. ¶ Many teachers will drive to the 1930 convention. The highways are excellent. They take the autoist through many points not accessible by rail. It is a great advantage to the tourist to be able to provide his own transportation at such time as he pleases wherever he wishes to go. ¶ There are 40,000 teachers in the state of California. They have been planning this convention for several years. They came to Columbus with an urgent invitation and a touch of the hospitality California will show to its guests at what is certain to be one of the largest-attended meetings the Association has ever held. President Willis A. Sutton is planning a program which will make this a long-remembered convention. ¶ Hotels at Los Angeles have learned to care for large conventions. The city government warmly welcomes visitors. The Shrine Civic Auditorium, where the Association will hold its general sessions, is new and wellappointed. It is equipped to handle both large and small meetings. It has ample facilities for the convention exhibits. The Auditorium adjoins the campus of the University of Southern California. Campus assembly halls will provide meeting places for departmental and allied associations. ¶ The 1931 convention promises to excel all others in attendance. It has for its background a great vacation land. It offers notable opportunities for professional growth. Teachers who attend will enjoy a memorable summer.

Vital Values in Education

THE CHALLENGE to the profession of teaching has never been stronger than it is today. The problems for solution have never been more important nor more numerous. The zeal of the profession to meet the challenge has never been greater. Teachers—individually and in organized groups—are devoting themselves vigorously and intelligently to the solution of the intricate problems in education. The theme chosen for this great sixty-eighth convention of the National Education Association is *Vital Values in Education*.

First, let us emphasize the need for freeing intelligence. Our much loved educational philosopher, John Dewey, warns us against that type of school, that "has literally been dressed out, with hand-me-down garments—with intellectual suits which other people have worn." Dr. Dewey describes in this sentence the teacher who follows mechanically the "course of study" waiting for a supervisor or a superintendent to tell her what to do next. This traditional type of teacher is reducing the activity of the child's mind to a docile and passive taking in of the material presented—in short to memorizing with simply incidental use of judgment and of active search. It is encouraging that more and more teachers are—in practise—reversing this and leading pupils to thinking, weighing, measuring, reasoning, making judgments, and letting memory become the byproduct, rather than the main objective of the day's program.

Henry Turner Bailey emphasizes that nature is the inexhaustible reservoir of suggestion for all science—the trees, the birds, the butterflies, the moths, the clouds, and the stars never cease to entertain and to bless all who have learned to love them. He says when we are wiser, we will run the buses of the board of education not to bring rural children into city schools but to take city children into the country that they may learn to know and love God's first revelation to man and feel at home in the natural world because they are wellacquainted with it.

Which is the greater tragedy, for a child to live in a crowded city in a home and school environment that almost prevents his chance for appreciation of the

real values of life, or the child living in the rural school environment—perhaps surrounded by the beauty of God's great

The Columbus Convention

GAVE a rich program of educational ideas and ideals.

Was entertained with a hospitality in which city and state joined to set new standards.

Presented a notable pageant showing Ohio's contribution to education.

Was wellattended in both general sessions and department groups.

Enroled the largest number of official delegates ever brought together in the assembly—1234.

Was reported by newspapers and press associations with unusual thoroughness.

Included a nationwide radio program. Was a period of good feeling and fine fellowship.

Enjoyed remarkably favorable weather.

Emphasized vital values in education.

outdoors—and yet not appreciating it because of having "eyes that see not and ears that hear not"?

Bishop William A. Quayle once said he would like to add a beatitude to the list, to read "Blessed are those who have eyes to see and use them." The beatitude I would add is—"Blessed are those who help others to see."

These blessed surely include the classroom teachers of America who have the vision of putting the emphasis on "first things first" and put that into practise in everyday classroom instruction. Fortunately, indeed, is the child who is associated with that type of teacher!

Second, the entire teaching profession needs to be enlisted in training for the wise use of leisure. Our national committee of the National Education Association and our forty-eight state committees will greatly stimulate and lead the movement but the real work will be effectively done only when each teacher catches the vision.

A third vital value in education will be discussed under the theme "The International Point of View." It is wellknown that much of the discord, unhappiness, and lack of harmony in the world is due to ignorance and misunderstanding.

Through false teaching, prejudices and hatred have been built and fostered. It often takes decades, even centuries, to eliminate the bad effects of such teaching. We had far too much of that in the late world war, as we all know.

One of our widely read newspaper writers admitted after the war that he wrote untruths about the atrocities overseas to inflame the feelings of hatred in America—people are better fighters when they hate. After the death of this writer, only a few years ago, the excuse was made that he wrote thus to help America—he wrote lies for the sake of patriotism. Is genuine patriotism dependent on truth or falsehood? "My country right or wrong?" No. "My country, may she always be right."

Most of us as teachers believe that the hope of the world is in the youth of the world. International goodwill and world understanding will come when a generation is taught and acts upon the principles of justice taught by the greatest teacher of all time.

These vital values of freed intelligence, wisely used leisure, and world goodwill open many doors to service. You will think of others. As you follow these programs through the week you will have a new appreciation of the glory of teaching. Your satisfaction in service will be deepened. You will understand better the causes that underlie the rapid growth of the National Education Association. You will feel a new dedication to its program of service to childhood. You will appreciate more fully the vast work which remains to be done before the perfection of teaching, the improvement of salary schedules, the building up of retirement systems and tenure regulations can be fully accomplished. Generations of the finest men and women of America have poured their lives into the National Education Association. They have laid foundations. Much remains to be done. Progress literally waits on able leaders and loyal followers. There is a part for all. Our educational progress and the advance of our civilization will depend upon you and me—will be measured by our energy, our vision, and our loyalty.—From the presidential address of E. Ruth Pyrtle at the Columbus convention.

Pioneering Again

THIS TENDENCY to place more power in the hands of the Federal Government, evident since the close of the Civil War, has doubtless been due in part to improved transportation and communication and in part to the growth of great business combinations. There are now powerful influences which recognize no state lines and for which state and local governments are no match. But curious results have followed from the attempted concentration of power in Washington. Among these I name only a few.

First, our federal government was one of limited authority and planned in a way to prevent the abuse of powers given it. Students of the Constitution have pointed with pride to the "checks and balances" provided. This government of checks and balances still remains in a day of increased powers, frequently bringing confusion and helplessness rather than business efficiency in the discharge of these powers. The machinery of government has not been revised to keep pace with the changed functions of government.

Second, this increase in power has kept the citizen's eye on the government at Washington. Whereas he formerly did things for himself through personal effort or political activity in his local government he now looks to the federal government to solve his problem. In administration this tendency has brought into being the Departments of Agriculture, Commerce, and Labor. It urges new departments for such interests as education and public health and welfare, heretofore regarded as strictly local interests.

Third, effort to exercise power always follows the vesting of power. As great corporate interests have been accused of trying to control officers, so the popular will attempts to direct the actions of these officers. This movement has been commonly known as the growth of democracy. The Constitution was changed in regard to the election of the president in response to popular demand and practise has further modified the procedure until today the machinery is merely a matter of form. It is obvious that the original plan for the Senate was to allow the people of the states to elect legislatures, each in its own way to send the two ablest men in that state to the United States Senate. But the Constitution was amended and each state elects its senators by direct vote of the people. Of course, no one foresaw that this might carry with it the temptation to expend tens and even hundreds of thousands of dollars in the larger states on the part of wealthy persons who were ambitious to sit in the United States Senate; or that it would tempt powerful interests to spend money to elect their agents to that body.

Our people do not realize the implication for education in this basic change in

our government and our relations to it. If the people select the senators who ratify treaties with foreign nations it is incumbent that the voters themselves know more about our foreign relations. Unless a person is reasonably intelligent on how much the globe has shrunk and on the fact that the next war will be one primarily of chemistry rather than physics, he is in no position to say whether or not we should depend upon the old policy of settling disputes by war or whether we should enter some sort of a tribunal for the settlement of disputes by peaceful means.

Education for the proper discharge of civic duties is one of the problems facing the pioneers of the 1930 decade. Some of the qualities of the older pioneer are still assets but new tools are also needed to perform new tasks. The citizen must possess an increased store of factual knowledge to vote intelligently today. The new nationalism of civil war days gave us the publicly controlled college of agriculture and mechanic arts and the generosity of farsighted business men placed the natural sciences on a parity with the older classical studies in our conservative endowed colleges. Recent trends in legal, medical, dental, engineering, nursing, and teacher education indicate a growing recognition of the need of applying extant knowledge to the problems faced by professional workers in these fields. *But institutes of human relations, eugenics courses, and institutes of politics or international relations are still rare and regarded in many quarters with suspicion.*

We seem to grasp at once the advantages of those things which relieve our muscles of toil and which bring comforts and luxuries into our everyday existence. We appreciate, even if we do not understand, the basic sciences which make these goods possible. Consequently, we find little hesitation on the part of state legislatures and of men of wealth to provide funds for buildings and equipment for physics and chemistry. Great engineering and electrical laboratories appear upon the campuses of our institutions of higher learning.

The coming of many of these comforts was predicted some seven hundred years ago by Roger Bacon, who pointed the way to securing them. Stop looking back, give up studying books, and study the

world around you—this in brief was his message. Why should not the pioneers of 1930 try this plan in the social sciences?

We are not making such remarkable progress in solving our international relations, in achieving human brotherhood, in eliminating vice, crime, and immorality, in understanding man's appetites and habits, and in improving his methods of thinking that we can feel satisfied with the old methods. By following the paths blazed by the Clarks, Boone, and other pathfinders, we have won a continent; by accepting the painful path pointed out by Bacon, we have achieved a comfortable existence not enjoyed by kings. Perhaps by following the path indicated by our leading economists, psychologists, and sociologists, the pioneers of 1930 may bring to pass the kingdom of God on this continent. First we must get the facts. Our colleges need well-equipped laboratories and wellpaid staffs in economics, political science, psychology, education, and sociology. We need college trustees and presidents who will encourage real research and courageous teaching in these fields. We need newspaper editors and other leaders of public opinion who will rejoice as heartily in the discovery of new facts in these fields as they do when a new machine has been perfected or another human disease conquered.

But more than mere knowledge is required to insure progress. There is a vast difference between knowing the right thing to do and doing it. Until we are ready not only to receive new truth but to apply it in our thinking and acting, we cannot achieve the miracles that come from discoveries in the natural sciences. Just as the men of 1830 were opening up the wilderness, were clearing away the undergrowth of centuries, and making new crops grow where only wild animals had gone, so the century which lies ahead of us should be marked by the opening up of men's minds, the sweeping away of ideas which have grown up more or less hit and miss through the centuries, and of planting well-established fact where only unfounded prejudice has existed, and the careful nurture of the new crop until a new civilization blossoms.—From an address by William John Cooper, U. S. Commissioner of Education, before the NEA July 3, 1930.

The Cornerstone of the New Headquarters

THE NEW HEADQUARTERS building has been under construction during the summer. The cornerstone was laid on the afternoon of July 25 by the Grand Lodge of Free and Accepted Masons of the District of Columbia. The trowel used by George Washington in laying the cornerstone of the central building of the Capitol was used in the ceremony. There was a program consisting of brief addresses by officers of the Association and the United States Commissioner of Education. The laying of this cornerstone for a fine building at 1201 Sixteenth Street—which is five blocks north of the White House—marks an epoch in the growth of the Association, in the development of the teaching profession, and in the promotion of the democratic principle of equal educational opportunity for all boys and girls of America. The newly elected President of the Association, Superintendent Willis A. Sutton, being unable to be present, Joseph Rosier of Fairmont, West Virginia, member of the Executive Committee, presided. The following are abstracts from the principal addresses which will appear in full in the Proceedings:

America is not so much a place as an Ideal, the Ideal being equal rights and equal opportunities to every individual according to his abilities. While our rich natural resources have helped make us great, I believe our Ideal would have made us a great nation in any other place where the climate is not inhospitable. This American Ideal cannot be realized without an educated citizenry, without such an education as will enable every citizen to make himself the best possible.

"The success of the schools is the success of America," is a pronouncement of Harvard University. Our belief in education, and our increasing provision for education is wit-

nessed by the fact that we have more young people in our secondary schools than there are in the secondary schools of Europe. We have more young people in our colleges and universities than there are in the higher institutions of the other five leading powers of the world. But we have not attained our Ideal until the children of remote places have opportunities equal to those of the wealthy centers, until equal provision is made for all regardless of race or color, until we have every citizen so selfdirected and dynamically useful that he will not become a burden to society.

When the time comes this building will be dedicated to the youth of America. The activities here centered should stream forth as a beacon light, lighting up the dark places and enabling the people to find their way to the fruition of the American Ideal. I wish it were possible to emblazon on this building in light what was written by Dante, "Give the people light and they will find the way."—*Walter R. Siders*, chairman of the NEA Board of Trustees and field representative of the World Federation of Education Associations.

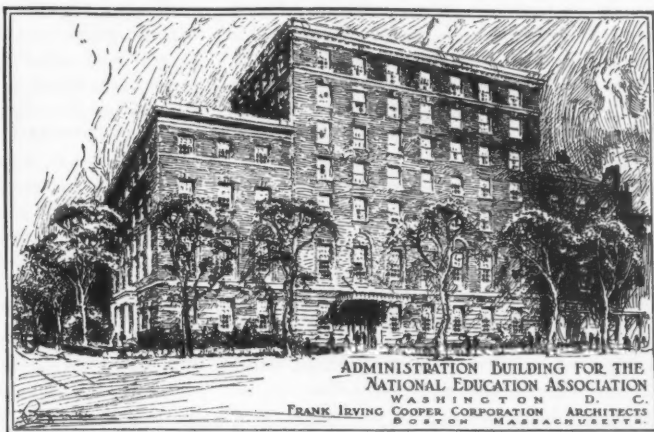
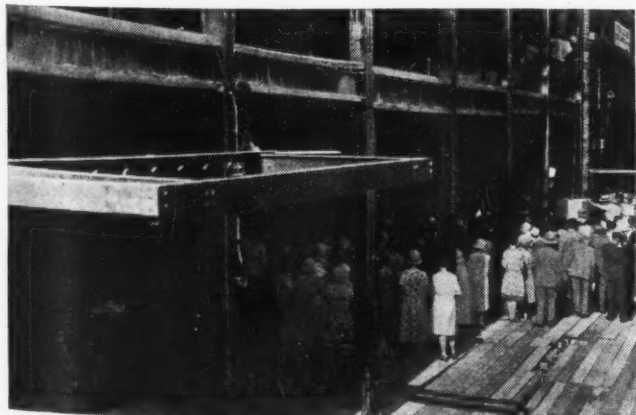
The teacher's employer is the public and the people collectively usually take action under emotional stress. When a President is assassinated by a disappointed office seeker, the public will act to eliminate political spoils. Should a loved teacher actually starve to death, doubtless salaries of colleagues would be promptly raised.

Public sentiment must be expressed through lay agents, called school boards, trustees, or committees, consisting of individuals who serve without pay and are necessarily engrossed in their own personal affairs. These agents are ready to respond to public opinion when it has been formed. The public, therefore, needs to be made aware not only of the service which the teacher renders but must be assisted to distinguish good service from mediocre or poor service. None can do this as well as an organization which maintains a headquarters and issues an organ to advocate with vigor the things which should be done. Organization of a body of more than three fourths of a million persons scattered over a

vast continent is difficult to accomplish. But the National Education Association represents in corporate form just such an achievement. Its meetings furnish the occasion for professional inspiration and instruction and for action designed to advance, not the personal interests of individuals but the profession as a whole.—*William John Cooper*, U. S. Commissioner of Education.

The date of laying this cornerstone marks an important achievement. For years the National Education Association has urged that education have the same recognition that has been given to commerce and to agriculture through federal departments with secretaries in the President's cabinet. The Association has also urged that our system of state and federal aid should be readjusted to meet the requirements of the new economic and social conditions of today. These are ideals for which you too have stood. The pressing need on the part of the nation's children has found a sympathetic response in your hearts. After the most thorough study the best minds in the nation are coming to agree upon this view. Conditions in education are no less grave and difficult than conditions in industry and business. The gravity of the situation should lead the Congress and the President of the United States to hasten the creation of a Department of Education and thus to place the government squarely behind a movement fundamental to the general welfare and to the highest type of citizenship.—*E. Ruth Pyrtle*, NEA first vicepresident, and principal, Bancroft School, Lincoln, Nebraska.

This building is being constructed with the fees paid by the life members. Each life member pays into the permanent fund of the Association the sum of one hundred dollars. In many cases this represents a great sacrifice on the part of the teacher securing the life membership. It is constructed primarily for the purpose of enlightening public opinion in order that we may, in the words of Webster, "preserve and perpetuate our free institutions."—*Joseph H. Saunders*, member, National Board of Trustees, and superintendent of schools, Newport News, Virginia.



At the left, the cornerstone laying; at the right, the building as it will appear when completed, a monument to teaching.

Important Points from Columbus Addresses

EDUCATION of our adults is needed now as never before, for in this machine, mass-production age, the life of the worker must be enriched or, in many cases, his spirit will die. We probably can hold the place we now have by schooling children only but to make real progress we must educate adults.—*L. R. Alderman*, U. S. Office of Education.

An outstanding opportunity is presented to the teachers of America in international relationships today. The multilateral treaty for the renunciation of war enacts new law for each of the signatory powers. It cuts away the right which nations have hitherto had under international law to resort to war in any cause.—*Florence E. Allen*, judge of Supreme Court of Ohio.

We need to check-up on ourselves—find out to what extent we are forgetting the individual and thinking only of classes and sections and schools and systems. We need to find to what extent we are thinking in percentages, medians, graphs, and forgetting that these are but mass pictures.—*M. G. Clark*, superintendent, Sioux City, Iowa.

In your country the spirit of cooperation is not a mere reflection as with some of us Europeans but a living property of the masses. Nowhere better than in America—thanks to the vast extent of the country, united in language, mind, and economics, and of highly developed technical application—can the great and new ideal of an education for world-community be realized.—*Paul Dengler*, director, Austria-American Institute of Education, Vienna, Austria.

The classroom teacher should be given classes small enough to enable her to know her pupils as individuals. The superintendent of the Chicago schools has recommended a gradual yearly reduction of the teaching load.—*Isabella Dolton*, assistant superintendent, Chicago, Ill.

The real teacher knows that the strongest element in character development in her classroom is her own personal character, that her ideals and conduct have more influence in the lives of her children than anything she says or teaches. We are paid for what we are as well as for what we do.—*Willard E. Givens*, superintendent, Oakland, Cal.

Teach your pupils to know and admire George Washington, to carry his example and companionship in their hearts, and our country's destinies will be safe in the hands of the next generation.—*Lieut. Col. U. S. Grant, 3d*, associate director, George Washington Bicentennial Commission.

One of the best ways in which to develop the habit of work and to impress the fact that every person must make some definite and necessary contribution to the world's work, is through the school garden and the little garden plot at home which should belong actually to the child himself.—*Florence Hale*, state supervisor of rural schools, Augusta, Maine.

Are not superintendents aware that, in the building of large cities, we are depriving children of nearly every nature contact? This denuding the city child of the major part of his nature heritage has led to a woeful igno-

rance on his part of the simplest common-places of the natural world.—*Van Evrie Kilpatrick*, director of school gardens, New York City.

The most vital purpose of the National Congress of Parents and Teachers is the education of parents.—*Mrs. B. F. Langworthy*, first vicepresident, National Congress of Parents and Teachers, Winnetka, Ill.

The school library enriches the child's life because in learning to use it he is put into possession of the tools whereby he may continue his education.—*Edith A. Lathrop*, U. S. Office of Education.

The Filipino people are tremendously anxious and exceedingly earnest to achieve complete selfsovereignty at an early date, not alone for their political wellbeing and economic stability, but for their intellectual orientation and cultural progress.—*Camilo Osias*, resident commissioner, Wash., D. C.

Equality of opportunity will not be fully realized until we equalize the support of education for all areas whether urban or rural. We must, as well, provide for the organization of larger units of administration. It is not possible in a one-teacher school, or in a township with a half dozen such schools, to provide an educational program equivalent to that offered in the most progressive urban centers.—*George D. Strayer*, Columbia University.

A world civilization is being built up with startling rapidity. The world is face to face with either cooperation or catastrophe. Intellectual disarmament must precede the physical.—*Augustus O. Thomas*, president, World Federation of Education Associations.

The sensitive state of mind and conscience developed through education and the increasingly ethical interpretation of Christianity have made it impossible for the American people to neglect the issues arising out of poverty and unemployment.—*W. O. Thompson*, president emeritus, Ohio State University.

If future homes are to be places of happiness and content, youth must somehow learn that the secret of happiness lies not in the properties but in the quality of life.—*Frank P. Whitney*, principal, Collinwood High School, Cleveland, Ohio.

Considering the tendency of the times to tap the public treasury, serve the business interests, and enjoy the generous luxuries of the benevolent-minded, the record of the National Education Association to mind its own business, and serve God and humanity with every penny of its two dollar membership is the wonder of the twentieth century.—*A. E. Winship*, editor, *Journal of Education*, Boston.

Some place across the horizon of the years we are going to find a way to apply the same rules which have made for decency and order in our communities to that larger world community in which we live because the most precious material that is wasted in war is not the battleship or cannon but human life, and because that is the product of the home, I believe that women should have a place on every council of government which is to decide war and peace for the nations.—*Ruth*

Bryan Owen, member of Congress from Florida.

The commercial ownership and operation of radio stations presents the major problem in the use of radio for real educational purposes. Shall education by radio be left to the direction of commercial interests? Concededly educational programs over the radio should be devised and directed by professional educators. How is this to be done in view of the existing commercial ownership and operation? Will the legislatures provide appropriations of money with which to buy time on the commercially owned and operated stations? Will those stations fairly allocate time for education uses even when pay is tendered?—*Ira E. Robinson*, Federal Radio Commission, Washington, D. C.

A community that tolerates roadhouses and slums must cease to criticize the school child found there. The only school education that is effective is that which is tied into the life of the community.—*Mrs. Hugh D. Bradford*, president, National Congress of Parents and Teachers.

In the more than 13,000 ways in which men may more or less honestly earn a living, the opportunity for leadership is as multiple as these vocations or as the kinds of excellence that men may find effective within these fields.—*E. H. Lindley*, chancellor, University of Kansas.

Unless the teacher has some degree of world consciousness, nothing of permanent value can be conveyed to the school concerning internationalism.—*Clare Soper*, international secretary, New Education Fellowship, London, England.

The thing which a child sits down and plans and executes with his classmates and friends around the work table, the achievements which he accomplishes with his own hands, the decisions which he makes with his own mind, the interests that this work arouses in his mental operations, the actual doing of the thing which he has thought is the greatest factor in the building of character.—*Willis A. Sutton*, superintendent, Atlanta, Ga.

So challenging are the responsibilities of the hour that the conservatism of human value is paramount to every other consideration.—*Myers Y. Cooper*, governor of Ohio.

As they teach children to do by what they do and inspire them to become by what they are, the parents and teachers of America shall develop character.—*Randall J. Condon*, Friendship, Maine.

The first quality that I would require in a teacher would be this: I would first of all ascertain whether the teacher has an accurate sense of the value of a child and of every child and especially of the young child.—*Bishop William F. McDowell*, Wash., D. C.

The primary factor in the making of a good school is the teacher and his equipment of knowledge and skill and ideal, his insight into the needs and capacities of those who come to him for instruction, his ability to stimulate them to wholesome activity and to guide them aright.—*William C. Bagley*, Columbia University.

The New Emergency in Education

SECRETARY CRABTREE'S annual reports emphasize outstanding problems of the teaching profession. The report presented at Columbus is the 13th chapter in this notable series. This year the Secretary outlines the emergency in education which exists at this time:

The new emergency—We are now confronted with readjustment problems more serious and more formidable than those that followed the world war. These problems have grown out of the recent rapid changes in industry, in finance, in labor, and in social conditions.

No war could disrupt conditions more ruthlessly than is being done by invention and machinery. No war could put factories into disuse or into parttime use more rapidly than is being done by changes in social demands and by consolidation. Machinery has shifted and displaced labor at an appalling rate during the last two or three years.

These changes may be for the better in the long run. It all depends on the intelligence and speed with which real adjustments can be made. Peace time developments in the past have been gradual and have been made without conscious effort. As machinery took the place of labor, other lines of human enterprise opened up new opportunities. A balance was easily maintained. But conditions have recently been thrown out of balance. Industry and finance have run ahead of everything else in organization and power. Things are no longer moving along in orderly fashion. It means more to social progress and to the happiness of people to maintain a reasonable balance than to have wide extremes and sudden fluctuations. The present lack of balance may be due to speeding up industry and finance while permitting other lines of progress to lag behind. Our work is laid out for us. It is to speed up educational adjustments.

As a remedy for the situation the Secretary cites better and greater organization in education as in business:

Each field to do its own thinking—You can readily see the need of group thinking in every activity. Is our own organization ready to do its part? The farmers are too badly crushed to hold their own in competition with giant industry. Their organization lacks in force. The rural school suffers as the farming interests suffer. Unless our profession is strong enough to see that the needs of the rural child get the attention of the public and lawmaking bodies, who is going to do it?

The controlling powers in industry and finance do not want labor to suffer. They do not want farmers to go out of business. They do not want education to be neglected. But their duties to their own interests come first. They do not take time to do reliable thinking for labor, for the farm, or for education. Who expects them to? They may at times think they know best, but on deeper thought they

realize that labor, agriculture, and education must each be responsible for setting forth its own needs and for formulating plans for promoting its own welfare.

The recent improvement in school condi-



THE PASSING of Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pa., takes from our midst a man beloved for his personal fineness and cultivation, for his able leadership, and for his high ideals. Dr. Davidson's many services to professional organization reached a climax in his chairmanship of the Legislative Commission of the National Education Association in which he was active up to the time of his death on July 27, 1930.

tions did not just happen. It came as a direct result of interest, effort, and organization. The National Education Association, in cooperation with other agencies, met the emergency of a decade ago in a remarkably effective manner. The organized profession prevented a breakdown in education. It merited and secured the confidence and goodwill of the people. It has the fullest respect of the public at the present time. That is what makes it strong. That together with its wise purposes and policies is what gives it standing with other professions. That is why its voice is heard in legislative bodies. That is why, with an enlarged membership, it can confidently plan to meet the present emergency. Teachers receive better salaries, have better tenure regulations, retirement allowances, and general teaching conditions, and the public has better schools because of the strength of state and national education associations.

The fact that the Association gave the classroom teacher the same recognition that it gave to teachers on other levels of the profession, gave her added prestige in the community and resulted in much better work in the school.

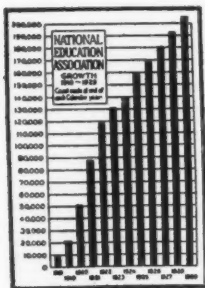
Double the membership in 1931—Due to economic conditions there is all at once an oversupply of teachers, an oversupply of lawyers, bank cashiers, plumbers, carpenters, and of all other labor. Under this situation it is only possible to keep salaries on higher levels by the stabilizing force of organization. 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 in the schools. We had an enrolment of 205,000 members in the NEA last year which represents about 20 percent of the teachers of the nation. We are proud of the professional spirit which gives this remarkably large enrolment. 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 new conditions and movements.*

The Secretary urges that sufficient retirement be provided for all teachers; that the profession take a firm stand for the eighteenth amendment for the protection of children against the selfish appetites of adults; that the program for the enrichment of adult life be continued; that the Association support the policy of government subsidies for rural education; and that the question of better understanding between the Association and faculties of private schools and of colleges and universities be studied. He writes of the greatest achievement of the year:

The Advisory Committee—There is no department of education but there are numerous divisions and bureaus in the various departments that administer the educational projects of the Government. The activities and authority of divisions overlap and create confusion in the states. In order to find a remedy for the situation and to determine a wise plan of procedure for the Government in the administration of education, an *Advisory Committee* has been appointed by Secretary Wilbur of the Department of the Interior on the advice of President Hoover. The committee of fifty-two includes some of the best thinkers and experts in the nation. It is now making a very careful study of all questions involved. When its report is made it will be backed up by a body of facts which will give the nation confidence in its recommendations. This is one of the studies being made under the authorization of President Hoover to aid Congress and the President in deciding on policies of procedure in handling the larger issues before the people and the Government. The appointment of the Advisory Committee is the most important step in education since the time of Horace Mann.

New Goals for Enlistment



THE National Education Association does not call its members to a life of ease and indifference. It is a working organization. It believes that people grow and find the greatest happiness by meeting difficulties and by standing for the higher and better things. The Association is democratic. It seeks to enlist all teachers and to serve all. It moves ahead by the worth of its program, by the rightness of its policy, by the devotion of its members, by the lifelong dedication of its workers. Teachers are glad to share its efforts because they know it makes American life better and richer.

Inspiring membership records do not just happen. They are invariably the result of professional spirit, dynamic leadership, and effective enrolment plans.

Professional spirit—A decade ago, few states had full-time secretaries. Neither state nor national associations reached satisfactory numbers of teachers. Salaries were low, entrance requirements to the profession were low. Now, most states have full-time secretaries. The National Association has an expert trained staff. The new headquarters building is under way. More than 200,000 teachers have responded to the call to service. Salaries have been increased; training improved. Public appreciation is standing squarely behind the schools.

Dynamic leadership—People grow when they work for something bigger than themselves. Many of the finest men and women in local, state, and national associations have improved themselves by working on the problems of the profession. They have interested their associates; they have called attention to the national associations; they have caught the great achievements both in state and nation of a united allinclusive professional organization. Others are glad to follow their leadership.

Effective plans—Carefully tested plans are essential for wholesome enrolment records. Local leaders in many communities are experimenting with various enlistment procedures, but no single plan has been devised which is satisfactory under all circumstances.

Local conditions vary so widely that a plan which works well in one community may not fit the needs of another. In some

Membership by States

December 31, 1929

Number of Teachers Enrolled	Percent of Teachers Enrolled
1. Ohio 23,850	1. Nevada 85
2. Pennsylvania 21,206	2. Arizona 76
3. California .. 20,887	3. Utah 60
4. Michigan ... 13,652	4. California 52
5. Illinois 12,045	5. Ohio 51
6. New York ... 10,522	6. Delaware 47
7. New Jersey.. 9,080	7. Colorado 42
8. Indiana 6,457	8. Michigan 41
9. Minnesota ... 5,805	9. Washington ... 38
10. Massachusetts 5,191	10. New Jersey ... 34
11. Washington.. 4,778	11. Pennsylvania .. 33
12. Colorado ... 4,620	12. Oregon 31
13. Wisconsin .. 4,368	13. Wyoming 31
14. Texas 3,440	14. Indiana 26
15. Missouri 3,287	15. Maine 26
16. Kansas 3,256	16. Illinois 25
17. Iowa 3,218	17. Minnesota 25
18. Utah 2,994	18. Florida 21
19. Oregon 2,770	19. Idaho 20
20. Georgia 2,713	20. Massachusetts.. 20
21. West Virginia 2,602	21. Wisconsin 20
22. Arizona 2,524	22. Maryland 18
23. Florida 2,490	23. Connecticut ... 16
24. Nebraska ... 2,331	24. Montana 16
25. Tennessee .. 2,215	25. West Virginia.. 16
26. Virginia 2,010	26. Kansas 15
27. Connecticut.. 1,893	27. Nebraska 15
28. Oklahoma ... 1,880	28. New Mexico... 15
29. Maine 1,696	29. Georgia 14
30. Alabama 1,635	30. New York 14
31. Maryland ... 1,592	31. South Dakota.. 14
32. Kentucky ... 1,428	32. Missouri 13
33. South Dakota 1,269	33. Iowa 12
34. S. Carolina.. 1,165	34. Tennessee 12
35. N. Carolina.. 1,066	35. Vermont 12
36. Wyoming ... 1,100	36. Virginia 12
37. Idaho 988	37. New Hampshire 11
38. Montana 985	38. Alabama 10
39. Arkansas ... 876	39. Oklahoma 9
40. Louisiana ... 807	40. Kentucky 8
41. Nevada 783	41. South Carolina. 8
42. Delaware ... 759	42. Texas 8
43. Mississippi .. 560	43. Arkansas 7
44. North Dakota 556	44. Louisiana 7
45. New Mexico. 536	45. Rhode Island... 7
46. Vermont 370	46. North Dakota.. 6
47. N. Hampshire 337	47. North Carolina. 4
48. Rhode Island. 336	48. Mississippi 3

The percent of membership in other units is as follows: Alaska 68, Canal Zone 43, District of Columbia 43, Hawaii 107, Philippine Islands 43, Porto Rico 23, Virgin Islands 10.

Where will your state stand Dec. 31, 1930?

communities enrolment by schools with the principal or building representative in charge seems to be the best plan; in others, enrolment by groups or clubs with the officials of the organizations in charge is preferred; while in others, the enrolment is on a citywide or a countywide basis with the dues being cleared through the treasurer of the local association or through the superintendent's office. *The coinclusive plan by which dues in local, state, and national associations are budgeted and paid in a single transaction continues to grow in favor. South Carolina adopted it last year and her membership increased 83 percent!*

National records—During the past year new national membership records were made all along the line. The total

membership for the year was 205,681—this was forty times that of 1907 and nearly twenty-five times that of 1917; the net gain for the year was 12,536; Ohio won first place for largest total (23,850) having made a gain of 4360 over the preceding year; thirty states made increases ranging from 18 to 4360; Nevada had the highest percent of teachers enrolled (85%); Hawaii again had more NEA members than public school teachers (2573) and Porto Rico increased her membership from 338 to 1162; Kansas City, Kansas, continued its record of being the largest city in the nation to have a 100 percent enrolment; Detroit had more members than any other city—5630; Los Angeles was second with 5044 and Cleveland third with 3953; Utah had eight 100 percent counties; Ohio and Pennsylvania each had six.

A new emergency in education—In 1918 the nation faced an emergency in education. War conditions threatened to disrupt the schools. The National Commission on the Emergency in Education was created. Thousands of teachers everywhere united their forces and at great personal sacrifice put their best efforts into the problems of reconstruction. They saved the day for the schools and brought about a new realization of the vital relationship between education and national welfare. We are now confronted with a new emergency. The financial depression, an oversupply of certificated teachers, and the rapid changes in industry, in labor, and in social conditions have brought new problems more serious and more formidable than those that followed the war. If the gains of the past decade are to be retained and if progress toward higher goals is to be continued we must have a rededication of the teachers of the nation and a new realization not only of the importance of education but of the importance of an organized and united profession. A decade ago ten thousand teachers served as the nucleus for the magnificent program of service which the Association has developed. If the 205,000 present members prove as resourceful as those pioneers, the present emergency will be weathered and the profession will continue its victorious advance. Let us each play our part in the enlistment program! The schools need the Association as never before.—T. D. Martin.

Resolutions Adopted at Columbus

THE RESOLUTIONS of the National Education Association constitute the official policy of the Association on important civic and educational questions. The Committee on Resolutions is elected annually at the convention, each state selecting one member. The officers of the 1929-30 committee were E. Blanche Preble, Chicago, Ill., chairman, and Edith L. Grosvenor, Washington, D. C., secretary.

In conformity with its platform of ideals and purposes the Representative Assembly of the National Education Association, assembled in its sixty-eighth annual convention at Columbus, Ohio, adopts the following resolutions:

Appreciation of public support—

The National Education Association appreciates the fine attitude of the public toward the schools; the confidence of citizens generally in the leadership of the teaching profession; and the readiness of the people to provide for the continued improvement of educational opportunities for the nation's children. The Association commends the cooperation of newspapers, magazines, press associations, radio, and civic organizations in the interpretation of education.

Equal educational opportunity—

The National Education Association believes in equal opportunity for every child regardless of residence, capacity, or handicap and that free education through elementary and high school should be within the reach of every boy and girl.

Rural education—The National Education Association, in view of the serious educational emergency that exists in rural areas, urges that the Congress of the United States provide financial aid to the states with which to meet this situation.

Financing the schools—The Association believes that the adequate financing of the schools is a first duty of locality, state, and nation and that tax systems where necessary should be revised to meet this responsibility.

American Education Week—The National Education Association urges the continued observance of American Education Week.

Free public libraries—The National Education Association believes that free public library service should be as general as free school service and urges adequate legislation and appropriations

for the extension of library opportunities.

Kindergartens—The National Education Association believes that the kin-

For Faculty Meetings

THE POINTS developed in this annual statement of principles and policies concern every educational worker in the nation. These statements influence legislation; they influence the decisions of city and state departments of education; they may well be made the basis for discussion in faculty meetings throughout the country.

Following are suggested topics for discussion:

1. Which points in these resolutions appeal to you as most important?
2. Does your school provide kindergarten training?
3. What library opportunities does your community provide? Are they adequate?
4. What does the resolution on citizenship recommend?
5. What does the Association believe should be the minimum training for all teachers?
6. Why is the resolution on the Eighteenth Amendment especially significant at this time?
7. What plan is proposed for the Horace Mann Centennial? What can your school do?
8. What other resolutions appeal to you as especially important?

dergarten is a far-reaching influence for good in the development of the child and favors the extension of kindergarten opportunities to all children.

Hard of hearing children—The National Education Association believes that hard of hearing children should receive the special care that their condition requires, including medical treatment and instruction in lip reading.

Athletics—The National Education Association believes that every child is entitled to an allround physical education. It deplores any commercialization of school and college athletics.

The Eighteenth Amendment—The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands.

Habit forming drugs—The National Education Association urges all teachers to emphasize the evil effects of alcoholic drinks, tobacco, and other narcotics upon the human organism. The Association condemns the fraudulent advertising of certain manufacturers in their

efforts to foster cigaret smoking. It commends for use in the schools selected periodicals which do not carry tobacco advertising.

Child labor—The National Education Association believes that commercialized child labor is economically unsound, unjust to the child, and injurious to the state. It favors an amendment to the federal constitution which will permit the enactment of a national child labor law.

Removal of illiteracy—The National Education Association urges that the campaign for the removal of illiteracy be continued until every adult possesses a knowledge of reading and writing equal to that required of a sixth-grade pupil.

Qualifications for American citizenship—The National Education Association urges that the ability to read and write English understandingly and a general knowledge of the history and principles of United States government be made a qualification for citizenship. It urges that Congress pass legislation requiring proof of this ability by means of a test to be devised by the Commissioner of Education and administered under rules adopted by the Bureau of Naturalization; and that a certificate be issued to any applicant who satisfactorily completes the examination or in lieu thereof produces evidence of having completed a school course covering a period of eight years in the United States and evidence of a willingness to support and defend the Constitution of the United States and to support and defend the nation at need.

Enrichment of human life—The National Education Association commends the work of the National Commission on the Enrichment of Adult Life. It urges all schools to consider the contribution they can make to the enrichment of life and the wise use of leisure.

Broadcasting channels—The National Education Association believes that legislation should be enacted which will safeguard for the uses of education and government a reasonable share of the radio broadcasting channels of the United States.

Obscene literature, pictures, and tokens—The National Education Association recommends that the Congress of the United States enact legislation prohibiting the transportation in interstate commerce of all such literature, pic-

tures, and tokens as are now denied the privilege of the United States mails.

George Washington Bicentennial—The National Education Association endorses the proposed nationwide observance of the two hundredth anniversary of the birth of George Washington to be held during 1932 and urges all teachers to cooperate with the George Washington Bicentennial Commission created by Congress.

Horace Mann Centennial—The National Education Association urges that all schools begin now to make preparations for celebrations of the Horace Mann Centennial in 1937. The Association recommends that state and national organizations build their programs in 1937 around the theme "The Educational Achievements of the Century." It recommends that in the naming of schools consideration be given the pioneer advocate of the common schools—Horace Mann.

Higher standards for teachers—The National Education Association recommends that requirements for beginning teachers be immediately increased in all states. Trained teachers are now available in sufficient numbers to offer an unusual opportunity to reach the goal of four years training beyond the four-year high school, the minimum standard recommended by the Association for all teachers.

Survey of teacher training—The National Education Association urges Congress to appropriate funds for a nationwide survey of teacher training to be made under the direction of the United States Office of Education.

Teacher tenure and retirement—The National Education Association believes that teachers should hold their positions during good behavior and competent service. It urges the passage of tenure and retirement laws in each state based on the principle of justice both to

teachers and pupils. Such laws would tend to protect teachers from injustice, to place teachers on a professional basis, to guarantee to competent teachers the benefits of retirement laws, and to secure to teachers reasonable personal and academic freedom; but would not prevent the discharge of teachers for incompetency, immorality, or unprofessional conduct.

Teacher participation—The National Education Association approves the growing practise of school authorities in making provision for organizations of classroom teachers, officially recognized, through which the special knowledge of this group can be utilized for the improvement of the schools.

National Congress of Parents and Teachers—The National Education Association commends the National Congress of Parents and Teachers for the many helpful services already rendered and assures that organization of its sympathetic cooperation in all efforts to promote a closer relationship between the home and the school.

International understanding—The National Education Association commends the activities of the World Federation of Education Associations and heartily endorses its program for world understanding as outlined in the Biennial Conference at Geneva in 1929. The Association recommends that the Pact of Paris be taught in the schools, and urges the universal observance of International Goodwill Day on May 18, the anniversary of the opening of The Hague Tribunal.

The London Naval Treaties—The National Education Association urges the immediate ratification by the United States Senate of the London Naval Treaties.

Education and the federal government—The National Education Association reaffirms its belief that the con-

trol and direction of education must be maintained as an independent function of each state. It further believes that public education is a matter of such vital national importance that it is entitled to the scientific leadership and factfinding which have been provided by the government in the fields of agriculture, commerce, and labor. The Association therefore urges 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.

White House Committees—The National Education Association appreciates the action of President Herbert Hoover and of Secretary Ray Lyman Wilbur in the appointment of the Advisory Committee on the Relation of the Federal Government to Education; the Committee on the Removal of Illiteracy; and the White House Conference on Child Health and Protection. The Association pledges to these committees its hearty cooperation in their efforts to solve the problems submitted to them.

To Columbus—The National Education Association acknowledges the many courtesies and charming hospitality so generously extended by the citizens of Ohio in their beautiful capital. It wishes to thank the good people of the Buckeye state for their cordial invitation for America to discover Columbus. The Association appreciates the cooperation of city and state officials, civic organizations, educational workers, teachers, and children. It wishes to thank the press and radio services of the city for their helpful cooperation and support and to extend its appreciation to all others who have contributed to the success of the sixty-eighth annual convention of the National Education Association.—Adopted by the Representative Assembly in session at Columbus, Ohio, Thursday, July 3, 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, WILLIS A. SUTTON

Secretary, J. W. CRABTREE

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

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JOY ELMER MORGAN, Editor

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Notes and Announcements

Another Year

Once more they have come; our country's best,

From the north and the south; the east and the west,

From hill and plain and mountain and shore,
At the call of the bell they have thronged our door.

Ever the great procession keeps passing to and fro,

Unending lines of restless youth with eagerness aglow,

Each year we teachers greet them, each year we see them go,

May this one find us kinder to those who need it so,

More tolerant, more cheerful, more patient and more skilled,

More understanding of what it means and so a bit more thrilled,

More thorough, more firm, a little keener of their need,

More selfcontrolled, more friendly, a bit more fit to lead.—Stella Robinson Twining.

To Columbus—It is considered a great privilege and honor to entertain the National Education Association. Because the teachers are public servants and pass on what they see to the children more than usual attention is given to the Association's great conventions. There is a friendly rivalry between each state and city to excel all others. According to the judgment of many guests the hospitality of Ohio and Columbus was the "noblest masterpiece" yet achieved. The entire state gave itself to the task. Governor Myers Y. Cooper remained away from the governors' convention to be personal host. State Superintendent J. L. Clifton was on hand at all times and had a graphic exhibit of Ohio's rich educational program. City Superintendent J. G. Collicott was ever present to see that well laid plans went through without a hitch. The citizens and organizations of the city extended every courtesy rising to a fitting climax in the services of the weather man who gave ideal conditions for the entire week including the inspiring pageant showing Ohio's contribution to education, and the final patriotic program on the Fourth of July held in the open air stadium of Ohio State University.

Detroit to entertain superintendents—The sixty-first annual convention of the Department of Superintendence of the National Education Association is to be held at Detroit, Michigan, February 22-26, 1931. Headquarters, registration, general sessions, and exhibits will be in the Masonic Temple. President Crozier

of Dallas, Texas, has announced that the entire program will be built around the central theme *Working Together for the Children of America*. Hotel reservations may be made by addressing Dr. Paul T. Rankin, chairman, Hotel Committee, Department of Superintendence, NEA, 1805 Stroh Building, Detroit, Michigan.

The heart of America—The address which Dr. John H. Finley of the *New York Times* gave on the Fourth of July at the Columbus convention was greatly appreciated. Dr. Finley's book, *The French in the Heart of America*, published by Scribners is worthy a place in every high-school library. The chapter on "The Thought of Tomorrow" is an eloquent tribute to the common school.

Teachers become air-minded—One of the "high lights" in the Columbus hospitality program was the free flight from Port Columbus. The number of delegates requesting air rides exceeded all expectations. More than 400 delegates saw Columbus from the air.

Results of Columbus elections—The following changes were made in department heads at the annual summer meetings:

National Council of Education—Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Indiana.

American Association of Teachers Colleges—George Willard Frasier, president, Colorado State Teachers College, Greeley, Colorado.

Department of Business Education—Helen Reynolds, assistant professor of secretarial studies, School of Commerce, Ohio University, Athens, Ohio.

Department of Classroom Teachers—Miriam D. Eisner, 3098 California St., San Francisco, California.

Department of Educational Research—W. W. Charters, director, Bureau of Educational Research, Ohio State University, Columbus, O.

Department of Elementary School Principals—Miss Cassie F. Roys, 2609 Bristol St., Omaha, Nebraska.

Department of Kindergarten-Primary Education—Caroline I. Townsend, instructor in education, University of California, Los Angeles, Calif.

Department of Lip Reading—Marion Spring Clark, teacher of lip reading, 75 Munroe St., Somerville, Massachusetts.

Department of School Health and Physical Education—Jay B. Nash, professor of physical education, School of Education, New York University, New York City.

Department of Science Instruction—Ralph K. Watkins, associate professor of education, University of Missouri, Columbia, Missouri.

Department of Secondary School Principals—Louis E. Plummer, principal, Fullerton Union High School and Fullerton District Junior College, South Orange, New Jersey.

(Continued on page A-200)

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[J. N. E. A.—Oct.]

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CONTENTS FOR OCTOBER

Robert Merss Lovett.....Charles W. Elliot
Paul Goehb.....New Education
Dr. Arthur Ruggles.....

The College Student and Mental Hygiene
Sinaida Hodnitskaya.....Soviet Children and Their Schools
F. B. Riggs.....A Plea for International Amity
Book Reviews.....News of the Association

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(Continued from page A-198)

Department of Social Studies—Edgar Dawson, professor of political science and history, Hunter College, New York City.

Department of Supervisors and Directors of Instruction—Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minnesota.

Department of Supervisors and Teachers of Home Economics—Emma S. Jacobs, director of domestic science, Public Schools, Washington, District of Columbia.

Department of Visual Instruction—W. W. Whittinghill, director, Visual Education Department, Public Schools, 9345 Lawton Ave., Detroit, Michigan.

Department of Vocational Education—Z. M. Smith, state director of vocational education, Indianapolis, Indiana.

These head the list—*Mingo Junction, Ohio* was the first city to report 100% enrolment for 1930-31 and *Blair County, Pa.* was the first county to so report. *Chester County, Pa.* ran a close second. Will your city and county be among these leaders and builders of the teaching profession? Have you done your part by enrolling among the first?

Massachusetts elects new state secretary—At a meeting of the Board of Directors of the Massachusetts Teachers Federation June 21, Hugh Nixon of Malden was unanimously elected full-time secretary of that organization to begin his duties September 1. He takes the place of Stanley R. Oldham of Arlington who recently resigned to enter business.

A fitting tribute to Dr. William M. Davidson—Dr. Walter R. Siders, who was a member of the committee sent by the Association to attend the funeral of Dr. Davidson, expressed in the following statement the feeling which is shared by countless others:

Just now Pittsburgh invokes a feeling of lonesomeness. It is as though a mighty tree which dominated the landscape had fallen leaving a lonesome place in the sky.

Others knew William Davidson professionally better than I. But I once had the privilege of being with him for one week on an automobile tour and learned to know the man. For sweetness of soul, for majesty of vision, for faith in man and his destiny, I have not known his equal.

It was a choice blessing to have known him. I am bereft without him. But I shall see him again. He has but gone on before.

The sweetness of his soul was written on his face even in death. I have seen him lie in sleep just as he lay yesterday in death, a serenity on his face and a great thought on

his lips. Yesterday, he looked as though he would open his eyes and speak.

And he has. He has opened his eyes in the other world. He is now in communion with the Father and with the choice spirits of the ages.

American Education Week—Let each school arrange to have its own history carefully gathered and written for American Education Week. Pay a special tribute to early founders, board members, teachers, and principals.

American Education Week posters—Attractive posters on art paper are now available for American Education Week. These posters are excellent for classroom bulletin boards, for school exhibits, as outlines for addresses and essays, and for other special occasions. Send one dollar for the set of fourteen posters to the Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Coolidge on the opening of school—The Coolidge editorial which was syndicated on September 2 is a fitting tribute to the schools. It contains material which will be useful during American Education Week. It is significant that Mr. Coolidge recognizes the economic pressures which the schools now face:

Another school year is opening. Over twenty-seven million scholars will be enrolled. To this great throng will be added more than eight hundred thousand college students. The teaching force reaches toward a million. Education is a great business enterprise requiring an expenditure of well over two billion dollars each year. This will soon be felt in many avenues of trade.

While it is easy to waste money on education it is the one thing which we can not afford to curtail. The true ideals would seem to be a system that supplies those in the lower grades with certain basic information and those in the upper grades with the power to think.

Under the modern tendency education covers many subjects. This method subjects the student to the danger of being only superficial and not having a thorough knowledge of any subject.

The school is not the end but only the beginning of an education. Yet its place can not be filled in any other way. The best thing the millions of our youth can do to assure their future success is to work faithfully at their studies. That opportunity for improvement and discipline will never return.

How have the schools contributed to individual achievement and happiness?—Children nowadays like to go to school. This fact has been discovered by nearly everyone in the nation except the newspaper cartoonists, who still choose to picture the unwilling schoolboy plodding mournfully along to school as
 (Continued on page A-202)

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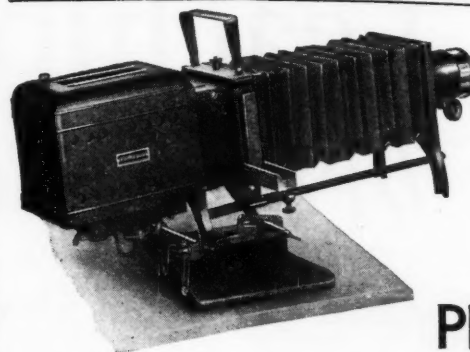
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(Continued from page A-200)

the summer vacation comes to an end. Everyone who has visited a modern school or who has had any contact with the children knows that the children look forward eagerly to the time when school opens.—*Investing in Public Education*, NEA Research Bulletin, Sept. 1930.

Military training need not be compulsory—Attorney General William D. Mitchell at the request of Secretary Ray Lyman Wilbur made a thorough study of the Morrill Act, and on June 20 issued an opinion supporting the position of the University of Wisconsin that an elective course in military drill was sufficient to meet the requirements for federal aid under this Act. Persons interested in extra copies of this opinion may obtain them from the Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.

The schools' responsibility—The ratification of the London Naval Treaty marks a great advance. This treaty like the Pact of Paris is teaching material for all schools. By it for the first time the big naval powers of the world agree to limit naval strength in all categories.

Add this to your curriculum—Let every school—both town and country—in rural areas keep a file of material relating to the activities of the Federal Farm Board which is trying to save farm life from economic destruction. Young people have a right to understand the great transition thru which America is passing. Such knowledge is more important than any ancient or modern language.

From the Editor's mail—Perhaps you are too busy to even read this but I cannot refrain from expressing (on paper) my gratitude for the very worthwhile NEA JOURNAL. The articles on Leisure by Dr. Suzzallo and Dr. Jacks (in the June issue) have formed the basis of talks I have given before women's clubs. The editorials have helped me greatly in my club work. My plan is to use the JOURNAL as a "sort of" textbook next year in my club work. And so the JOURNAL makes it easier to hold to our ideals of "excellent performance."—Georgia B. Parsons, president, Los Angeles City Teachers Club.

An admirable appointment—The American Indian has been much abused and neglected. He is now to have a better

deal. In this connection, Dr. W. Carson Ryan, Jr., professor of education at Swarthmore College, who has made a thorough study of this question firsthand, has been made director of education in the Indian Service. Dr. Ryan was formerly associated with the *New York Post* and *School and Society*. He has also helped with the press service at conventions of the NEA.

Dr. Klein receives new appointment—Arthur J. Klein, for five years chief of the Division of College and Professional Education in the United States Office of Education, has resigned to accept a position as professor of higher education in the department of school administration, College of Education, Ohio State University, Columbus, Ohio.

Dr. Klein will continue the work begun in the Office of Education on the survey of land grant colleges until that study is completed. He will also assist in finishing the surveys of higher education now under way in Arkansas and Oregon.

National Advisory Committee issues report—The National Advisory Committee on Education, of which Charles R. Mann is chairman, and J.

(Continued on page A-204)

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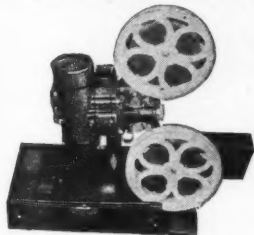
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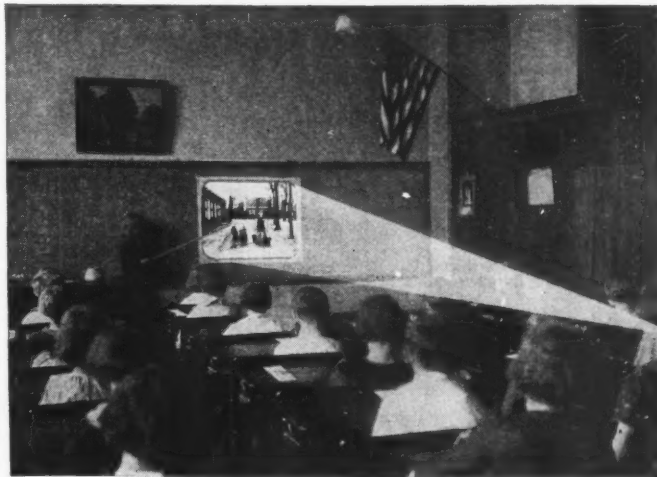


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(Continued from page A-202)

W. Crabtree, secretary, issued a memorandum of progress during the summer under title of *Federal Relations of Education: A Memorandum of Progress*, setting forth problems, procedures, and statements of issues, principles, and proposals for action. (Copies of the memorandum may be had free by addressing the National Advisory Committee on Education, 26 Jackson Place, Washington, D. C.) The report suggests the need for federal aid and for "an adequate federal headquarters for educational research and information." The committee welcomes all suggestions. Many are writing to express their conviction in agreement with the resolution which the Association has adopted annually for more than a dozen years urging that the federal headquarters be a Department of Education with a secretary in the president's cabinet.

A unique and inspiring occasion—
The headquarters staffs of the National Education Association and the United States Office of Education had a joint meeting at Washington on September 11 to listen to an address on Horace Mann, the great advocate of the common school, by A. E. Winship, editor of the *Journal of Education*, Boston. In introducing Dr. Winship Commissioner Cooper referred to him as America's foremost living educator and referred to the appropriateness of making a new relationship between the National Education Association and the Office of Education with an address on Horace Mann by A. E. Winship. A feature of the day was a telegram from Superintendent Frank Cody of Detroit indicating the Detroit board of education voted unanimously to name a school for Dr. Winship.

JOURNAL reader urges teaching of school history—Touching upon a glaring weakness in our curriculum, A. J. R. Schumaker of the American Baptist Publication Society, writes the following:

I want to offer all the encouragement I can that THE JOURNAL should feature the high points of educational history as much as possible. There is no subject that is more neglected than this, even in the normal schools, while it is completely untouched in the public schools and the boys and girls as yet have not had the slightest opportunity to learn even the names of their best friends.

It may interest you to know that a short time ago I had luncheon with one of the leading and best known educators in this country and asked his opinion of "All the Children of All the People" by William Hawley Smith. He freely admitted that he had never heard of either the book or its author. I am sure that you would agree with me that this is one

(Continued on page A-206)

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(Continued from page A-204)

of the most valuable books for the average teacher which has ever been written and it is regrettable that it seems to be passing out of notice.

An aid to health education—The book *Health Education* has been completely revised and is now available in a new edition. This publication which gives a program for public schools and teacher training institutions is the work of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. The new edition was prepared under the direction of Thomas D. Wood, M.D. with the cooperation of a technical committee of fifty specialists. Nearly 40,000 copies of the first edition were placed in schools and it is anticipated that the demand for the new edition will be even greater. This volume may be purchased from the National Education Association; paper bound, \$1.25; cloth bound, \$1.75, with discount on a quantity purchase.

Geographic News Bulletin for schools—To secure this valuable weekly service teachers may request the same from the National Geographic Society, Sixteenth and M Streets, N. W., Wash-

ington, D. C., inclosing twenty-five cents to cover the cost of mailing. The *Bulletin* is issued each week for thirty weeks of the school year.

New ALA booklists—The American Library Association announces the following new booklists which may be had by writing to the Association headquarters, 520 N. Michigan Ave., Chicago, Illinois:

500 Books for the Senior High School Library	\$.75
Children's Books from Twelve Countries	\$.50
The Parent's Bookshelf . . . (100)	\$1.60
Graded List of Books for Children	\$2.00

NCPT statistics—The table of statistics showing growth of the National Congress of Parents and Teachers which was published in the *JOURNAL* of the NEA in former years appears this year in *Child Welfare* for September. The new figures for the Parent Teacher Association show a growth of 98,364, making a total membership of 1,481,105.

Children's Book Week—Each year in November, Children's Book Week calls attention to the importance of children's reading, through programs and exhibits in schools, libraries, churches, book-

stores, and clubs. The dates this year are Nov. 16-22. For free colorful posters and leaflets of suggestions, write to the National Association of Book Publishers, 347 Fifth Avenue, New York City.

Omaha Municipal University—Omaha is to have a Municipal University, absorbing the University of Omaha. The city has voted a mill tax annually which will produce upward of a third of a million dollars as a starter, increasing as the taxables increase. Each year about 1300 high school graduates prepare for the university.

High honor to a congenial host—Members of the Association who have attended meetings of the Department of Superintendence in Atlantic City will rejoice with the many friends of Superintendent Charles B. Boyer of that city in the honor which was accorded him this spring at the completion of his forty years of service in the office of superintendent. A dinner was tendered him by six hundred of his friends at which time he was given a twenty-dollar gold piece for each year of service.

A fitting reward for service—The younger citizens of Hampton, Virginia

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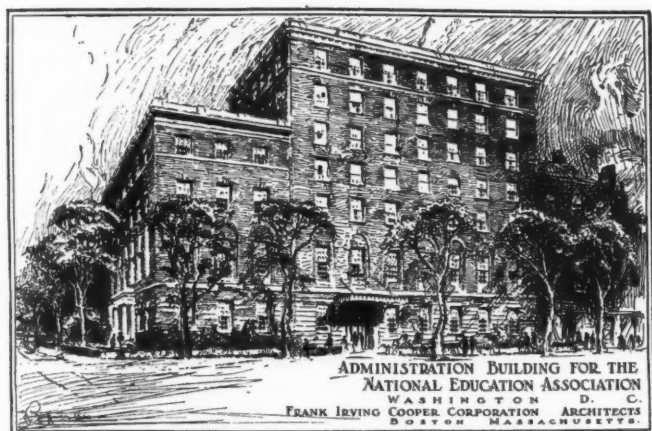
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(Continued from page A-206)

paid a unique and fitting tribute to Nellie Carr who retired this spring after forty-seven years of service during which she missed only one day. Retirement found her in poor health with a malady requiring special care and treatment. This her former students provided for her. Upon her complete recovery she was started on a trip to Europe, her itinerary to include Oberammergau and the Passion Play. At a farewell banquet held in her honor a book was given to Miss Carr containing about a hundred notes from former pupils. Money was given to a member of the touring party with which she was to travel to provide surprises for her along the way and travelers checks and cash were provided her for her own use. In short everything was done by these former students to express by a perfectly planned trip their love and devotion to this one who had so faithfully served them all for nearly a half century.

Punctuality and regularity count—Mary Porcher of Scranton, Pennsylvania holds the unique classroom record of a half a century of service without a single absence or tardiness. Since 1919 she has earned fifty-five college credits through extension courses.

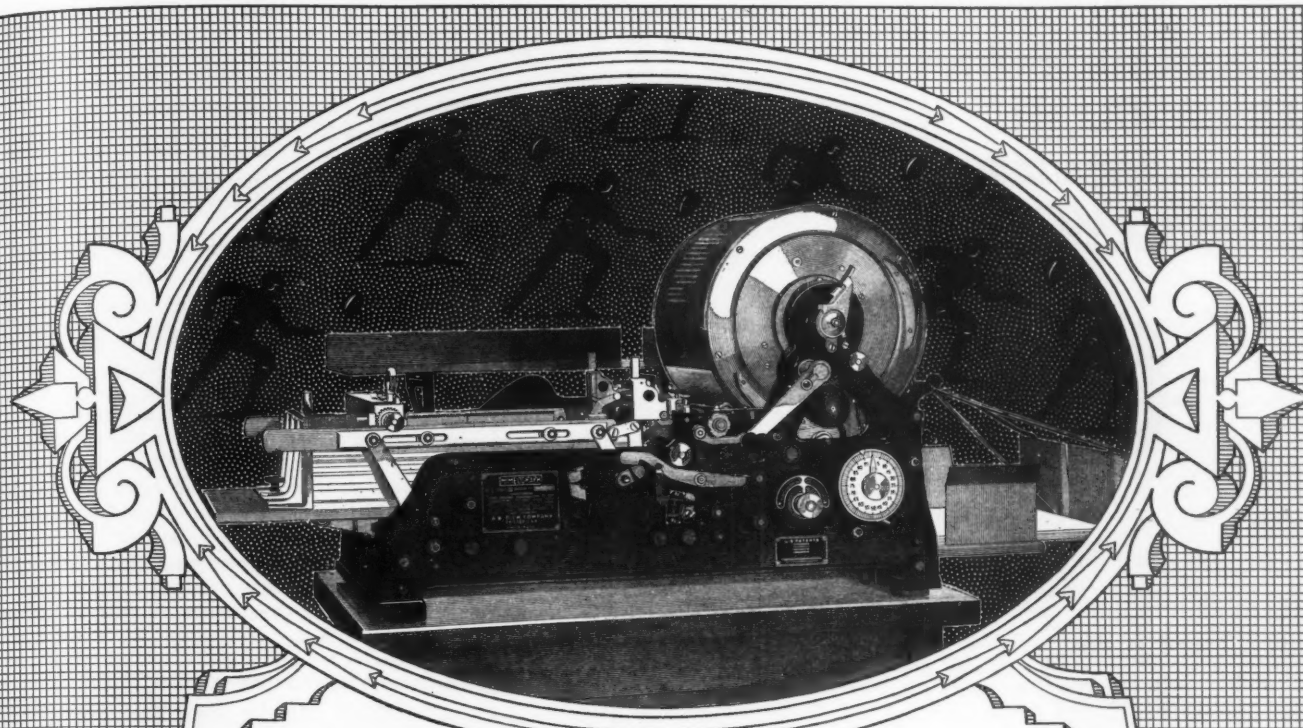
A significant celebration—The schools of Doylestown, Pennsylvania celebrated at the June commencement the completion of twenty-five years of service to the Doylestown schools by Carmon Ross, supervising principal. The commencement project, "Twenty-five Years Growth," was of the vitalized type. Students gave an able analysis of the schools remarkable service for twenty-five years, accounting for every graduate.

Oregon Trail essay contest—The historical essay contest of the Oregon Trail Memorial Association has been made a part of the National High-School Awards for 1930-31. Every high-school undergraduate in the United States is invited to participate for the sake of gathering and recording true stories of the opening of the West. Contestants may take either of the following as their topics: *The True Story of the Opening of the West*; *What My State Has Contributed to the Opening and Building of the West*.

Essays on either of these topics should be not less than 500 words in length, nor more than 1500 words. Contestants must be undergraduates in schools of

(Continued on page A-210)

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(Continued from page A-208)

high-school grade at the time they write their essays. *All essays must be in the office of the National High-School Awards, 40 South Third St., Columbus, Ohio, by November 15, 1930.* Decisions will be announced December 29, 1930, the closing of the Covered Wagon Centennial.

The Oregon Trail Memorial Association medal, in bronze, will be awarded to one girl and one boy in each state, who in the opinion of the judges have submitted the best essays. The school from which each winner comes will also receive an Oregon Trail Memorial Association Medal, mounted on a handsome plaque, suitable for permanent preservation by the school.

A worthy contest—Any student in a high or junior high school enrolled in the Junior Red Cross may submit a manuscript to the *Junior Red Cross Journal* on the subjects pertaining to world citizenship which are announced each month in that *Journal*. The topics emphasize interdependence and cooperation among nations rather than peace or pacifism.

Extension courses by airplane—An airplane extension course was announced on June 7 by Dean John W. Withers, of the School of Education of New York University, who has made arrangements whereby professors of the university will fly to towns in New York, Massachusetts, Delaware, and Maryland to give educational instruction to teachers in grade schools, high schools, and other institutions of learning.

National recreation agency changes name—The Playground and Recreation Association of America has changed its name to *National Recreation Association*, it is announced by Joseph Lee of Boston, president of the organization.

The trend of the working day—Soviet Russia expects to have the seven-hour day for all workers by the end of 1932 according to an article in the New York Times Current History for July.

Play space for toddlers—This is the title of a circular released by the Committee on Recreation and Physical Education for the Preschool Child of the White House Conference on Child Health and Protection. The following is a quotation:

Last year more than a hundred thousand children were hurt while playing in the street but the heaviest mortality occurred among the children under five years of age, a group which is not reached by safety campaigns or cared for by school playgrounds, so it would seem that safety education must begin in the nursery. If we are to keep children from playing in the street we must plan other outdoor play space.

Make your schoolground a park—Much can be done to beautify school grounds in the autumn and early planning for Arbor Day will help to bring results like the following:

As a result of this spring's plantings, 8,500,000 trees have been added to Pennsylvania's collection. These included ornamental, shade, and useful trees largely. The birds were not forgotten, for many trees which supply food to the feathered tribe were also planted.

School beautification projects included not only trees but shrubbery, climbing roses, and flowers of various kinds. While the placing of trees along the highways has been a major project for the past few years, the planting of rose bushes has been a noticeable new feature this year.—From the *Pennsylvania School Journal*, June 1930.

Fundamental principle of teaching recognized—Pierre Bovet, director of the Jean Jacques Rousseau Institute, says of its guiding principle:

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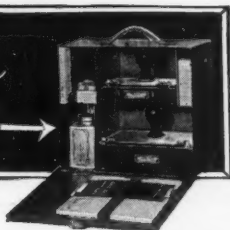
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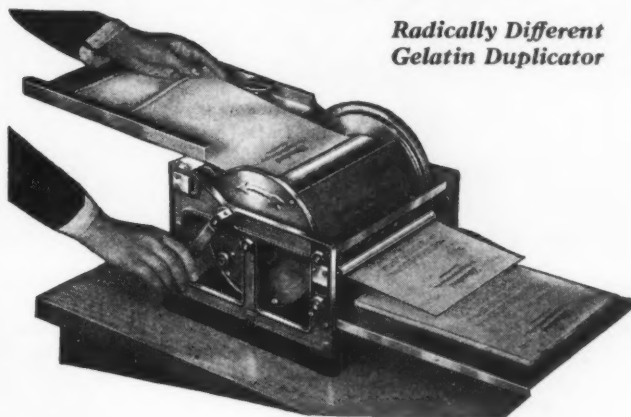
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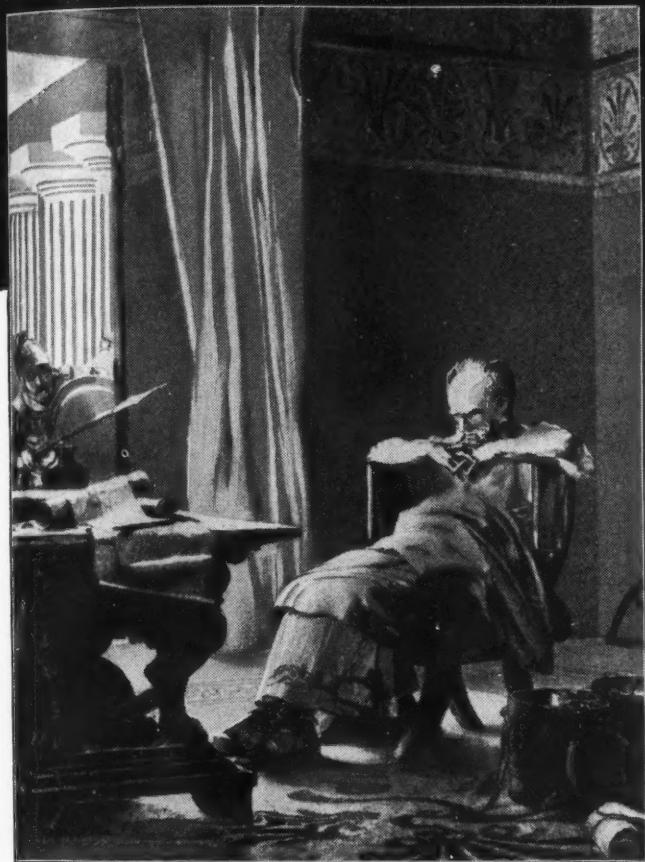
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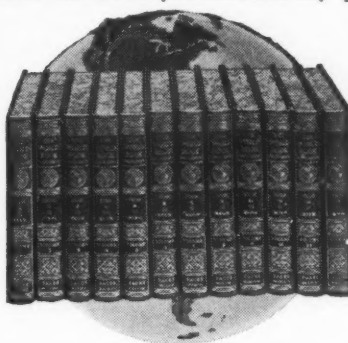
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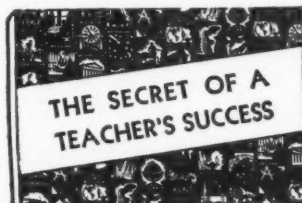
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