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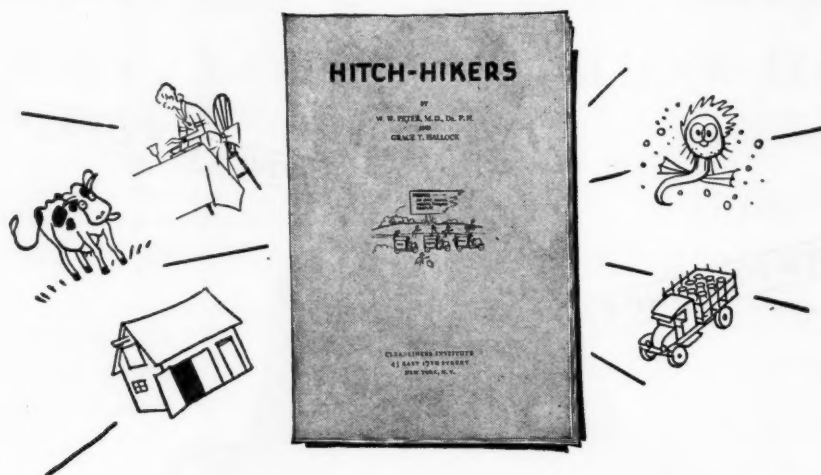
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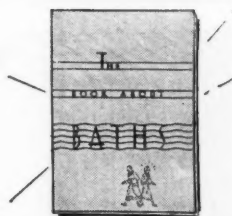
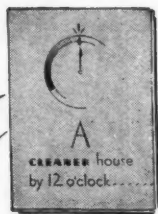
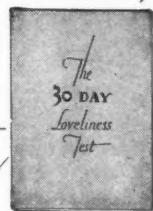
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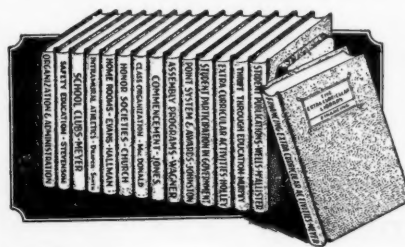
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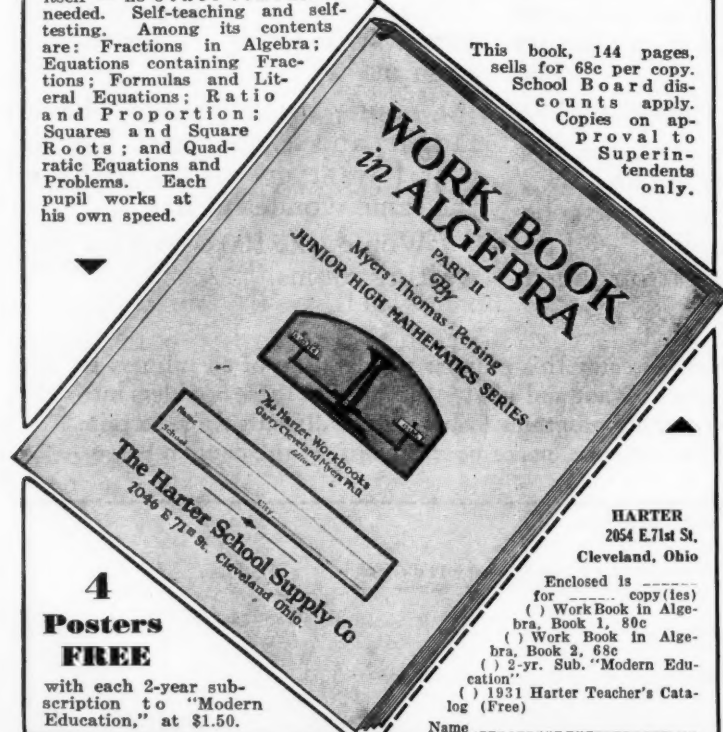
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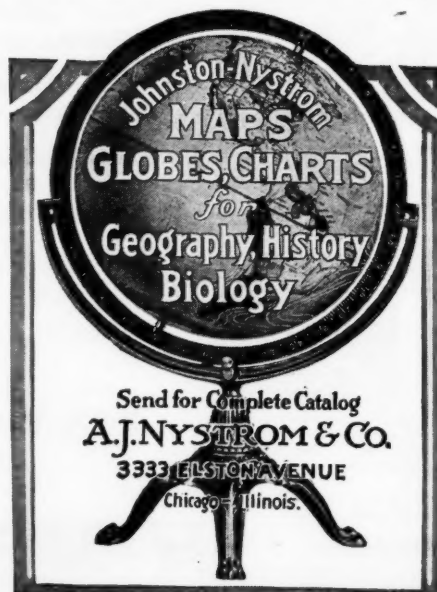
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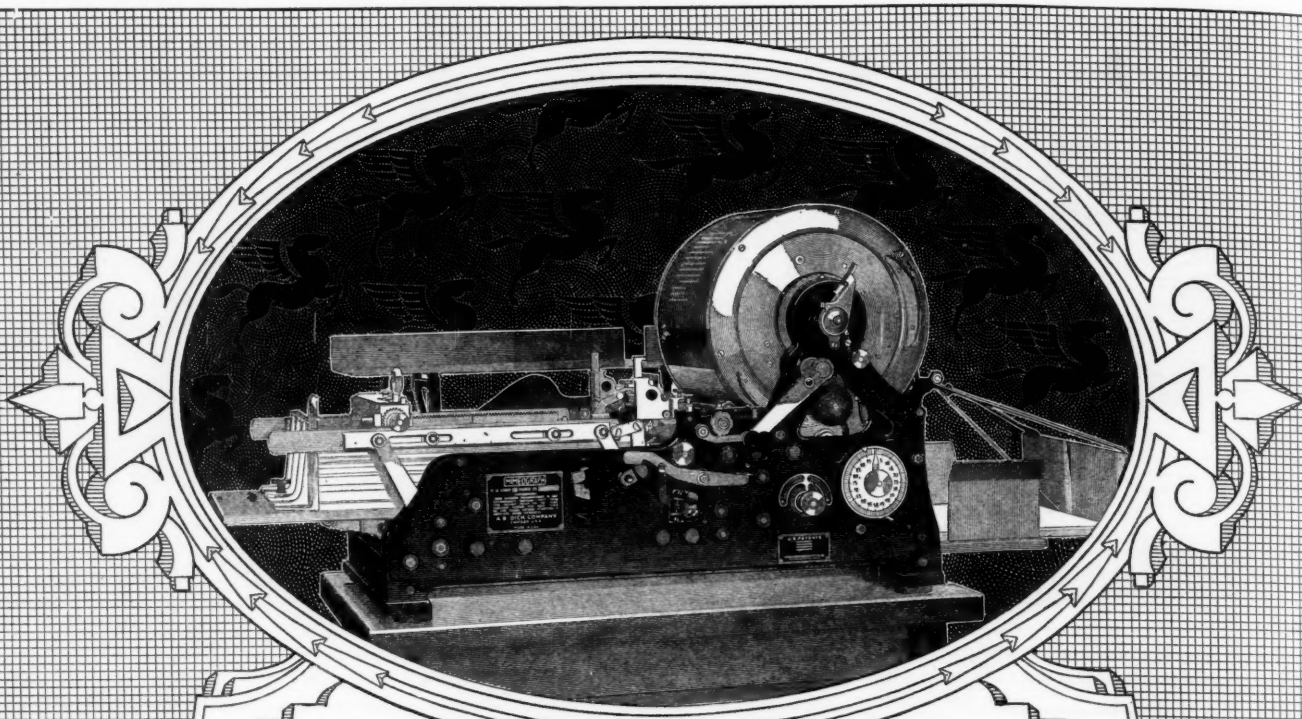
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Better Times Ahead

DIMINISHED school opportunity for children is sometimes suggested by shortsighted individuals who would use this means of reducing public expenditure. Wise citizens and far-sighted business men know that this is the wrong course. They urge boards of education to maintain and to extend further our high level of educational opportunity. Teachers may well keep themselves informed and help to interpret the present situation to the public. We are now in a period of economic lowtide which is worldwide. There are many causes for this, including the wastes of the war; extravagant speculation; blind overproduction; fears growing out of world trade and tariff adjustments. Added to this economic lowtide has been one of the most prolonged and serious droughts in the history of the United States. A third factor is the rapid replacement of human hands by automatic machines. The situation is still more complicated by the activities of those human vultures who always seek selfish gain from the distress of others. At its worst it is a difficult and dark picture, but there is a brighter side.

America is fundamentally sound. She is far better off than most of the countries of the world. She was among the last to feel the depression and will be among the first to rise above it. Because of the high level of education America's human resources are immense. The skill, the health, the intelligence, and the willingness to cooperate which have been fostered by the schools enable our people to meet emergencies. The shortage of rain, too, will pass and the farm situation will grow better, although the winter ahead will be one of the utmost severity for a large number of farmers who have lost practically all they have. The adjustment of available labor to the needs of men and women seeking employment will be gradually achieved by shortening first, the period of years during which men and women engage in paid employment

through longer preparation on one hand and old age pensions on the other; second, by shortening the length of the

IT IS NO NEW THING to have temporary periods of economic readjustment to a new basis of production costs. While they are in progress business actively declines. When they have been completed, we have always started out from new foundations toward an era of greater prosperity. In the past 25 years our population increased about 50 percent and the wealth, income, and productive capacity of the country increased about fourfold. The deposits in commercial and savings banks rose from about 10 billions to about 57 billions. Railroad business went from about 2 billions to about 7 billions. Manufacturing started at about 15 billions and reached about 70 billions. During this era we had several years of depression and the great war, but the country kept moving forward.—CALVIN COOLIDGE, September 22, 1930.

working year and extending vacations; third, by shortening the working week; and fourth, by shortening the working day. This is a difficult adjustment to make because competitive industry is eager to get the maximum work for its labor expenditure. However industry must have markets as well as labor and it cannot prosper when unemployment is general. An interesting phase of the present economic situation is the unemployment of money along with the unemployment of man. In September the United States Treasury offered short time Treasury notes of about a billion and a quarter dollars, bearing interest at two and three-eighths percent. The offer was nearly four times oversubscribed. There is an immense increase in savings-bank deposits, indicating a tremendous reservoir of unused capital seeking employment at low rates. As attitudes change people who have been holding this money

will release it. People who have put off buying because of present uncertainties have needs which eventually must be met. The auto that was not purchased this year will be bought next. Likewise the refrigerator, the radio, the new home and so on through the long list of desires and ambitions which go with the high level of education in America.

Meantime—while the adjustment is taking place—let the schools move forward to higher levels of service. Where there is an oversupply of teachers let certification standards be raised so that superior teachers will be selected. Let there be no shortsighted and unnecessary efforts to reduce the number of teachers or to lower salaries. When times are hardest the processes of education are most needed. One remedy for unemployment is to increase the number of people in the professions and public services as has been done during the present year by expanding the building of roads and public buildings. America has human wealth, financial resources, the best government in the world. As Henry Ford points out, the disease was at its worst during the mad speculation that preceded the break and convalescence is now welladvanced. From an economic as well as a human point of view the common school is America's greatest investment. The most promising undeveloped markets in the world exist at our very doors in those elements of our population which have had so little schooling that they lack both earning and buying power. Every dollar spent on the schools returns two in terms of health, skill, citizenship, and working power. Let every teacher in the classroom, in conversation, in writing, and on public occasions emphasize the importance of education to the individual and to the community. A clear head, a steady hand, goodwill, and faithful work will bring good times. Let the organized teaching profession move forward with renewed vigor and courage to better times.—J. E. M.

Teacher Participation—Teacher participation is supremely important at this time. It encourages teacher growth. It commands public respect. It strengthens professional organization and keeps its program true to the central needs and ideals. It vitalizes the curriculum. It fortifies school policy. It helps the people to appreciate the immense significance of the public school service—the most gigantic and successful social achievement in the history of civilization. Just now when powerful interests—some of them wellmeaning—are seeking to reduce our investment in education, the influence of the teacher is imperative. Education is most needed in times of rapid adjustment. It helps to let in the light. Teachers know this. They see the gains in individual pupil lives. Their judgments are held true by daily association with child need and aspiration. The National Education Association seeks to magnify and exalt the teacher through the widest possible participation in professional, educational, and civic affairs.

The Common Cold

HUGH S. CUMMING

Surgeon General, U. S. Public Health Office, Washington, D. C.

THE COMMON COLD is an uncommonly serious proposition. The medical profession, the school people, the leaders in industry, and many harassed individuals have long since ceased to look upon it simply as a nuisance. It has come to be regarded of such importance that special funds are devoted to its study and some of the best brains in the country are investigating this so-called "common" disease. In spite of its apparent simplicity, it has long succeeded in eluding all seekers after its specific causative agent. It is true that an announcement was made a few months ago of the discovery of an organism said to be responsible for colds but only time and further tests can determine the truth of this claim. Though we have learned much about the common cold, we are far from sure that we have yet reached the core of the matter.

Of all the diseases which afflict humanity, the common cold is the most widespread. From the cradle to the grave we are subject to colds; and lucky is the man, woman, or child who can get through the year without a single attack.

Apparently colds are rather more prevalent among the young than among the old. They are very common among children of school age; and in a study of the workers in a large industrial plant, it was found that there was a fall in the frequency of colds after the age of about 30. The great number of cases among school children renders this problem an extremely difficult one for the school people.

The seriousness of colds is due to two factors: In the first place, a common cold is often the forerunner of a much graver respiratory disease, such as bronchitis or bronchopneumonia. The lighting up of a tuberculous process may follow a cold. It is not meant that a common cold is the cause of tuberculosis—the latter disease is caused by the tubercle bacillus; but a severe cold may activate or awaken a quiescent case of pulmonary tuberculosis. In view of its association with these serious respiratory diseases, a common cold may at times be a menace to life.

In the second place, the common cold is in some respects the most costly of all diseases. This is true because it is a veritable prodigal in the matter of time.

The Public Health Service has made a number of studies of absences from school and from work due to illness. In a ten-year record of absences from work on account of sickness and accidents in a large industrial plant, it was found that colds caused far more loss of time than any other disease or condition.

The schools suffer from this incubus in a similar manner. An investigation by the Public Health Service of morbidity among school children showed that colds were the most common cause of illness and of time lost from school. Of the school days lost from illness, approximately 50 percent were due to respiratory conditions, about half of which were colds.

The financial burden of school absences is a heavy one. The schools must be kept open and operated whether all the pupils are present or not and the overhead necessary for the total enrolment must be maintained.

Equally lamentable may be the effect of repeated absences on the child's school progress. In the city studied, the days lost per child per year were 43 percent higher in the group whose schoolwork was only fair, poor, or very poor than among those whose work was good or excellent. Also the time lost by those who failed was considerably greater than that lost by those who were promoted. The cost of repeating grades is a burden to both school and parents.

Since colds are so largely responsible for this loss of time, their prevention would be a great boon to the schools. As a first principle in prevention we must recognize the fact that colds are contagious. The infecting agent, whatever it may be, is evidently found in the secretions of the nose and mouth. In order to prevent the spread of colds in a school, these secretions must be kept from passing from child to child. One child may be infected from another by receiving the sprayed secretion from a cough or sneeze. The hands of a child with a cold are practically sure to be infected and the infection will be conveyed to articles he handles and other hands he touches. It is important, therefore, that no contact, direct or indirect, between the sick and the well children should be allowed. If possible, the child should be excluded from school when he shows the first

symptoms of a cold, as a safeguard.

Though apparently practically every one is susceptible to colds, it is possible that we may make ourselves less susceptible by measures tending to increase our resistance to this particular infection. Probably this is best accomplished by permitting the body to become accustomed to conditions which seem to favor the development of a cold, such as sudden and marked changes in the weather, undue exposure to dampness, and similar conditions. Daily exercise in the open air and avoidance of overheated rooms and too heavy clothing indoors are two important measures tending to build up resistance. Do not *over* protect the body from cold.

Any abnormal condition or source of infection in the upper air passages should be corrected, especially if associated with other physical defects. In a study of the relation of physical defects to sickness, made by the United States Public Health Service, it was found that children with no defects were absent from school on account of sickness consistently less than those with defects. It was also found that pupils with enlarged or diseased tonsils were absent more than those with no defects and those with enlarged or diseased adenoids or tonsils associated with other defects were absent considerably more than those with enlarged or diseased tonsils only.

The environment of the school child should be such as to promote health and minimize the chances of infection. Overheated school rooms—in which children sometimes sit wrapped in heavy sweaters—are an invitation to the common cold. The teacher should see that the temperature of the room does not go above 68° or below 65° when the outside air is cooler than these temperatures. There should be a good circulation of air without cold drafts.

A good water supply is essential; and unless there is a properly constructed drinking fountain available, individual drinking cups are a necessity. Every school should be provided with facilities for washing the hands which so quickly become infected when the child has a cold. Keeping the hands clean is a simple, but worthwhile, aid to the prophylaxis of the common cold.

The Rise of the Normal School

A. L. CRABB

Professor of Education, George Peabody College for Teachers, Nashville, Tenn.

NINETEEN YEARS after the Pilgrims landed, Harvard College was in operation. Crude, surely, but it carried the beginnings of one of the world's great centers of learning. It was an expressive gesture of the conviction of the colonists that man's daily bread must be supplemented.

Those sturdy Puritans whose fiery zeal gave to America educational vigor brought to this country the pattern of English education, particularly of English higher education. This was for them the only pattern available but it was clean-cut. Oxford had been in operation six hundred years. It is surprising, however, to note the diversification which those early Americans made of the knowledge they had. For a time Harvard itself ran true to English form but Harvard was only three years old when, in Massachusetts, the world's first law on behalf of public common-school education was passed. And Harvard was only eight when this law was strengthened by a compulsory attendance enactment. The era of the "little red schoolhouse" was approaching.

If one assumes the necessity of public education as a major premise, the path of logic can lead but to the normal school. It was, in America, a path two centuries long [Harvard is exactly two centuries older than Lexington] but it reached its destination. With the full development of the normal school, the "little red schoolhouse" began to disappear. The era of consolidation was ushered in. Democracy demands an equity, if not an equality, of educational opportunity. The normal school as a democratic organ proclaimed that doctrine, stated that demand; and its voice was heard. In the present day, the normal and its successor, the state teachers college, are the most potent factors in public education—which is remarkable growth for an institution only ninety-one years old.

The normal school is an institution, French in name, of German orientation and American development. It grew out of the idea that teachers should receive distinct and differentiated preparation for their work. At Rheims the idea bore its first fruit. Better fruit grew subsequently at Halle, at Stettin, at Yverdon, at Königsberg, and at Bridgewater.

Democracy's greatest achievement is the public school. On the other hand, the public school is the most effective agent for the further achievement of democracy. The public school, at least in America, could not exist without the teacher-training school, ordinarily maintained under state auspices. The normal school and its evolutionary successor, the teachers college, supply both teachers and theories for American public schools. They offer training every year to more than a quarter of a million teachers, which is in excess of a fourth of America's entire public school staff. Those philosophers whose intellectual lives are spent out on the frontiers of human thought could hardly influence public schools without the interpreting and objectifying efforts of such institutions.

Early in the nineteenth century, American teachers began to be disturbed by their first pedagogical unrest. A consciousness of the inadequacy of their old philosophies and practises is indicated during the first years of the century. In 1816 Professor Olmstead of Yale published some fertile suggestions under the caption of "Plan for an Academy for Schoolmasters." His colleague, Kingsley, a brief while later advocated in the columns of *The North American Review* the establishment of a training school for teachers. William Russell, a Scotchman teaching in America, in 1823 produced a pamphlet showing the urgent needs for such schools. Two years later, Thomas Gallaudet wrote a series of essays on "A Plan of a Seminary for the Education of the Instructors of the Youth." Whenever an idea of any importance establishes itself in America action is inevitable. Wherefore in 1823 Samuel Hall at Concord, New Hampshire, opened a private school for the instruction of teachers, the

first such venture in the western world. In the course of his professional service in these institutions Professor Hall formulated his celebrated "Lectures on Schoolkeeping," probably number one in the series of America's "Contributions to Education." In 1825 James G. Carter published over the signature "Franklin," an "Outline of An Institution for the Education of Teachers." The same year Governor DeWitt Clinton in his message to the New York legislature recommends to their consideration "the education of competent teachers." The fight was on.

But its initial vigor seems to have abated somewhat during the ensuing decade. In 1835, however, there was a militant resumption of activities. Reverend Charles Brooks of Hingham, Massachusetts, just returned from a visit to Germany, proposed in a public address the establishment of a normal school. During the next two years he carried his plea almost to the entire constituency of the state. The thesis of his address adopted from a Prussian maxim, *As is the teacher so is the school*, has been for practically a century one of the slogans of public education. To his logic was now joined that of Horace Mann and the eloquence of such stalwart laymen as John Quincy Adams and Daniel Webster.

On January 28, 1838 the first legal provision for the training of teachers was made by the Massachusetts legislature. The sum of \$10,000 was authorized supplementing a private benefaction of like amount. Three schools were established, two in 1839 at Lexington and Barre and one in 1840 at Bridgewater. Their principals were Cyrus Pierce, S. P. Newman, and Nicholas Tillinghast.

In a study of this kind Bridgewater demands close attention. Both of the other schools were subsequently relocated, a procedure always disturbing to morale. Also, under Tillinghast the early administration of Bridgewater was unusually effective and aggressive. Further, presidential tenure at Bridgewater happily has been of sufficient duration to permit of a matured program. A. G. Boyden served forty-six years. It has in ninety-one years had four presidents. Bridgewater may with due warrant be called,



Lexington, Mass.

America's first normal school

"the mother of American normal schools." It is the oldest such institution now existing. Its influence upon teacher training justifies the appellation.

There have graduated from Bridgewater twenty-six who subsequently became principals [or presidents] of normal schools distributed as follows: Massachusetts 7; Rhode Island 2; Maine 2; Connecticut 2; California 2; Illinois 4; Minnesota 2; New Hampshire, Vermont, New Jersey, Missouri, Mississippi, one each. Principals have been sent to similar institutions in Japan, Chile, Peru, Mexico, and Turkey. In addition approximately two hundred Bridgewater graduates have taught in normals in twenty-six states. In these early annals of Bridgewater are found potent names in educational history. One of the most sensitive and buoyant figures of the period was Richard Edwards who brought to the west not only Bridgewater but Salem of which he had been principal. The quality of his service as principal of the St. Louis City Normal attracted the attention of the Normal, Illinois board, then in search of a president. In 1862 he was offered and accepted the place. His administration was a fortunate period in the school's formative years. He was succeeded by E. C. Hewitt, also of Bridgewater. Dr. John W. Cook, later president at DeKalb was a graduate of these presidents and so became a grandchild of Bridgewater. Under Edwards and Hewitt, Normal became a fountain head of inspiration and guidance in the growth of teacher training in the west.

This quotation from an address made by Lyman B. Kellogg, first principal of Emporia, Kansas, delivered at the school's fiftieth anniversary, June 1915, will indicate how strong influence radiates.

The succession of this institution from the Bridgewater Normal School of Massachusetts is in the direct line. Bridgewater furnished to the Illinois Normal University its plan of organization, course of study, and two of its presidents and the Normal University of Illinois furnished to this school its plan of organization, first course of study, and first principal, and subsequently two of its presidents, Albert R. Taylor and Jasper N. Wilkinson.

The first two principals of the Providence, Rhode Island Normal School were Bridgewater men, Dana Colburn [1854-1859] and Joshua Kendall. Also, Bridgewater sent Daniel S. Wentworth to the

Cook County Normal, Edward C. Delano to the Chicago Normal School, George M. Gage to Mankato, Ira Moore to St. Cloud, and Arthur Sumner to Los Angeles.

Peabody College had its beginnings in Massachusetts. George Peabody gave the first money; Eben Stearns, teacher in Framingham, was the first president; Julia Sears of Bridgewater, classmate of Richard Edwards, was the first teacher; Emma Cutter of Bridgewater was the second teacher; and Peabody's part in the rise of Southern normals has been practically incalculable.

Less direct but as sure was the influence of Bridgewater upon the Albany, New York State Normal, which was established in 1844. Its first president was David P. Page of Massachusetts. He was a friend of both Mann and Tillinghast. Although this election left Page with but three years of life they were fruitful ones. One of his major achievements lay in the development of William F. Phelps. The Massachusetts Normals were not, in their earlier period, successful in their use of "model schools." Perhaps Page was the first of the normal school pioneers to see, with some clearness, the function and organization of the practise department. In 1846 he elected Phelps to the supervisorship of the model school and until his death gave unstintedly of his counsel and instruction to this alert young man. In 1855 Phelps became principal of the New Jersey State Normal at Trenton. He held this place with distinction for nine years, resigning it when elected principal of the first normal school in the western half of the country, Winona. He remained until 1876, accepting at that time his third normal school headship, White-water, Wisconsin. Phelps once said that the combined influence of two men, Page and Sheldon, had made possible whatever he might have achieved. Another of Page's graduates, George Farnham, became president of the Peru, Nebraska Normal. Another, Gilbert Thayer, served for some time as principal of the Model High School, Normal University, Bloomington, Illinois.

Joseph Baldwin, Missouri's pioneer in the promotion of normal schools, was from Pennsylvania. At St. Louis he came into contact with Richard Edwards.

Later he was visited by Horace Mann. The Massachusetts influence was clearly manifest in his administration of the normal at Kirksville established in 1870. Perhaps one of President Baldwin's most notable contributions to western education was his "discovery" of J. M. Greenwood. In 1881 President Baldwin, under the auspices of the Peabody Fund, conducted institutes in Texas. While there he was elected president of the Sam Houston Normal at Huntsville, then only two years old. In 1891 he was called to organize a department of education in the University of Texas, of which he remained in charge six years.

In 1876 the Normal at Cedar Falls, Iowa began its work. Its president was J. C. Gilchrist who in Antioch College had been "privileged to sit as a disciple at the feet of America's greatest educator, Horace Mann." The illustrious head of Antioch was his ideal and he unreservedly acknowledged the influence of his master's methods of instruction and school administration upon his own. The influence of Mann was essentially that of Bridgewater.

Michigan's zeal in behalf of public education has always been impressive. Ypsilanti dates from 1852 with Adonijah S. Welch as president. At this time "Father" Pierce was state superintendent and his educational achievements compose a notable chapter of Michigan history. So convincing were the reports from Michigan that Richard Edwards visited Pierce and became one of his most intense partisans. In 1857 Henry Barnard became president of the normal newly formed at New Britain, Connecticut. The Millersville, Pennsylvania Normal opened about 1855.

A new force enters into the training of teachers with the establishment of Oswego, New York in 1866. Pestalozzianism had been in America before this date. The younger Krusé had taught with Phelps at Trenton 1857-1859 and Guyot had been lecturer in geography in the Massachusetts normals from 1848-1854. Mann, Brooks, and Barnard were profoundly impressed by the results which the Pestalozzians had achieved in Germany but the educational doctrines of Stanz, Neuhoof, and Yverdon made their formal entry into the United States at Oswego under Sheldon's leadership.

LET US be generous with our teacher-training institutions. They are the pioneers at the forefront of our advancing civilization. Their contribution to our presentday education is beyond calculation.

The Teacher's Approach to the Problem Child

CLARA BASSETT

Consultant in Psychiatric Social Work, The National Committee for Mental Hygiene, New York City

MANY TEACHERS complain frequently of the monotony of their work, which usually involves teaching the same subjects to pupils of approximately the same age over long periods of years. This sense of monotony is usually due, no doubt, to the fact that in the past so much of the teacher's time and attention have been centered on subject-matter and on the necessity for "maintaining discipline" rather than on the individual personalities of the pupils.

If such a teacher, overcome by the tediousness of his task, will turn his attention to the study and observation of the individual children under his care, he will find opening up before his fascinated gaze a whole new world of relationships which will bring to him added zest, broader opportunities to be of service to his pupils, and renewed consecration to his daily adventure in understanding.

He might pick out as his first subject for study, the child who causes him most annoyance and for whom he feels an unhappy tendency to dislike. In order to gain any understanding whatever of the personality and inner life of this child, he will soon find that he must approach the problem in a certain way.

It will first be necessary for him to free himself so far as possible from all emotional bias and all preconceived notions regarding the child and to approach the study afresh with the kind of personal detachment, openmindedness, and sincere desire to see all around the problem which characterize his approach to a study of curriculum. All desire for simple explanations which comfortably fit into his personal code of behavior must be laid aside in his effort to understand.

When some measure of scientific detachment has been achieved, he will find that his sense of authority must next be ruthlessly sacrificed. If he approaches the child in the rôle of teacher to pupil or invokes the authoritative prestige of the school as a force to compel obedience or to dispense punishment, his efforts to gain understanding will inevitably meet with failure and his opportunity to help the child will be lost. In fact, because both the child and the parents only with great difficulty overcome their tendency to as-

sociate the teacher and the school with awesome and sometimes unfriendly authority, he will have to exercise special



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PLAY, sunlight, fresh air, proper companionship, suitable occupation—these are some of the things which make for health and happiness in the child, and easy adjustment to life.

care to eliminate so far as possible any suspicion of authority in his relationships with them. His contact must be simply that of a loving friend who wishes to understand in order to help. The spirit of this approach has been expressed by Professor Royce as follows:

You must come now, not any longer as a disciplinarian but quite sincerely as a friend, as humane man offering help to a younger brother in distress. . . . You must be a true naturalist and study this live creature as a biologist would study cell growth, under a microscope, or as a pathologist would minutely examine diseased tissues. In order to study, you must, of course, love. Minds and their processes must be delightful things in your eyes. . . . Intolerance and impatience have absolutely no place in such a scrutiny. You must fear nothing. You will be very tender with the sanctities of youthful feeling; but if, in the course of your scrutiny, a poor heart gets open to you and you find it a very evil heart indeed, you will never show—yes, if you are wise, you will seldom feel any contempt.

Other tendencies which the teacher must carefully avoid are those of cataloging the misbehavior in a rigid, moralizing manner, according to adult standards and of feeling that it deserves punishment. It is obvious from thousands of detailed studies of misbehaving children that there is no such thing as a "bad" child. There are sick children, children with a great variety of special handicaps, misunderstood children, badlytrained children, children from miserable homes, and children seeking satisfactions in mistaken ways but a deliberately "bad" child is an impossibility. Because of the very nature of childhood, with its plasticity, its suggestibility, and imitativeness, the problems of the child in the great majority of cases point directly back to the adults surrounding the child and to their ways of handling him. Thus, to punish the child without penetrating to the causes of the trouble is a grave injustice. This tendency to rigidly name and to classify misdemeanors and to immediately associate with them appropriate punishments is so ingrained in our thinking that only through special effort will the teacher succeed in freeing himself from this punitive point of view. The goal of his study is to guide the child to better adaptations, to more interesting outlets, to more enduring satisfactions and not to punishment.

Another insight which will greatly aid the teacher in his study of the problem child is that behavior is purposive; it usually has a goal, which may be more or less unconscious on the part of the child but which can be ascertained by careful study. The child has certain fundamental emotional cravings, such as the need for affection and understanding, the need for respecting his parents and teachers, the need for security, the need for attention and approval, the need for successful achievement, the need for friends and companions, and the need for varied and interesting outlets for his energies in work and play. If the circumstances of the child's home and school life are such that they tend habitually to thwart or to deprive him of any or all of these legitimate satisfactions, or to overaccentuate any of them, the results show themselves in nervousness, in the development of un-

happy personality traits, or in misbehavior. Thus, the misbehavior is merely a symptom of hidden maladjustments and the purpose of the child's behavior is usually a blind and misguided effort to secure satisfactions which are entirely natural and to which he is entitled. The first questions for consideration then, are, why the child behaves in this manner; what satisfactions do his symptoms tend to secure for him; in what way is his life unsatisfactory to him; what methods of handling on the part of his parents, relatives, and teachers have resulted in these habits; what are the combination of circumstances which have called forth this reaction on the part of the child?

The teacher must also keep in mind the fact that the difficult personality traits and behavior of the child are not due to any mysterious dispensation but are the logical outcome of the life experiences of that individual and can be traced with fair clearness back through the years to their causes. The child's difficulties do not suddenly and perversely happen out of a clear sky. They usually have a long, intricate history extending into the past, in which the careful observer may discern the sequence of cause and effect. Thus, the path of understanding will require a greater expenditure of time and effort in patient inquiry than does the method of trial and punishment but the constructive results flowing from the former method are incalculably greater.

If the teacher, in his study of the situation, will also remember the disarming fact that the most difficult and unlikeable

child is the very child most desperately in need of understanding and steady affection (for he is often unwanted, criticized and mishandled at home, inept and unpopular with his companions, and something of a mystery and a burden to himself) he will find this persistent interest and affection unlocking all doors and resulting in surprising changes in the child's behavior and personality.

Finally, even a slight observation of children's reactions must have already convinced the teacher that negative repression, reprimands, lecturing, and the "don't" method of handling problem behavior is utterly futile and a sad waste of his emotional energy. This nagging, criticizing disapproval, which is so often considered necessary to discipline, is well-illustrated by the admonition of a nervous, distracted mother to an older child, "Go see what baby is doing and tell him to stop." [Dr. George K. Pratt, *Your Mind and You*]

If we expect the child to drop his old behavior, we must be careful to open up for him in a concrete way substitute opportunities and outlets which can successfully compete in interest, excitement, and satisfaction with the "bad" activities which we deplore. An example of this diversion of childish energy from destructive to constructive channels is evident in the following incident.

In a sandy, hot, little village where green things grew only after the expenditure of much back-breaking effort, the citizens had been repeatedly infuriated by the wanton destruction of their hard-won flowerbeds by groups of

adolescent boys. In desperation, they hailed the miscreants to the juvenile court where a number of them were about to be herded off to the state industrial school, when one citizen, slightly skeptical of the curative value of such a procedure, offered to take responsibility for the boys were they paroled to him. After this request was granted, he secured the use of vacant lots and straightway organized neighborhood groups into garden clubs. Soon the energies of these misguided children were being even more enthusiastically expressed in growing flowers and vegetables than they had been in the earlier destruction and the children gained new knowledge, joy in constructive effort, and a firsthand appreciation of what a flowerbed meant in the expenditure of effort.

If the teacher will thus approach the problem child with a scientific attitude characterized by freedom from emotional bias and preconceived ideas, with all sense of personal authority and bumptious dignity eliminated, in the spirit of a loving friend rather than that of a moralizing judge bent on punishment, many of his difficulties will disappear. If he will then think of behavior problems as purposive in that they are usually more or less unconscious and blundering attempts to satisfy legitimate emotional needs and are really symptoms of underlying dissatisfactions and deprivations which have an evolutionary history of cause and effect, he will have little trouble in maintaining toward the misbehaving child the persistent interest and affection which he so badly needs.

MENTAL HEALTH, like physical health, may often be greatly improved by the application of the principles of mental hygiene. (2) Mental health in any given case depends very largely upon the degree to which a person understands himself and his environment and adjusts each to the other. (3) Motives for behavior come from two main sources, instinct and intelligence. (4) Instinct gives force and energy in certain fundamental directions and accounts for many similarities in behavior. (5) The intellect furnishes the means for making choices among various possible kinds of conduct. (6) In order to choose wisely, it is well to understand what some of the universal wishes are and how human beings may try to realize these wishes. (7) Conflict frequently arises between one's separate wishes, each of which may be justifiable but some of which will be more fitting, at the time and under the circumstances, than others. (8) Not all ways of realizing one's wishes are equally suitable. Discrimination is necessary so that one shall choose ways of acting that are satisfactory both to himself and to others. (9) The ego, or selfseeking, motives must be gratified in one way or another and the normally developing individual seeks to gratify them in ways that are acceptable to society as well as to himself. (10) The herd instincts must also be gratified. The individual who feels himself a part of a racial group that is more important than any one person in it has the key to the best adaptation in life. (11) To be mentally well one must face reality squarely and live in the real world. (12) The finest state of mind is the result of gratifying all one's wishes in ways that the whole "I"—the personal self and the self as a member of a group—approves. (13) The individual who has mental health is using all his powers fully and freely on a high social level.—From *The Health of Youth* by Florence L. Meredith.

Character Education in the Kindergarten

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EIGHT KINDERGARTEN TEACHERS participated in the survey of character education in the Denver schools. All teachers who accepted the invitation to assist in the survey were asked to keep for a period of one week a record, in diary form, of all school experiences, in and out of the classroom, which seemed to have a relation to the Denver program of character education.

The eight kindergarten teachers invited to contribute such records were selected from schools representing widely different communities: foreign, industrial, middle-class, and wealthy.

Since the kindergarten teacher meets two entirely different groups each day—one in the morning and one in the afternoon—the material submitted in the diaries really represents sixteen rather than eight classrooms.

The kindergarten enjoys a distinct advantage in administering a program of character education. The child is experiencing for the first time contact with a social group composed of individuals of his own chronological age. Hence, so far as education in a social group is concerned, he is really learning new things as a result of a new social experience rather than spending much of his time unlearning habits and traits developed in a previous social experience.

Again the variety of materials selected for his use present a great number of interesting activities—things he can and wants to do. And, of course, there can be no character education except through activity.

The freedom of the kindergarten teacher from the routine created by definite subjectmatter requirements adds a third advantage to the kindergarten's program in character education. Free to take care of the needs of her particular group and particular individuals, the teacher may devote as much time as seems needed for the development of those habits and attitudes which seem desirable.

The three types of character education—formal direct, informal direct, and indirect—were all illustrated by the incidents described in the diaries kept by the kindergarten teachers. However, situations of the informal direct type seemed to be most frequent. The follow-

ing illustrations will serve to describe the three different methods.

Illustrations of formal direct type in which both time and content of character education are definitely planned and scheduled in advance:

Fire drill—Kindergarten children must participate in all fire drills. Definite responsibilities and habits must be learned in connection with this activity. Among them are: recognition of fire signal; instantaneous cessation of work at sound of signal; taking an immediate position in the required formation; following instructions with regard to walking not running, leaving wraps and possessions behind; taking places assigned in the yard; and waiting for signal to return to school.

To develop the habits and responses necessary in these situations, the teacher must schedule a definite time on her daily program for direct instruction and sufficient practise to make all responses automatic.

In their diaries of character-education experiences, the kindergarten teachers state that the following qualities seem to be taught in connection with the experience incident to the fire drill: alertness, ability to respond promptly to changing situations, cooperation, promptness, and selfcontrol.

Routine of school day—Here, perhaps for the first time in many cases, punctuality and conformity to general rules are learned from the bells and signals which call the children from school grounds to schoolroom, to hall or auditorium for assemblies, or which dismiss them from school at recess and at the close of the day's sessions.

Illustrations of informal direct type in which occasions for character education arise in immediate experiences or in problems growing out of school subjects or activities:

Situation A—Observation of the conduct of the children reveals lack of courtesy. Boys come into room and engage in play with hats and coats on. Boys and girls pass in front of each other and adults without asking to be excused. They are impatient when others are using wanted materials.

Method of handling—As a result of observing such conditions, one kindergarten teacher planned a courtesy campaign. First, she called the attention of the group to their discourteous actions. A few outstanding instances of lack of courtesy were selected for particular attention. Two weeks called "Courtesy Weeks" were set aside for definite instruction in the situations involved. Each morning during these two weeks, the previous day's

accomplishment was discussed and additional courtesies named for attention.

Games were invented to involve much practise in saying "Excuse me," in taking turns, in making proper greetings. In these games the boys were given instructions in taking off hats or caps when entering buildings and in tipping their hats to the ladies. The children were urged to practise these courtesy habits at home, on the street, and in the school yard. The result was a noticeable improvement in the courtesy habit stressed.

Situation B—Observation of conduct of children reveals selfishness, rudeness, and unkindness. Pushing, shoving, slapping, and general confusion marked the conduct of one group of children in their use of the kindergarten swing.

Method of handling—The teacher in this case called her group together and directed a general discussion. Some of the questions discussed were: What constitutes good behavior for kindergarten children? How should they behave when using the swing? Could a child be hurt if they continued to fight and push and shove each other in trying to get possession of the swing? As a result of the discussion of these questions, the children decided they would take turns in the use of the swing; that all except the child using the swing would stay in their chairs; that a "turn" should be the time required for the sand to run through their improvised hourglass twice. A general improvement in the attitudes of the children has been noticed since the discussion.

Situation C—Another situation involves one small kindergartner rather than the group. A little boy put a pair of scissors belonging to the school in his pocket instead of in the scissors box. The child monitor told the teacher.

Method of handling—The teacher asked the little boy to wait a few minutes after school. She asked him if he would like other people to take his things. Of course, he wouldn't. The teacher then pointed out that the scissors belonged to all the children and that they did not want anyone to take their things away from them. The boy promised he would not "take" things again and the teacher watched him to prevent a recurrence of the incident.

Situation D—One little kindergarten chap seemed unable to become interested in any definite task during the work period. While other children went quickly to work, he would look on listlessly. Upon being asked if there was not something he wanted to do, he answered, "No."

Method of handling—The teacher led the boy about the room to inspect the work the other children were doing. The child finally decided he would paint pictures with the "big brush." This situation rather than bringing about a remedy for a definite situation served to reveal character habits which the teacher must correct by constant supervision rather than by an immediate measure. Punctu-

ality, initiative, pride in accomplishment are not created by the handling of one situation. In this instance, the boy's attitude, instead of calling for the immediate solution of an immediate problem, awakened the teacher to the necessity of watching the boy constantly.

Illustrations of the indirect method in which 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:

Character virtues accompanying school-room duties—By helping each day to count the number present and to record attendance, the children acquire habits of accuracy, so one teacher believes. She also feels that habits of punctuality are encouraged by the attention to "number present."

Results of daily health inspection—Daily health inspection for wellcombed hair, and for clean hands, faces, fingernails, and teeth develops neatness and pride in good personal appearance, according to practically all the kindergarten teachers keeping the diaries.

Values in group and individual singing—Group and individual singing, the kindergarten teachers believe, develop cooperation and independence respectively. Rhythm periods promote initiative, for the children are encouraged to respond as they choose to the different types of music.

Utilizing the primary laws of

learning in character education—Whether formal direct, informal direct, or indirect, the situations involving character education illustrate the application of the laws of readiness, exercise, and effect. The diaries of the kindergarten teachers described many incidents in which conscious application of these laws of learning had been made.

In each of these cases, the teacher accepted the child as he was and began her work on that basis. She attempted to create in the child a desire to do right; she provided opportunities for him to practise right conduct; she encouraged him when he showed signs of improvement.

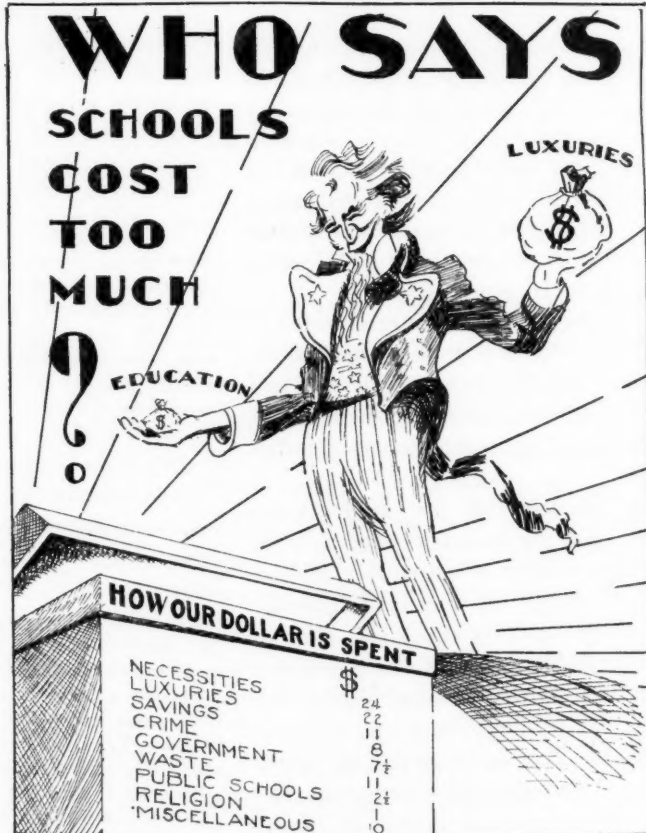
The following incident is a good example of the application of the laws of learning to character education:

A case of teasing and bullying was reported to the teacher. The matter was taken up in a class discussion period and each child involved was given a chance to state his side of the story. It soon became evident that Donald, the boy who had tattled, was the chief culprit. As Donald had been found guilty of this offense many times before, he became the subject for drastic measures. It was decided that he could not leave school at noon

with the other children for the remainder of the week. On Tuesday, Donald prepared to go as usual and had to be reminded of his punishment. He sulked for a bit but when the teacher finally dismissed him, he managed a little smile. On Wednesday, Donald again started to leave; but on Thursday, he said to the teacher, "I'm glad this is almost over so I can go home with the others. I can be a good boy now." And one of the other children in the group chimed in, "Donald can go home with us in one more day, can't he?"

Punishments—To make the child dissatisfied with misconduct seems to be the motive behind any punishments administered by the kindergarten teachers who aided in this survey. To attain this end, only two forms of punishment have been used—disapproval of the group and withdrawal of privileges.

Cooperation of the home—The diaries indicated a genuine appreciation of the kindergarten's work on the part of the home. Requests for help with problem children are frequent. One diary reports a home asking for aid in the case of a child who "took things," another tells of a request for help with an abnormally bashful child, while a third incident records a request for advice and school aid for a child physically peculiar.



THESE CARTOONS are two of seventy-nine submitted in the nationwide cartoon project sponsored by the NEA Division of Publications. *New Ways for A New World* was drawn by John Weber and *Who Says Schools Cost Too Much* by Cletus J. Boyle, both of Barringer High School, Newark, N. J. High-school newspapers wishing to reproduce some of the superior drawings submitted in the project may secure mats for 20c each from the Division of Publications, 1201 16th St., N.W. Washington, D. C. Another of these cartoons appears on p270.

The Visiting Teacher at Work

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TROUBLE was in the air in the principal's office. The visiting teacher, coming in at the principal's request, felt it almost before she opened the door. When she saw Bill standing there she immediately guessed that he was the cause. For Bill's reputation as a troublesome boy went before him through the school.

Bill's mother, an earnest, wellappearing woman was there. She declares that she can do nothing with Bill—that she is not sure but what he should be sent to an institution where they would control him.

Bill's teacher was there. Bill gives her continual trouble, she says. For two or three days he is obedient and fairly happy in his work, then almost without reason he becomes angry and sullen and refuses to do anything. He takes too much of her time from the other children and she can not tolerate him in her class much longer. Bill through it all is sullen and resentful.

When the rest have gone the principal explains to the visiting teacher that the psychologist's report shows that Bill has an I.Q. well above 100 but that he is failing consistently in his school work. He adds that Bill's teacher is one of the best in the school, although possibly she was prejudiced against him and has antagonized him.

What can the visiting teacher do about Bill? First, she can delve into the causes of his difficulties and trace up his glumnesses to find their source. She began by visiting his classroom ostensibly on other business and observed him at work. As a means of getting acquainted casually, she tried to help him with his lessons and found him surprisingly cheerful and cooperative. At a slight suggestion he invited her to come to see him at home and talk with his mother.

The home visit revealed that his mother had divorced his father and remarried; that Bill was craving affection,

that he loved his mother, resented bitterly what he considered her partiality to his lame sister, and took his grievance out on the world—and on his mother by some-

PRACTICALLY every teacher should be a visiting teacher. No finer means of cultivating people can be found than visiting with them. By means of the visit, confidence is established, an opportunity is given to discuss and interpret the practises of the modern school, and the feeling of parents for teachers and the entire school program may be entirely changed. If there exists at this time a breach between the schools and the public, no better remedy can be found for the situation.—E. J. Coltrane in the *North Carolina Teacher*.

times affecting partiality for his rascally and worthless father.

The visiting teacher found that Bill's upsets at school invariably came after a disturbance at home—a flare-up because his sister was allowed to visit their grandmother over the Easter holidays and he was not; an impudent spell after a visit to his father; or a sulky fit because his sister had been ill and he had to do some of her work. His mother told the visiting teacher that she had come into the room one day just as Bill was reaching for a butcher knife when he became angry at his sister. She dares not leave the two children alone.

The visiting teacher was eventually able to show Bill's mother that she might be unconsciously showering more affection and sympathetic attention upon the little girl. She herself admitted her fear that Bill would be exactly like his father.

Explanations of these things to Bill's teachers helped greatly. The next term a new teacher, knowing Bill's unfortunate

reputation, thought she must handle him with an iron hand but when this method did not meet with success, tried out the visiting teacher's suggestion of giving Bill some responsibilities as a monitor and messenger. Things began to go better.

The visiting teacher investigated and found that the mother's stories of Bill's father were entirely true—he lived in a rooming-house of doubtful reputation, had affairs with women of doubtful reputation, and incited Bill to rebellion. Once in a fit of temper Bill ran away to his father and only the combined efforts of mother, stepfather, and visiting teacher brought him back. Finally, the mother petitioned for a change of the ruling which allowed the father to see the children and a little later he disappeared, probably to avoid payment of alimony. The mother gradually changed her treatment of the two children, gave Bill a little more trust and affection, and gravely considered all the suggestions that the visiting teacher had to make. The visiting teacher arranged for him to go to the "Y" for swimming classes and he was delighted. Bill's attitude steadily improved. He responded to encouragement and responsibility in school by doing much better in his work. After a term or two of gradual improvement his mother talked no more about an "institution" and Bill's reputation as the school's bad boy was practically forgotten.

The story of Helen is as different from that of Bill as one could imagine. For Helen, who came from a cultured family and had an I.Q. of 145, was referred to the visiting teacher not for delinquencies, nor for poor schoolwork, but because a discerning teacher felt that she had not gained the child's interest and that Helen was not enjoying her school life as she should. Helen had entered school at the age of seven in the third grade, having been taught at home by her mother. She

NO SMALL REASON commending the Visiting Teacher movement is that its program fits admirably into the emphasis on prevention in modern criminology. The school working with the clinic and other community agencies is the logical preventive unit of the future. As the probation officer seeks to reach the delinquent before he becomes a criminal, so the visiting teacher seeks to reach the problem child before he becomes a delinquent. The program commends itself on the basis of sheer economy. With estimates of the annual cost of crime in the United States running around ten billion dollars, which is more than the total budget of the Federal Government and the total direct cost of education in the United States combined, it seems that the amount invested in the visiting teacher work is almost negligible compared with the cost of crime it may prevent, even though a very conservative amount of prevention be granted.—From the *South Dakota Education Association Journal*, May 1930.

did not know how to play with other children and was exasperatingly meticulous with her lessons. Once when the visiting teacher ran upon her playing with her doll in front of the apartment house where she lived Helen solemnly complained, "Look at my Carolyn. She is in rags and I have not time to sew for her." Which was literally true. The poor child took so long getting her tasks done in minute perfection that she had no time left for play.

Helen's mother, the visiting teacher discovered, was a brilliant, aggressive woman who had once trained to be an opera singer. She was a dominating influence in the household. She and her husband disagreed and finally separated, which, in spite of his pathetic fondness for Helen, relieved the situation at home. For Helen was supersensitive and consciousness of the family differences had probably made her more serious than ever.

With the teacher, the visiting teacher worked out several plans to give Helen more free activity. The teacher used to let her and a little boy of the class similarly in need go into the first grade for handwork; sometimes in a study period she let her sew on her doll clothes—much to Helen's joy and amazement. The visiting teacher persuaded the teacher to let Helen and a few others off from some of the repetitious drill and give them manual tasks instead, speeding Helen up on the exercises that she did have to do. The teacher had misgivings about it at first but found that Helen did better in her schoolwork, in spite of the added sewing and drawing and handwork. She began to put fanciful little rhymes or drawings on her lesson papers. She became more cheerful and less reserved. The visiting teacher herself taught Helen, already something of a musician, some singing games and saw her afterward teaching them to other children.

Sally Young, another little third grader, also came to be a visiting-teacher problem that year. Sally, who was ten, had an I. Q. of 86 and her referral card said, "erratic, dishonest." But Sally's lying and stealing—she stole a bar pin from another child's coat one day—seemed

mostly a bid for attention, the result of a desperate need to establish some sort of superiority for herself. For she failed miserably in her schoolwork upon which her mother put a great deal of emphasis. Nor was home a cheerful place. The family which had once been weltoff now had little money and the father was ill, rather seriously crippled by an accident. He seemed a pleasant, welleducated man but his wife said that he was irritable and stern with Sally. She likes to sing about the house but her father "cannot stand this." Her main source of pleasure is a trip to a movie house once a week alone. Her father is over-particular about her playmates; only one small child is allowed to come to the house and when the father comes home she must leave. Sally watches the tiny baby across the street by the hour—she must stay near the house because mother "cannot stand" the added worry of looking her up.

The father tries to discipline Sally for infractions of these rules. Sally is stubborn and there are long sieges of seeing who can last out longest, ending with a strapping for Sally and long hours of sobbing in bed.

What could the visiting teacher do for Sally? She could and did try to explain Sally's need for love and companionship to her family; get Sally into a summer camp with a good counsellor, thereby giving her some unusual recreation and relieving her parents' "nerves" for a few weeks; suggest recreation for Sally at home—her mother planned to invite a club of girls in Sally's class to meet there; and try to get a little leniency and a chance for Sally to succeed at school. The last task was hard because the school was one of high academic feeling, exactness, and discipline. Sally needed a more understanding teacher but there was little possibility of a change of class for her.

A varied group of problems are these of the visiting teacher—Bill, threatened with an institution; Helen, precocious, pedantic, and prematurely solemn; Sally, a dull normal, miserably unhappy child of whom home and school expected the impossible. Yet in all three cases the visiting teacher was able to give the child a more hopeful outlook and to get the

favorable factors in the situation, both in and out of school, working together for the child's benefit.

The most important thing that she had to contribute from the point of view of the school was *an understanding of the underlying factors of the child's difficulties, which, naturally, often lie outside of the school itself in circumstances and relationships of his home life*. When the visiting teacher was able to show the school the connection between Bill's periodical flare-ups and the unhappy, pent-up, sometimes fierce crosscurrents of his feelings toward his mother and sister, the school planned to counteract those flare-ups by substituting confidence and friendliness for suspicion and resentment. When the visiting teacher was able by her analysis of Helen's home situation to corroborate the teacher's sense that what Helen needed was not more emphasis on her school work but on manual activity and play, the teacher could with more confidence make the experiment of shortening Helen's tasks and giving her more opportunity to use her hands and to utilize her talents in making pleasant companionships and getting more varied experience.

When the visiting teacher urged on the school some reasonable opportunity for success for Sally, it was with the knowledge that lonely little Sally had been always repressed in her natural instincts to activity and enjoyment; had longed for love and affection and perhaps a little glory but had almost never experienced the exhilaration of success; and that when all these needs and longings were thwarted at home and at school Sally broke out into lies of glorification and even got a sort of desperate enjoyment from the momentary thrill as center of attention in the incident of the theft and a rather theatrical return of stolen goods. The school needed to compensate for the lacks in Sally's life, by giving her more encouragement, more friendly play life, more success, and to realize that in her case, insistence on accomplishment of school tasks for which her mental equipment was hardly sufficient could only make her unhappy and recalcitrant.

THE IDEALS of the older type of attendance department may well be expressed by "Go, find them, drag them in." The modern department is far more concerned about the attitude of the child toward school than it is to force an instantaneous return. It recognizes that it has lost a great opportunity if the child reenters without having changed his ideals and ambitions. No one in the school system should be so interested in the changing ideals of attendance work as the classroom teacher. Her work is lessened or increased according to the attitude of the child when he is returned to school. If, moreover, she understands what the attendance officials have been attempting to do, she will be ready to do her part in furthering the work they have started.—From *Administration of Pupil Personnel*, by Arch O. Heck.

'Finding' the Child's Singing Voice

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ONE ONLY NEEDS to go into any schoolroom, no matter what grade, and listen to the children sing one song to be convinced that one of the most vital of the first things in this matter of the child voice is to find his singing voice. This is not so difficult a job as many teachers think and is certainly a creative work of the finest sort. One does better than "make two blades of grass grow where but one grew before." One makes many musical tones grow where none grew before; one makes the joy and pride of self-expression grow where defeat and discouragement had been evident; and one opens the windows of the child's senses to a new form of beauty—the beauty of lovely musical sounds.

Let me tell you what the child's singing voice should be when correctly used. It is high in pitch, light in volume, and somewhat fluty in quality; and these characteristics constitute the ideal the teacher should keep in mind when the children are singing. I am thinking now especially of the child in the first four grades. Boys' and girls' voices are of the same range and quality during these years and there is no such thing as a child alto.

There are just two simple rules that the teacher needs to follow in order to take proper care of young children's voices: first they *must* sing softly and lightly; and second, they *must not* be allowed to sing too low or too high. Within the range of the treble staff is the best limit within which to keep their songs. This implies that the teacher needs to use her pitch-pipe very often in each lesson in order to keep the songs on the correct pitch. Without a pitch-pipe a teacher will inevitably pitch a song too low, because, with her woman's voice, she sings most easily in a lower range than the child's vocal range. I cannot emphasize these two simple rules too strongly: they are the law and the gospel of the correct use of the younger child's voice and on them hangs the beauty of the older child's voice!

Now let us think about the so-called "monotone". The real monotone rarely exists: there are very few children who cannot be taught to sing in tune if we know how to overcome their difficulties.

Then let us discard the unpleasant word "monotone" and talk of inaccurate singers instead. This is a more correct term with which to describe the non-singing child.

There are only a few causes for children singing inaccurately. The most common cause is a lack of control of the delicate and intricate mechanism of the singing voice. This usually is coupled with a lack of musical inheritance and environment and experience. The cure is singing and singing and singing: first matching single tones and later short groups of tones until control of the voice is attained. This type of child not infrequently becomes one of the best singers in the class.

Another cause for inaccurate singing [and for some reason I can't give you, found more frequently among the boys than among the girls] is a wrong concept of the singing tone. That is, the child tries to sing with his speaking voice, with the result that he speaks the tone. He has no conception of the "head tone" and must by some means be led to think and sing with his singing voice, which is a purely head voice in the child. Again he begins by matching the teacher's tone and frequently it calls for much resourcefulness on the part of the teacher to get a real head tone from this type child. Sometimes if he holds his hands up high and stands on his tiptoes he gets the concept of the high tone; sometimes if the teacher gently pulls the hair on the top of his head upward he gets the concept of the song in his head; sometimes if he sees a series of steps drawn on the board and pretends that he is singing up the steps he is helped. Always the teacher is singing close to his ear the high tones that she wants him to match. As a last resort it may be necessary to have the child imitate a pig squealing in order to get a head tone. When a child squeals like a pig he is using a head tone and can then be led to a concept of the head voice and the singing of other tones.

One of the frequent causes of inaccurate singing is a lack of concentrated attention and for this difficulty the clever teacher will apply the same sort of treatment that she would apply for a lack of attention in reading or number work.

Needless to say, the child cannot sing a tone or group of tones correctly until he hears them correctly—until they "register" in his consciousness.

A rather infrequent cause of inaccurate singing is a lack of aural discrimination—that is, the child does not accurately discriminate between the pitches of various tones. When this seems to be the case, it is usually merely a lack of concentrated attention or sometimes only a lack of control of the vocal mechanism. If the child is entirely lacking in aural discrimination he is tone-deaf, just as some folks are color-blind; that is, in his ears all tones sound alike—they are mere noises to him. No one entirely understands this condition; it is doubtless due to a structural deficiency in the inner ear but it is so rare that we need not be concerned about it. In my teaching experience thus far I have not yet found a tone-deaf child, though I have found many who seemed at their first contact with music to be tone-deaf.

Another infrequent cause of inaccurate singing or of singing with an unpleasant tone is that of a physical difficulty, either because of some malformation in the mouth or throat, or as a result of an operation, or of a serious or chronic illness such as croup or bronchitis. For such a child the teacher can obviously do nothing but excuse the child from singing and prevent his being embarrassed because of his condition.

As the children progress through the intermediate and upper grades their voices grow very little in volume and up to adolescence they still are delicate and fluty when correctly used. There is nothing lovelier than children's voices when they sing as they should and nothing that is more distressing to the sensitive ear than children singing—no, *yelling*, with loud, hard, forced voices! Do not allow this sort of singing! The child voice is a delicate instrument and must be used as we would use any piece of delicate machinery! And the teacher in the lower grades should always remember that she is responsible for the sort of voices that the children of the upper grades and high school have!

I have said there is no such thing as a child alto. That is true and yet we want

every child to learn to sing a lower part; so when the children begin their two-part songs all should have a chance to sing the alto part for the sake of their musician-ship. Just divide the room into two parts of equal size, with boys and girls in each part—usually just as they are seated—and trade off the parts on successive songs. With this exception—as soon as a boy's voice shows the first signs of its approaching change [between the ages of eleven and fifteen] he should be seated in the middle of the room during the music lessons and should sing alto on all the songs. The music texts now in use in our schools are so written that they take care of the matter of range—that is, none of the alto parts are so low as to injure the voice of any child.

A few years ago it was not unusual to have some little girl of the fifth or sixth grade come to school and say to her teacher, "My Mamma says I am not to sing alto, 'cause it will ruin my voice." And there was considerable justice in what her mother said for the music texts of some few years ago did not give proper regard to the range of the child's songs and the alto parts were often too low for a child to sing without danger of injury to his voice. However, this is no longer true.

The boy's changing voice is too large a topic to discuss now but the teacher may be assured that the boy's voice is safe in her hands if she remembers two things: First, it will not injure the boy's voice to sing during the period of change if he sings only within the range where he can

sing without any strain or effort. For a time that may be a range of no more than five tones but he must sing only the tones that he can sing with perfect ease. Second, he must sing softly. You see there is never a time when it is safe to allow children to sing loudly, for the results are ugly tones and possible injury to the delicate vocal mechanism.

The boy's changing voice is in even greater danger from yelling on the playground and at all sorts of sports than from singing. When he yells at a football game till he comes home so hoarse he can't speak, he has seriously abused his vocal mechanism. It is a brave teacher who asks a vigorous youngster to refrain from yelling at all times! However, if a boy seems to show promise of an unusually fine voice and is interested in being a good singer, he can sometimes be persuaded to at least use some degree of discretion.

Of course, you teachers know as well as I do that the children do what we *do* rather than what we *say*. Therefore, it will be necessary for each teacher to follow in her own singing the directions I have given for the children's singing. That is, the teacher *must sing softly* and with a light head-tone and she *must* keep the pitch of the songs high enough by using her pitch-pipe frequently. When the teacher gives the children a pattern of beautiful tone and correct pitch, she has gone far toward attaining the goal of beautiful singing by the children.

The correct use and the proper care of children's voices is vital. From the stand-

point of the child's power of self-expression through song it is allimportant and from the standpoint of the child's love of the beautiful in music it is just as important. The child will not find beauty in the hard, ugly tones of his own voice or his classmates' voices. A large part of his learning to love beautiful tones rather than harsh forced tones comes from his learning to sing truly beautiful tones.

May I commend to you a worthwhile goal to hold in your mind and in your heart? *More singing by the children and more beautiful singing.* And for good measure I will give you a second one, closely allied to the first: *Every child must find his singing voice and every child must always use his voice correctly.*

THE FOLLOWING LIST of rote-song books selected by Miss More will be helpful:

Floy A. Rossman. *Preschool Music*. C. C. Birchard, Boston.

Hollis Dann. *First Year Music*. American Book Co., New York.

Eleanor Smith. *Song Devices and Jingles*. Lothrop, Lee, and Shepard Co., Boston.

Emile Poulsson. *Songs of a Little Child's Day*. Milton Bradley Co., Springfield, Mass.

Jones and Barbour. *Child-Land in Song and Rhythm*. Arthur P. Schmidt, Boston.

For the Intermediate Grades

W. Otto Miessner. *Art Song Cycles*. Silver, Burdett Co., New York.

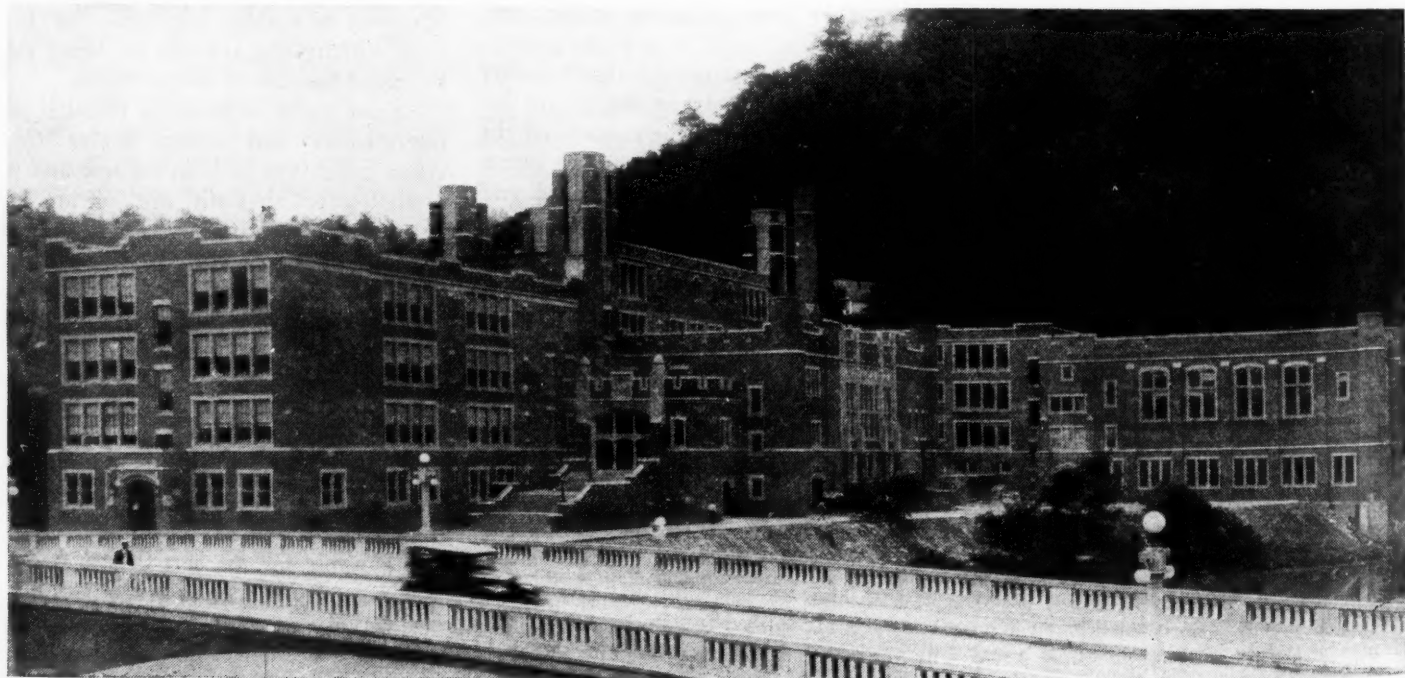
M. Teresa Armitage. *Folk Songs and Art Songs*. C. C. Birchard, Boston.

For the Upper Grades

Hollis Dann. *Junior Songs*. American Book Co.

M. Teresa Armitage. *Junior Laurel Songs*. C. C. Birchard, Boston.

Robert Foresman. *Fifth Book of Songs*. From the series, *Foresman Books of Songs*. American Book Co.



Johnstown Pennsylvania High School

The Johnstown Pennsylvania High School

THE JOHNSTOWN SENIOR HIGH SCHOOL is an important center of a school system that has attracted more than statewide interest. Two of the most important phases of the high school are: first, the welldeveloped relation between actual work in the high school with the school years that precede and are to follow as well as their connection with actual life; second, student control of school affairs.

Johnstown employs a "6-4-2-2" plan of education: six years, elementary; four years, junior high school; and two years in the senior high school. The student may continue his education at home by enrolling for one or two years in the Johnstown Junior College which is conducted in the high-school building. The Junior College is the local branch of the University of Pittsburgh. The city superintendent of schools is responsible to the board of school directors for the general efficiency of the college department and counsels with the officers of the University as designated by the chancellor at Pittsburgh. This related rise from the elementary grades through junior high school, senior high school, and junior college, all of which come under the jurisdiction of the superintendent of schools and the school board, obviously shows the sequence of courses that is inevitable. In the life of the pupil it means a gradual unbroken rise for a period of twelve or fourteen years, the latter being dependent upon the student's decision to enter the Junior College. It means that his mind and general reaction to schoolwork are not confused or complicated by different methods of teaching or the exaction of different requirements of any kind. He has a definite knowledge of just what is expected of him as he moves from the final year in the elementary school to the first year in junior high school, or from the fourth year of junior high to the first year of senior high school. Likewise, the transition from senior high to junior college is without break.

Closely identified with the sequence of courses of study that result in a definite trend in the life of the pupil is another carefully directed movement that has proved most successful. This is the aligning as much as possible of the student life with that of the community itself.

Johnstown is primarily a coal and steel center. Incorporated as a borough in

1831 and as a city in 1890, it has had a genuinely remarkable and interesting rise. If this is true, is there not a pronounced reason for acquainting the future citizens of the city with the problems, obstacles, and successes that marked its growth? One of the prime functions of the histories of nations as presented in schools is to provide an opportunity for the rising generation to profit by the mistakes of the past. Granting that this is true as concerns nations and the world itself, how much more practical is the same process when carried into the comparatively small and local community in which a great percent of the pupils are going to earn their livelihoods. Realizing the significance of this, the high school, as well as the other related units of the system, identifies at every possible opportunity the student's work with the city's work and history.

Such an opportunity is provided in the semiannual commencements. For several years past a definite local theme has been adopted for the commencement program. Then again for the purpose of unity and concentration on one definite thing, the commencement theme is carried into the student publications, particularly the class annual.

The high school graduates a class of about 200 each semester. The 1928½ class accepted as its project the basic industry of the city—coal. The student speakers on the graduation program, of which there were six, delved into a concentrated study of coal; not a study of the industry as carried on in some remote section of the world, or of the country, or even of the state but as carried on in Johnstown. The speakers were not content with reading local histories, or newspaper records of the industry nor even with interviewing local coal men. They went farther than that. They took excursions into the mines; they saw exactly what the process was and then after weeks of such research work they appeared before the commencement audience of 2000 persons and knew whereof they spoke. More than that, they were speaking on a topic that provides the daily bread, either directly or indirectly, for a goodly percent of the 2000 persons in the auditorium and the thousands of others who heard the addresses over the radio or read them in the newspapers the next day.

Then the same theme or project, de-

veloped in a somewhat different but equally commendable manner, was presented in the class publication, "The Spectator." Pictures of the industry in the immediate vicinity of the city, figures on production of coal, the progress the industry has made in Johnstown, its connection with the growth of the city itself, and numerous other phases were aptly presented.

Similarly, the class of 1929 took the history of the city as its project. Its rise from an Indian wilderness to a thriving village and finally to a place of prominence and importance in Pennsylvania was traced in both commencement program and class publication.

In this connection the students actually became gripped with the realization that laborious community endeavors are worthwhile. They were fascinated to a large extent when their studies and research revealed how their own fathers and mothers, immediate forebears, built up a thriving industrial center; then in that tragic year of 1889 saw the fruits of their labors swept away by one stroke of the elements; then, undaunted, stooped to build up anew. They did not play on the more spectacular heroism of life-saving that marked the Johnstown Flood—one of the most horrible catastrophes of its kind in the 19th century. They saw something more definitely heroic and lasting than that. Their studies showed them a city rising from the débris and ruin of a great tragedy. Here was something worthwhile. The conquest of their ancestors becomes a lesson in optimism and "civic patriotism". It was something more closely identified with their own lives than Washington's crossing of the Delaware more than a century and a half before and the results showed.

Further aligning of the school and city is expressed in the weekly assembly programs held in the school auditorium. Although speakers from without the school are engaged only infrequently now, those who are secured to address the assemblies are representative men of the community who speak on an industry or a field in which they are associated and which is of vital importance in the life of Johnstown and its people. In this manner the students are kept in touch from time to time with those things that go to make up the community.

In still another way the students are placed among community representatives.

This is done by electing, each semester, a member of the senior class to be the school representative to each of the service clubs of the city. The representative thus chosen attends the weekly meetings of the clubs—Kiwanis, Rotary, Lions—and receives the benefit of contact with these men.

In the vocational department of the school practicality in its most advanced stage is in evidence. The present high-school building, completed in 1926, is laid out in such a manner as to give vocational training equal scope with that of any other department. Subsequent results show, too, that the move was one of value as fifty percent of the boys enrolled in the school are in this department. The fact that Johnstown is largely an industrial center accounts for this.

The shops contained within this unit of the curriculum go directly to local industrial plants for their raw materials. From various plants in the city they even get blue prints of work that is being done at the plant at the time and then proceed with the same job in the school's shops. The school prides itself in turning out the same product just a little bit better than that of the commercial plant. In this manner the youthful workmen are impressed with the fact that what they are doing is a definite piece of work and not merely a toy they must employ until they get out of school. Considerable saving in a financial way is made possible in the print shop where all programs, schedules for the athletic teams, and even the monthly publication are printed.

Supplementary to a certain degree but complete units in themselves are the late afternoon and evening classes carried on in the high-school building. These extra sessions are more than mere night school, classes being almost continuous from the time the day school classes conclude until nine-thirty at night. The classes are presented by the extension departments of the University of Pittsburgh, Pennsylvania State College, and the Indiana State Teacher's College and attract approximately six hundred teachers from Johnstown and environs. The evening school itself in session from six-thirty until nine-thirty, if anything, is larger than day school. All work is duly ac-

credited just as the day classes and provides, too, a sequence of studies that permits attaining credentials equivalent to a high-school certificate.

The evening-school students take advantage of the complete facilities of the vocational department shops, including the print shop, electrical, and machine shops. Like the day school, these extra-time students utilize the print shop to turn out their monthly publication and school work of a similar nature.

Student control of school affairs is another major feature. This program has its nucleus in the active functioning of the student council. Each assembly room in the school elects two representatives to the student council and these representatives in turn elect the officers for the body. Under the student council comes another student organization that expresses itself in the monitor system. To keep to a minimum the confusion and noise that naturally arises when some 1500 students change classes simultaneously, students are stationed at points throughout the building and when necessary caution their schoolmates to be more quiet, to do away with rowdiness, and maintain a certain amount of dignity. The monitors thus employed are usually seniors whose cautions are given heed. Often their mere presence is sufficient warning because the fact that these students, who are generally respected by the student body, are interested to the extent that they perform this task, impresses the younger students.

The student council successfully supervises the "open noon hour". The fact that students in the senior high school come from all parts of the city means that practically all of them stay in or about the school during the noon period. After lunch in the cafeteria there still remain 30 or 40 minutes of leisure time. In order to break the monotony of the day for the students, they are permitted to dance in a small auditorium on the fifth floor. Teachers are frequently present to enjoy the social contact that this permits but the actual governing of the period is on the part of the students, not on the part of the teachers.

The school auditorium is utilized in the same way for informal student gath-

erings, rehearsals for plays, talks, and recitations and likewise the gymnasium becomes a mecca for those athletically inclined, who desire a game of indoor tennis, indoor baseball, basketball, or similar sport.

The student participation in school affairs is carried over to a large extent to the weekly assemblies. The programs arranged, each with a definite purpose, balancing entertainment and instruction, provide an opportunity for several hundred students appearing before an audience during the course of the year. Some give speeches, some are in plays, some make announcements, and others present music offerings. All announcements are made by students, never by teachers, and the president of the student council, not the principal of the high school, presides. In the case of an outside speaker being on the program, he introduces the speaker and at the conclusion expresses the appreciation of the student body and of the faculty as well.

The student council conducts the sale of tickets for all school events and many other affairs of the community in which the school has a direct interest. It directed the collection of supplies for Mississippi flood sufferers, the collection of food for the poor at Christmas and for the Salvation Army, and sponsored the collection of money for planting hedges and trees on Arbor Day.

Many other similar means of student expression are included in the year's program not the least of these being the students' connection with the parents club. This organization, forming the local unit of the parent-teacher association, meets regularly once a month. The meetings are marked by entertainment and a business session. Only those citizens who have children in the high school during their incumbency may hold office or serve on any committee. The parent then is the actual member of the committee or the officer, as it is primarily a parents' organization but each of them has, as a student understudy, his son or daughter who works in conjunction with him in his particular phase of the club work.

These are among the leading factors in the progress of the Johnstown high school.—B. J. Coll.

WHAT IS THIS CREATURE men call a child? We must watch out, lest in our scientific questioning we lose sight of his singing joy, his boundless gladness, and his wholehearted abandon to living. Lightly, deftly, with a touch of wonder in ourselves we must enter the life of a child, or these essential qualities of his will disappear like a mirage before our eyes and we shall have left only the "problem."—*Children Are Like That*, by C. Madeleine Dixon.

Reading from Books in the First Grade

MARRY R. NORRIS AND FLORENCE M. HUFNAGEL

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MANY fairly intelligent children do not read enough books to insure even moderate facility in the mechanics of the reading process. In the acquirement of such facility, no amount of formal instruction can possibly take the place of extensive practise.—Terman and Lima.

The foregoing quotation we accept as a challenge, for even first-grade children can read surprisingly many books when their introduction to reading has been happy, interesting, and intelligent. Therefore, before children are plunged into book reading, we believe that time may profitably be spent studying the children themselves, providing ample opportunities for the stimulation of interest, arousing a keen desire on their part to read, and cultivating a right attitude toward books. In other words, it seems that children are best ready to approach reading when they have a rich, significant background of commonly shared experiences, for "the larger the number of interesting experiences which they encounter, the broader will be their background for the interpretation of what they read."

The following is a report of a reading program of a first-grade class, which, according to a group intelligence test, ranged from X to Z with an average rating of Y+. This program called for a comprehensive selection of activities, such as, excursions, stories, rhymes, bulletin-board, class newspaper, games, toys, holidays, and science experiments.

So well-suited to the pupils' interests and abilities were these varied activities that a readiness for reading was soon manifested and teacher and children working together made up their own reading materials in the form of bulletins, stories, records of experiences indoors and out, and science diaries. Elementary science supplied actual experience with concrete things which vitalized the reading to a high degree.

History-geography contributed its share to the reading activities. The children dictated accounts of their observations, excursions, holidays, and the like. Simple reference materials, directions, assignments, records of observations, notices, and letters of invitation and acceptance were some of the numerous reading activities. Thus, by creating happy situations,

happy associations were made with their earliest endeavors, reading came through a felt need, and continued as a thought-getting process, not as a matter of learning words and sounds.

Many of these reading units were printed upon charts and hung conveniently low for class use. The children felt free to handle these charts in their spare moments and could be seen many times during the day turning the pages, reading stories for their own enjoyment and satisfaction, or reading to others as the case might be. Some of the stories were made into books of various shapes and sizes, illustrated by the children. These were placed upon the library table and were referred to again and again throughout the year; the children seeming never to tire of them, *for the experiences were their own*. After two full months of this purposeful reading, primers were introduced. The transition was easy, for by this time the children had acquired the idea of reading as a thought-getting process. They had handled books, learned how to turn the pages, looked at and talked about the pictures, and established certain fundamental reading habits, such as speed and accuracy in recognizing words in context; a wide recognition span; a regular process of perceptions along the lines; and accurate return sweeps of the eyes from the end of one line to the beginning of the next.

They read the first twenty pages in their first primer easily and well. This was followed by the beginning pages of another primer giving the children practise with satisfaction in the thing they could do; in other words, they were learning to read by reading. Several primers were used in this manner before confronting the children with more difficult material. To insure a maximum number of variations of the same reading material, a story selected from one primer was followed by the same or similar stories in supplementary and correlated primers. For instance, "The Little Red Hen" in the Winston primer preceded the reading of "Bunny's Bread" in the Winston Companion primer, "The Hen and The Cakes" in the Bobbs Merrill primer, and two versions of "The Little Red Hen" in the Free and Treadwell and the Barnes primers.

It was delightful to note the keen enjoyment the children experienced when they discovered the parts wherein the stories differed. One child called out, "This hen didn't find some wheat, it says she found a seed." They were not bored by reading these stories again but each repetition of the story seemed to arouse fresh interest which stimulated the reader's efforts. This procedure justified itself by its productivity. Six months work with one group culminated in the completion of eight primers and three first readers. The reading activities were not limited to book assignments but, in addition to these, the children were simultaneously engaged in the varied reading activities previously described. These were carried on throughout the year.

The library habit, which was begun early in the year, when the children looked at picture books, grew with the reading abilities of the children. Much attractive reading material of suitable difficulty was placed upon the library shelves and here they had the fun of choosing the stories or books which they wished to read independently. A trip to the public library afforded the children a timely experience. Here they saw the extreme care taken of books, felt the atmosphere of quiet, and enjoyed opportunity to browse through the library.

More difficult reading material was supplied as the children's abilities grew and certain library habits were set up. The use of the table of contents, the use of the marker to keep the page, the use of books of reference, proper taking out and replacing of books, in fact, all of the formal library habits with the exception of the use of the card index were strengthened by the end of the school year.

A surprising and profitable outgrowth of the library work was the extensive quantity of home reference work done by the children, unsolicited by the teacher. Much pertinent material was brought to class for the use of the several groups in their activities. Judging the results of the year's work, it seems certain that the children developed a firm foundation, a right attitude toward books, genuine interest and accomplishment in reading, and a taste for good reading, which will "lead on to the habit of finding some of life's satisfactions in books."

Autumn Gold

HUGHES MEARNS' *Creative Power* is so engrossing that I was scarcely able to put it down between beginning and ending. It has emboldened me to record a little experiment of my own in a 4B grade in Minneapolis.

The forty-four children who faced me in September came largely from the neat homes of the thrifty working class, clean, wellkept, but in the main with little cultural background. They looked exactly like any number of 4B grades throughout the city. They were prepared to learn to work correctly seventy-two Courtis examples in addition in six and one quarter minutes, seventy in subtraction, and so on. They had a certain set of words to learn to spell, a given group of punctuation rules, grade standard in penmanship to maintain, and another in reading skills. There were city medians for all these things; that meant that I must make these children in skills as exactly like every other 4B in the city as it was possible. The city standard was high and it was going to take plenty of time and drill to meet it.

Yet I knew that these children had each a budding personality as delicate and individual as a seedling plant and that it had a right to its own development irrespective of drills and skills. They had a right to realize and express their sense of harmony with the beauty of the world around them, with the measured march of the seasons, with the order and fitness of the universe. There was a drill at 9:50 to develop their addition, at 10:30 to develop their spelling, but there was no time set to develop their souls.

I needed an activity that would function outside the drill periods, at home, in spare time anywhere, and I chose poetry because, as it is inherent in the early history of the race, so it is in most children. I wanted it to be the vehicle of their progress into a sphere of finer perceptions, lovelier visions, rarer delicacy, deeper meanings than they had yet experienced. I was not making poets. I did not care if they wrote poor poetry or none at all if they but showed a gain in appreciation of good poetry.

We made a study of autumn trees, observing them, learning their names and characteristics, and pressing a collection of leaves. We visited each others' favorite trees. We found each others' favorite landscape views. We watched habits of

birds. I was guarding against the dearth of observation and paucity of thought mentioned in *Creative Power* which offers, "The robin is hopping on the lawn" and "The autumn leaves are falling down."

Meanwhile I was reading poetry to them, snatching a moment here and there between the drills, using recreation reading periods, any way to get it sandwiched in. I have long felt that there is only one sure way to usher an untrained group into the delights of poetry—start with the funny ones. I gave them Riley's *Nine Little Goblins*, Field's *The Duel*, Edmund Vance Cooke's *Moo, Cow, Moo*, and others of that ilk, while the class rocked and chortled with glee and would promise incredible goodness all day if they could only have more. I followed swiftly with dramatic poems like Walter de la Mare's *Some One* and Padriac Colum's *An Old Woman of the Roads*, anything with gripping emotion that rang true. I saved till later the subtle *Portrait of a Neighbor* by Edna St. Vincent Millay and the thrill of sheer beauty in Field's *Japanese Lullaby*. The highest form of poetry is of necessity the latest to be developed.

Then I asked them if they would like to read poetry for me. From many assent was instantaneous. I took it as a good sign that some hesitated, doubting their ability to interpret their increased appreciation. We collected material from everywhere but no one could make a final choice of his poem until I had passed upon it. They fell upon Stevenson with the joy of reunion. They induced bewildered parents to buy them *Silver Pennies*, *When We Were Very Young*, or *Fairies and Chimneys* instead of birthday toys. Their choices ranged from Wordsworth and Tennyson [*Sweet and Low* was exquisitely interpreted] down to Vachel Lindsay's *Little Turtle*. Of course the funny ones were all included. I steered the poor readers into them. No one was allowed to choose a poor poem and I pointed out to each one who needed it the particular quality such as the galloping rhythm and mystery of Stevenson's *Night Rider*, that made his a good one.

During the reading the class rated the readers according to an outline of essentials which they had previously worked out upon the blackboard. The audience situation was such that the child read

with eagerness and the class listened with appreciation.

My next suggestion was that if anyone cared to write poetry I should be glad to see their work if they would leave it in a certain corner of my desk. The next day Bernice told me that Ruth had written some poetry which she thought lovely but which Ruth was afraid to show me. After a little coaxing, I received two, one entitled:

A Song of Fair Weather

Come, fair weather, do not go away,
I love you, fair weather, please come here to stay;
The sun shines so brightly and the wind blows so free,
Oh, please, fair weather, come back to me!
I love you, fair weather, I love you I say,
I love you, I love you, I love you today!

From then on poetry poured into my desk on scratch pads, paper bags, anything. It was written in the home, before and after school, or at odd moments when lessons were completed early. I accepted it all, good, indifferent, or impossible, with at least approval of the effort.

Some of the children's work needed no correction, some was worthless, but much of it required just a little help to make it good. Two main difficulties developed, faulty rhythm and sacrifice of idea to rhyme. For the first fault we intoned the poem from the board to detect the bad place and then corrected it. For the second fault I analyzed for them some of Hilda Conkling's poetry, extracts from the *Poetry Magazine*, and other material that showed clear, original, lovely thought.

Each child who wished had made his own poetry book. When the idea of a class book occurred to them, we chose fifty poems, the efforts of twenty-six children, as suitable for it. Before long I had typed the poems. After a study of all the indexes and tables of contents available, the children had decided upon an index and made it. They painted the flyleaves to represent "heaps of autumn leaves, all colors, in a great pile." *Autumn Gold* was the outgrowth of everybody's ideas for the title. They cut it in autumn-colored letters and mounted it in a swirl of leaves on the brown cover in which the book was bound. Every night a different child carried the precious thing home to read to his family.—Maude B. Lowen.

The Development of the Teachers College

CHARLES MCKENNY

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THIS THEME invites a text and we shall have one. Psalms 72:16: *There shall be a handful of corn in the earth on the top of the mountains; the fruit thereof shall shake like Lebanon.*

There is nothing in the context to show that the singer had the normal schools of the United States in mind when he wrote this stanza and frankly I am inclined to think that he did not; nevertheless, it is applicable. In beautiful imagery it states that a little good seed shall produce mighty results and that statement is verified in the history of normal schools. Ninety years ago in Massachusetts there was opened the first state supported normal school in the United States. By 1920 the seed sown in Massachusetts had produced an amazing harvest: 135 normal schools and 46 teachers colleges; by 1923 the number of teachers colleges had increased to 80, three years later to 101, and by 1927 to 137, while the number of normal schools had decreased to 65. This data refers to state supported institutions and not to private and city schools. The evolution of normal schools into teachers colleges is one of the most interesting chapters in educational history and parallels in rapidity of action the remarkable development of our high schools.

The first normal schools were established to prepare teachers for the elementary schools which in that day meant rural schools. Academically they were neither fish, flesh, nor fowl, though they did prove to be a pretty good brand of red herring. In other words, the normal school was not a college, an academy, nor an elementary school. It was *sui generis* as far as this country was concerned. Students were admitted on the basis of elementary training. The curriculum was only a year in length and has been aptly described as single-tracked. It contained comparatively little of what we today consider professional. And this nondescript type of school has grown in ninety years into institutions of accepted college rank, some of which have been given full recognition by the standardizing agencies of the regions in which they are located. They are not paper colleges but in fact and reality they square to the tests by which colleges are rated. Moreover, they have changed as greatly in their scope and

functions as they have changed in the length and character of their curriculum. Today the teachers colleges understand that they are commissioned to prepare

IT IS ONE of the educational miracles that the normal schools—small, meagerly supported, overshadowed by colleges and universities, struggling against odds on every side—should have laid the foundations for the educational leadership which is doing wonders in our schools today. Call the roll of the heads of our great schools and trace their education. The chances are the trail will lead to some normal school. And what is the secret of this achievement? Is it not the sterling character, the pioneering zeal, and the democratic Christian ideals of the founders? Let us cherish and magnify these schools.

teachers for all types of positions in teaching and administration to be found in the public schools of the nation.

What influences have been responsible for this remarkable transformation of the traditional normal school, a transformation disapproved and often stoutly opposed by the great majority of leading educators of the past half-century? The answer will be found in certain mighty social forces which have helped shape and are still shaping our social institutions. The first of these forces is the philosophy of equality of all men announced in the Declaration of Independence—"men are created equal." Whatever the founders of our country thought about the meaning of this statement, their descendants have interpreted it broadly and have attempted to carry its philosophy into every social undertaking. In the field of education it has come to mean equal opportunity for schooling for all the children of all the people. Of course, we have not attained that goal. Like every ideal, the goal is ever receding but the American people have it still in view and are inspired and

directed by its challenge. This ideal is something new in human history. It has given a distinct genius and character to American education which makes a valid comparison of the educational achievements of pupils in our public schools with the achievements of pupils in European schools difficult if not impossible.

This allinclusive program of education has demanded more schools and ever more schools and more teachers and ever more teachers, for our population has been a thing of phenomenal growth, and it is this increase in population which constitutes the second factor in the evolution of the teachers college. When the first normal school was established our population was something over 17,000,000; by 1860 it exceeded 31,000,000; in 1890 it was approximately 76,000,000; in 1920 was 106,418,283; and in January, 1930, it was estimated to be 121,951,856. Moreover, the population has passed from predominantly rural to predominantly urban. Crossroads have become villages and villages have become cities. In the cities the children have leisure and the schools have expanded to care for this leisure time. Compulsory education came, extending up into the years beyond the elementary school and the high school was started on its career of expansion. Reports of the United States Office of Education show that in 1890 the high-school enrolment was 211,596; in 1910, 984,699; in 1920 it had reached 2,199,398; and today it is estimated that it is in excess of 4,000,000. The enrolment today is practically twenty times the enrolment in 1890. This expansion in the high school created an unprecedented demand for teachers of secondary grade. From what source were they to come? The universities and colleges were not equal to the task and the normal schools were called upon to help meet the situation and they did. It is particularly the demand of the high schools which in the last twenty years has stimulated the expansion of the normal schools into teachers colleges.

A third factor which has been operative in the evolution of the normal school has been the rapid and continuous increase in the national wealth. The prodigious expansion of wealth in the

United States is the marvel of the world. To the people of this country came the opportunity of developing the natural resources of the better part of this great continent and the consequent material prosperity has made possible the expansion of our public schools and the gradual though too slow progress toward the goal of equal opportunity in education. On the other hand, the schools have been the most potent factor in the development of our national wealth. Before the white man came with his schools, the mighty resources of this continent lay here practically untouched, while several hundred thousand savages roamed over them and among them in need of the comforts which they would bring, but through their ignorance unable to utilize them for human happiness.

At first the normal schools based their entrance requirement on examination in the elementary school subjects. In the nineties they began to receive many graduates from high schools and they set up a two-year curriculum to meet the needs of this class of students. They now became in an academic sense junior colleges and were given recognition as some of the universities on the junior college basis. As early as 1877 the University of Wisconsin began giving two years of credit to the graduates of the Wisconsin normal schools on the curriculum leading to the degree of Ph.D.

But the normal schools could not stop at the junior college level; by force of circumstances they were projected into the senior college field. In 1893 the Nor-

mal School at Albany, New York, became the State College for Teachers with authority to confer degrees and at the same time it discontinued the preparation of elementary teachers and confined itself henceforth to the secondary field. In 1897 the legislature of Michigan changed the name of the Michigan State Normal School to Michigan State Normal College and empowered it to grant the bachelor's degree. The process of evolution was going on in other states and by 1918 there were at least twenty-four normal schools and teachers colleges of collegiate grade in twelve states.

Early in the present century certain teachers colleges began to ask that their graduates be admitted without condition to the graduate schools of the universities. Naturally, the universities were skeptical and the colleges had to prove their case. The struggle for recognition was long and in some states heated but time fought on the side of the teachers colleges. In 1912, the University of Iowa, which was one of the first, if not the first to take such action, began admitting graduates of the Iowa State Teachers College to its graduate school without condition. Other universities soon followed the lead of Iowa.

The teachers colleges were now ready to ask for recognition as higher institutions of learning by standardizing agencies such as the Southern Association and the North Central Association. In 1897 the North Central Association admitted twelve teachers colleges to membership in its standard list of colleges and about the

same time the Southern Association recognized a small group within its territory. This broadminded action by these historic associations was of tremendous significance, for it said to the world that measured by the standards by which higher institutions of learning are rated certain teachers colleges had attained full collegiate stature.

Among the agencies that have been and still are in force in the development of teachers colleges is the American Association of Teachers Colleges. As far back as 1900 the normal schools of the north central states formed an organization and began setting up standards. This organization eventually became national in its scope under the name of the National Council of Normal School Presidents and Principals. In 1917 the American Association of Teachers Colleges was formed by a group of men representing degree-granting institutions. In 1923 the two organizations were amalgamated under the name of the American Association of Teachers Colleges and in 1925 became a department of the National Education Association. Under the American Association of Teachers Colleges the work of standardization is being carried on with vigor and pronounced success.

The wisdom and devotion of many individuals have shaped the changing programs of the normal schools and teachers colleges. Their leadership sensed the trend of social forces and made it possible for "the handful of corn in the earth on the top of the mountain" to "shake like Lebanon."



State Teachers College, Fredericksburg, Virginia

Child Health and Protection

The White House Conference

AMERICA has been laying foundations. It has a future of such glorious promise and possibility as to quicken the hearts of the people into a unity, a devotion, a sacrifice and a cooperation heretofore unknown in the history of civilization. President Hoover has made a step in that direction by bringing together White House groups to deal in a large and scientific way with fundamental needs of American life. Among the problems for which able groups have been created are: crime, housing, and child health and protection. The work which these White House groups are doing is immense. Nothing is too good to predict of a civilization which can produce such an intelligent and far-reaching survey of human resources and problems.

The Conference on Child Health and Protection is especially important to schools. After more than a year of carefully planned work involving the joint labors of many people of diverse gifts and connections, the Conference is meeting in Washington, November 17-20. The reports which will be brought together at this Conference will be a rich mine of information of the utmost usefulness to educational workers. The photographs on the following pages include committee chairmen and members of the Executive Committee. They are the leaders in a group of more than 1100 carefully chosen men and women—a veritable "Who's Who" in the field of child welfare. The Conference is under the general chairmanship of Ray Lyman Wilbur, secretary of the Department of Interior, and under the active direction of Dr. H. E. Barnard, who is giving his entire time to the project. There is a general committee of leading specialists and laymen to guide the Conference.

The Executive Committee includes the following:

Ray Lyman Wilbur, M.D., Secretary of the Interior, Washington, D. C., Chairman.

H. E. Barnard, Ph.D., Washington, D. C., Director.

Grace Abbott, Washington, D. C., Secretary.

Hugh S. Cumming, M.D., Surgeon General, Washington, D. C., Chairman of Section II.

French Strother, Secretary to the President, Washington, D. C.

Samuel McC. Hamill, M.D., Philadelphia, Pa., Chairman of Section I.

F. J. Kelly, Ph.D., Moscow, Idaho, Chairman of Section III.

C. C. Carstens, Ph.D., New York City, Chairman of Section IV.

Section 1: Medical Service is under the chairmanship of Dr. McC. Hamill of Philadelphia. Its field of work follows:

The Committee on Growth and Development, under Dr. Kenneth D. Blackfan of Boston, Massachusetts, aims to produce an authoritative appraisal of existing data descriptive of growth and development; to indicate the places where data are lacking, inadequate, or discontinuous; to judge these facts and place them in a proper perspective from the standpoint of their usefulness in the protection of child health.

The Committee on Prenatal and Maternal Care, under Dr. Fred L. Adair of Chicago, is making a special study of the loss of life and health associated with child-birth, including both mothers and children.

The Committee on Medical Care for Children, under Dr. Philip Van Ingen of New York City, brings together physicians, dentists, oral hygienists, trained nurses, medical social service workers, and nutritionists, whose primary purpose is the protection and restoration of health. This committee will gather facts showing the status of child health throughout the United States and the trend of child mortality.

Section 2: Public Health Service and Administration is under the chairmanship of United States Surgeon General Hugh S. Cumming, and includes the following:

The Committee on Public Health Organization, under Dr. E. L. Bishop of Nashville, is studying the relation of the federal government to the health program, aiming to develop a plan whereby federal activities can be coordinated and integrated with those of local units which are charged with primary responsibility for the promotion and protection of public health.

The Committee on Communicable Disease Control, under Dr. George H. Bigelow of Boston, is covering the whole field of communicable diseases prevalent among children.

The Committee on Milk Production and Control, under Dr. H. A. Whittaker of Minneapolis, is studying milk supply and its relation to communicable diseases, public health control, and nutrition.

Section 3: Education and Training is under the direction of Dr. F. J. Kelly of the University of Chicago, and includes the following:

The Committee on the Family and Parent Education, under Dr. Louise Stanley of Washington, D. C., is studying the problem of helping parents to provide for their children the best possible environment within varying economic, cultural, and intellectual limits.

The Committee on the Infant and Pre-school Child, under Dr. John E. Anderson of Minneapolis, is bringing together the best practice in American homes and agencies dealing with children in this group and summarizing the scientific literature in its field.

The Committee on the School Child, under Dr. Thomas D. Wood of New York City, will present a picture of the status of the health of the child in school, five to eighteen years, and will present a constructive program for the improvement of school health service in its many phases.

The Committee on Vocational Guidance and Child Labor, under Anne S. Davis of Chicago, is seeking to describe how the children of America can best be protected from exploitation and given the fullest opportunity for development.

The Committee on Recreation and Physical Education, under Henry Breckinridge of New York City, is studying the facilities and methods in the field of recreation and physical education including the activities of both public and private agencies.

The Committee on Special Classes, under the chairmanship of Dr. Charles S. Berry of Columbus, aims to develop a comprehensive plan for the selection, treatment, training, and instruction of all types of exceptional children—the blind, the hard of hearing, speech defectives, the crippled, the undernourished, the retarded, the unstable, the delinquent, and the gifted.

The Committee on Youth Outside of Home and School, under the chairmanship of James E. West of New York City, famous Boy Scout executive, will attempt to show what is being done in this field and to suggest what needs to be done.

Section 4: The Handicapped—Prevention; Maintenance; Protection, is under the chairmanship of Dr. C. C. Carstens, New York City, and includes the following:

The Committee on State and Local Organizations for the Handicapped, under the chairmanship of Mrs. Kate Burr Johnson of Trenton, is considering the kinds of organizations which deal with physically, mentally, and socially handicapped children.

The Committee on the Physically and Mentally Handicapped, under the chairmanship of William J. Ellis, Trenton, is considering the welfare of the deaf, the hard of hearing, the blind, and other special cases.

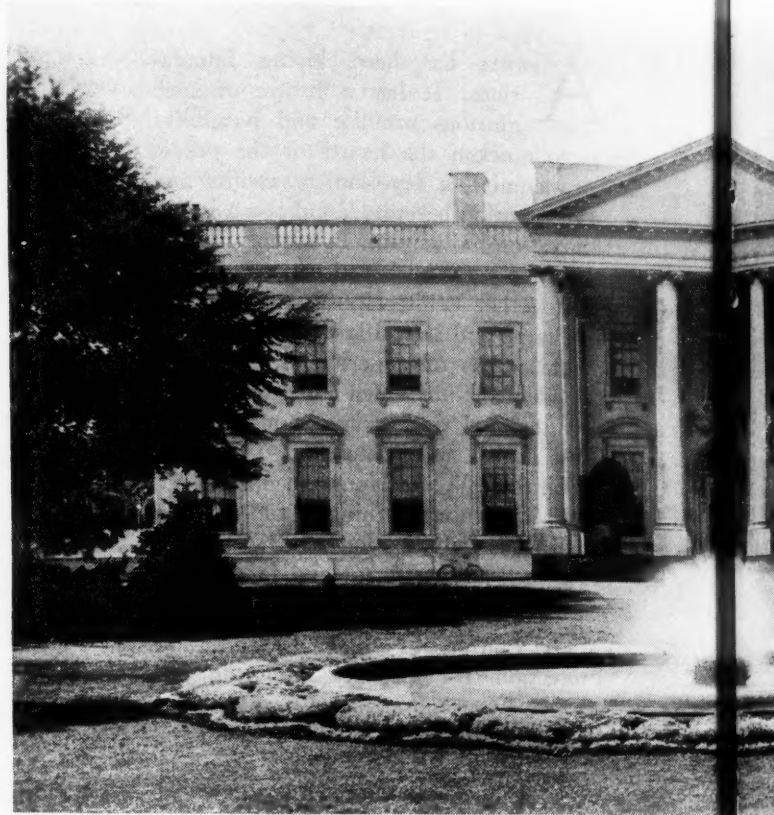
The Committee on the Socially Handicapped—Dependency and Neglect, under the chairmanship of Homer Folks, New York City, is studying the extent of child dependency, its causes and methods of prevention.

The Committee on the Socially Handicapped—Delinquency, under the chairmanship of Frederick P. Cabot of Boston, is gathering data on the extent of delinquency, factors in modern life which affect delinquency, and the most promising experiments in prevention and treatment.

The White House Conference on



HERBERT HOOVER, President of the United States, friend of children, and sponsor of the White House conferences.



H. E. Barnard, Ph. D.



Grace Abbott



Hugh S. Cumming, M. D.



French Strother



Kenneth D. Blackfan, M.D.



Fred L. Adair, M. D.



E. L. Bishop, M. D.



George H. Bigelow, M. D.



H. A. Whittaker



Kate Burr Johnson

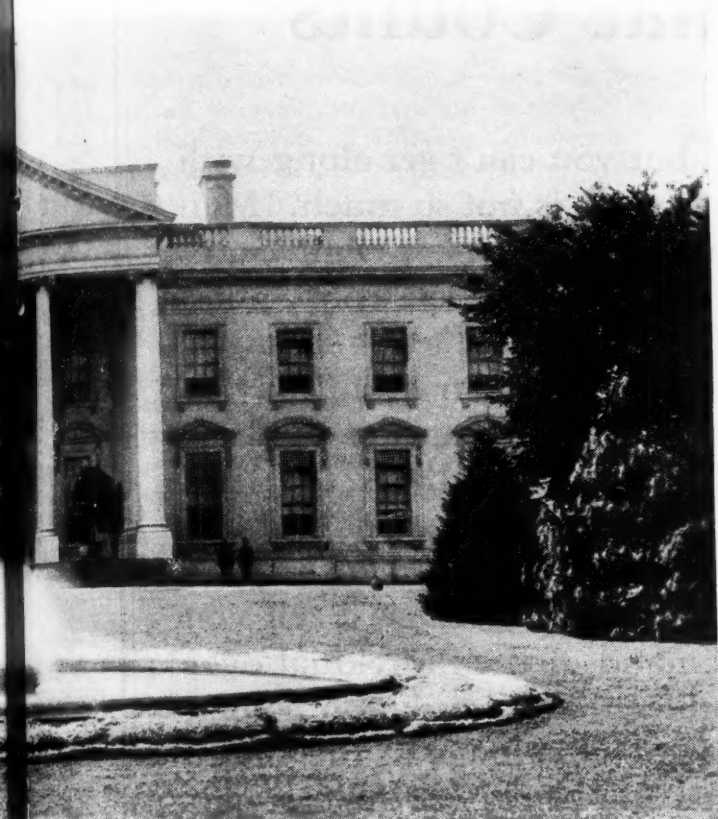


William J. Ellis

FOUNDATIONS are now being laid for a greatly enriched Conference on Child Health and Protection, which marks a new step in this direction. This page shows members of the Executive Committee, chairmen of sections and committees as described on page 10. In 1930 Secretary J. W. Crabtree made the following announcement: "The White House Conference on Child Health and Protection, President Hoover has called into being a group of diverse groups which are concerned with every phase of child health of utmost importance to teachers. For the first time in his administration he has brought into working cooperation on a gigantic scale powerful agencies to work for a common end. As the work of the White House Conference proceeds it will be the basis for many improvements in education. The Nation owes much to the part which its leaders are taking in this great movement. It is a series of White House Conferences. Others deal with

social trends. The success of these conferences is a measure of the ability of our people to do pioneer work, to lay aside smaller interests in behalf of the larger

on Child Health and Protection

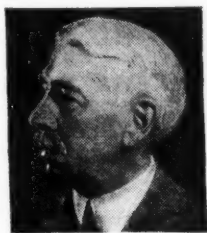


RAY LYMAN WILBUR, Secretary of the Department of the Interior, President of Stanford University, and chairman of this conference.

riched education and life in America. The Conference which meets November 17-20, is an important step in the Executive Committee of the planning group and described on the preceding page. In his annual report for 1934, the President commented on this Conference: "In the White House President Hoover has drawn together representatives of every phase of child welfare. This undertaking is of the greatest importance in our history outside of war there have been brought to bear powerful and influential forces for the achievement of the Conference develops, its findings will furnish the basis for the National Education Association may well be proud of this movement on behalf of the child." This is one of a series of problems with crime, housing and home ownership, and the success of such a measure of the people to cooperate, work, to plan ahead, smaller differences the larger good.



The American Child



Homer Folks



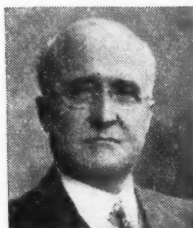
F. J. Kelly, Ph. D.



Louise Stanley, Ph. D.



John E. Anderson, Ph. D.



Thomas D. Wood, M. D.



Anne S. Davis



Henry Breckinridge



Charles S. Berry, Ph. D.



James E. West



C. C. Carstens, Ph. D.

It's The Brain That Counts

YOU can get along with a wooden leg, but you can't get along with a wooden head. The physical value of man is not so much. Man as analyzed in our laboratories is worth about ninety-eight cents. Seven bars of soap, lime enough to whitewash a chicken coop, phosphorus enough to cover the heads of a thousand matches, is not so much, you see. It is the brain that counts, but in order that your brain may be kept clear you must keep your body fit and well. That can not be done if one drinks liquor. A man who has to drag around a habit that is a danger and a menace to society ought to go off to the woods and live alone. We do not tolerate the obvious use of morphine or cocaine or opium and we should not tolerate intoxicating liquor because I tell you these things are what break down the command of the individual over his own life and his own destiny. Through alcoholic stimulation a man loses his co-ordination. That is why liquor is no advantage to the brain. You hear people tell how they had their wits quickened for the first half hour by liquor but they don't tell you how later their body could not act in co-ordination with their brain. You will hear on every side men bewail the loss of their drink, of their personal rights, but the rights of the few who can not see ahead or have the future of their nation at heart must be regulated to safeguard that great body of future citizens who are now ready to step into the ranks. You boys have something ahead of you in the problem of preventing the return of liquor. We have not lived up to our laws, but I repeat, education is what we need to combat this condition. When we have our younger generation completely educated we will not have types who say: "Why should I not have my rights as a citizen?" It is through the boys of today that we hope to see a sound and everlasting prohibition worked out in this country. If there ever was any great man who accomplished anything through the use of alcohol I would like to have the fact pointed out. We in the United States of America have tried to give you a field of action free from the barricades which used to be set up by the legalized liquor traffic. Keep yourselves free from all entangling habits. Remember, it's the brain that counts.—Dr. Charles Mayo, noted scientist, physician, and surgeon.

The Home and Character Education

JESSIE A. CHARTERS

College of Education, Ohio State University, Columbus, Ohio

THE WORLD seems to demand a moral and economic regeneration which it is dangerous to postpone, but as yet impossible to imagine, let alone direct.—James Harvey Robinson.

We are committed to the theory that education will cure all these evils (of our state). We must train our children to believe in the dignity of hard work and to meet their civic responsibilities. We must see that adequate homes are made for them. Only by such an education can progress in a democracy take place.—John L. Clifton.

To produce a better social order education must remake personality. This is generally spoken of as character education. [See the *Research Bulletin* of the National Education Association, Vol. VII, No. 2, p76, concerning the various terms used.] Character education is the outstanding challenge to everyone who is in any way responsible for the educational program of the country today.

Any plan for character education must have its basis in such laws of psychology as those governing habit formation and those controlling the motivation of conduct.

At the Northwestern University conference on "Religion in Conduct and Character," Dr. Frank N. Freeman's summary of the results of psychological researches on motivation of behavior tended to validate William James' theory of ideo-motor action best described by James in his chapter on "Will"; perhaps the key quotation in that chapter is: "The impelling idea is simply the one which possesses the attention." Because "what we attend to, that we are."

The tendency of psychologists, following Freud, has been to emphasize emotion and even the subconscious as motivating conduct, that is, as the bases of character. Such a psychological theory is discouraging to a program of character education, because no technic of controlling emotion or of directing the conduct of the "subconscious" seems to be available or, at any rate, feasible in general education.

But if it proves to be true that whatever gains and holds the attention be-

comes an impelling idea to control conduct, then the educator has ground for cultivating conduct habits. In other words, ideas of behavior can be taught in the same way that we teach ideas of performing any other action: making boxes, reading books, or speaking correct English.

In order to form the habits characteristic of a good personality, the psychologist would require that the child's attention be consistently and repeatedly directed toward those ideas which will result in good conduct. To develop a program of character education, then, we must first find out to what attention is naturally directed. This we find to be ideas and objects most interesting.

Character development, therefore, will depend upon keeping the child interested in the right things until he forms a habit of right behavior. The problem of character education then becomes the problem of directing attention and of forming habits consistent with the highest ideals which are being taught through this direction of the child's attention.

We must emphasize the importance of habit formation. It is easy enough to inform people as to the best thing to do in given situations; it is possible to have children perform these good acts on occasions when they are being supervised by the teacher. But this will not necessarily guarantee the performance of them in other situations or when the teacher is not present. Character development depends not simply upon the knowledge of the right idea but upon the formation of the habits to carry out what is known.

Character education is so fundamental to the safety of our democratic civilization that it has become a major enterprise in all progressive school systems; but it is still an outstanding problem whether the schools can carry on an effective character education program. There are several major difficulties which must be faced and overcome if such a program is to be effective.

(1) A difficulty arises from the fact that the child's interests, desires, habits, all his fundamental trends of experience, are already well-established before he reaches the school. Whether one believes

that character is partly inherited or whether one believes that character is entirely learned after birth, almost everyone agrees that it is already blocked out in the preschool years. The school has an almost impossible task if it must alter the major traits embedded in personality during the most plastic learning period.

(2) Another difficulty is that the school at best has the child only a small fraction of his time. If the child goes to school every school day of a thirty-six weeks' school year, from the time he is six until he is sixteen, he spends only seven percent of his time in school; ninety-three percent of his time is spent outside. But the laws of habit formation require consistent, repeated, and prolonged practise of any behavior. What chance is there, then, for the school to form any habits, to construct any stable attitudes, to establish any system of ideas which are at variance with those of the home and the community? Improvement over the general character level of the social group seems well-nigh hopeless, unless in some way this difficulty is overcome.

(3) One of the major difficulties is that school situations are not so vivid, interesting, and satisfying as the situations outside of school; moreover, school situations differ intrinsically from those situations outside in which character traits will be habitually practised. For instance, the teaching of honesty must usually be done by precept, story, argument, and the use of the specific school situations involved: cheating on tests and similar occasions which do not arise anywhere else. It is difficult to make vivid in school the ordinary human situations which test the child's ideal of honesty.

(4) Another difficulty is that the school now splits up the child's life into separate parts: home and school. An almost insurmountable difficulty with our present conception of educating the child is introduced by this split between school and out-of-school life. When the child closes the schoolroom door, he goes back to his customary environment, his habits, and home influences, the whole vivid experience which has formed and is forming his character. He becomes a person-in-school and another person-out-of-school.

There is no psychological fact of greater interest and significance than that of the multiple personalities which human beings develop to meet the separate environments which they encounter in living. A character education program is above all else an attempt to integrate personality in terms of ideals higher than those usually functioning in the separated personalities.

(5) A difficulty which the school may not realize is that perhaps the most impressionable hours of life occur outside of school. Something has already been said of the preschool years which are recognized as most significant. It must be borne in mind also that *the few moments just before falling asleep every night are exceptionally valuable for fixating ideas and attitudes* and therefore for modifying behavior through suggestions given at that time. We all know, too, that people who are sick are more than usually suggestible. And there are other exceptional occasions occurring in the variety of home life, but rarely in school, when lessons for character development acquire their greatest potency.

These are typical of the difficulties which must be solved by a plan of personality development. They may all be summarized in the statement that any program of character development must be planned for the child's life as a whole and carried out in the home and in the community, as well as in the school.

The schools' problem, then, becomes that of securing the cooperation of *all the agencies which affect the child's character*. Obviously the agency which has paramount influence on the child is the home. The persons in the home have absolute control over the child during the preschool years; they are responsible for his out-of-school time; they have the opportunity to make the necessary suggestions for character development during his most susceptible hours; and lastly, it is the parent, if anyone, who is interested in his child's best development and his future welfare. I am sure that educators in general underestimate the motive power in parental love.

An antithesis has been built up between school and home which frequently amounts to antagonism. The wall between adult and child is nothing as com-

pared with the abyss between home and school.

The plan for character development in the state of Ohio is attempting to deal with the child as the center both of home and of school on the theory that these two agencies are to be used by the child in the development of his own character. Consequently, one major approach in our character education program is that of parent education.

Parents will learn how to train their children because that is the most important thing they have to do in their lives. We find that such a motivation is effective in remaking parents themselves. Parents can be educated; they want education. They will learn new ideas and they make every effort to put them into practise.

Obviously, our most hopeful field is with the parents of the youngest children. But all parents are anxious to improve their home environment if thereby they can give their children a better chance to live satisfactory lives.

However, a program of parent education alone would not bridge the gap between the home and school. Home and school should be two natural and cooperating influences in a child's life. What the school is teaching of subjectmatter, of ideals, of habits, should be known and understood by the parents—more than that, this should be fundamentally wanted by the parents.

The Parents' Laboratory Preschool which is intrinsically a cooperation between parents and teachers in the training of children, has been demonstrating this year a program of character development with four and five year old children. Mothers, fathers, and teachers are working together to help the children to happy, integrated personalities.

The work being done in Highland County by Superintendent C. H. Williams illustrates the feasibility of similar home-and-school cooperation for the welfare of the children in the community. Highland County is a poor "state aid" county, almost wholly rural. Superintendent Williams invites mothers, fathers, and teachers to the schoolhouses to play together, sing together, talk together about interesting and important things going on in the school and in the com-

munity. The teachers know the parents and the problems of their farms and their homes. The parents know the teachers and all the things the teachers are trying to do and the difficulties they are having in accomplishing them. Sometime during every one of these meetings Superintendent Williams or some equally wise person tries to present the highest ideals of citizenship which are being developed through the schools and homes. The schoolhouse is not only the recreational center but it becomes the focus of ideals and striving for better living.

In Ohio, colleges, county and city superintendents, agricultural agents, the Parent-Teacher Association, the Federated Women's Clubs, the Grange, the American Association of University Women, are, each in its way, cooperating in the statewide program of parent education which we believe to be the fundamental approach to character growth.

What specifically is the school doing in its daily routine, over and above the mere contacts it is helping to make with parents as outlined for Highland County? Many individual superintendents and teachers are working hard on various experiments in character education, described in the recent periodicals and books widely read in Ohio.

Of outstanding importance was the "Guidance Conference" of superintendents, called by State Director of Education John L. Clifton. The purpose of this conference was to present to the school men of the state the need for intelligent and progressive work with children in school. This conference did not focus upon vocational guidance; its topic was *Life Guidance*.

It is too early yet to give even outlines of the plans which are being developed as a result of the interest awakened by this conference. Ohio sees the need of character development, and with the help of the progressive educators of the state and the research departments, who are cooperating in the study, it intends to make its contribution to better citizenship in our democracy.

Ohio intends to carry its program of character education to children in the schools, in their homes, on the playgrounds, on the streets—*wherever children are*.

TRAIN UP A CHILD in the way he should go, has been a favorite text all my lifetime, but I never heard a preacher who recognized the profound philosophy of these words. *He and go* are the vital words of this text. The text clearly suggests that all children should be goers and doers. The old training made them don'ters and stoppers and quitters.—James L. Hughes.

The Future of Extracurriculum Activities

ALEXANDER C. ROBERTS

President, State Teachers College, San Francisco

THE extracurriculum activities have arrived. They are in every school in America. They have had an interesting past; they have a definite, perhaps boastful and obtrusive present; they seem destined to have an intriguing and useful future. What trends that future may take may be judged in part by their origins and their present spread. Some of the extracurriculum activities sprang almost unchanged from the social life of colonial rural America. The singing and writing schools, spelling and cyphering matches, debating societies, and the combined literary-social programs of isolated rural districts held at the church or school have come directly and almost unchanged into modern schools. The European schools have contributed much, first by way of the English and American academies, then as a part of the culture brought by immigrant peoples, and lastly as a result of the study of European schools by American scholars during the last hundred years. The organized life in college and university has been widely copied by the high schools and many activities of the elementary school have had a forerunner in some phase of higher education. Presentday community life contributes many activities—social affairs, service programs, cooperative enterprises such as Hi-Y, Girl Reserves, Campfire Girls, Boy Scouts, Girl Scouts, and others. Sheer propaganda and attempts at exploitation of the schools are ever-present. Lastly, out of the extended school programs themselves scores of extracurriculum activities constantly arise: cooperative service, the machinery for pupil responsibility and participation in good government, academic clubs, financial control, and many others.

The extracurriculum activities are an essential part of every school. It would be impossible to name the unit in which the most widespread and significant development has come or to list the *growing* activities. Some forms of these activities are better adapted to certain ages of pupils and find, on that account, a special development in the corresponding school units. They tend to develop spontaneously out of a felt need of the school, the pupils, the community, or the faculty, or some combination of these in the amazingly complex relationships that have grown up in modern schools. Primarily

for individual growth, but in an important secondary sense for school and community entertainment as well, five great groups of activities have arisen; those organized about music, athletics, dramatics, debate, and the publications. Many activities contribute to student participation in good school government, varying all the way from mere informal cooperation to the most highly organized constitutional governments with student executives, legislators, and judges. Student clubs to motivate classwork and clubs to motivate and promote school, community, and life interests and activities number many thousands. The assemblies, honor societies and scholarship clubs, social groups, service groups including student councils, boys and girls clubs, executive committees of every sort have been developed everywhere. No one school has all of the activities, although a spread of more than a hundred growing activities is often found in great socialized city high schools.

The causes of growth—The primary cause of this extraordinary growth lies entirely outside the school. As urban conditions develop, the schools more and more take over the activities formerly centered in the home and the church in rural and town community life. The secondary cause is to a large degree an outgrowth of the primary. The growth of the schools themselves in numbers of pupils, teachers, buildings, curriculum, and equipment of every sort make necessary many activities never before developed and controlled by the school. The new social philosophy of education vastly extended the needs, methods, purposes, and outcomes of school work. The re-statements of the objectives of education make inevitable a host of new school activities, mostly extracurriculum. Direct training for school and community citizenship through the participation in school management and through experimentation with councils, committees, courts, and constitutions, give new importance to the assemblies, throws into bold relief the unsocial acts of poorly adjusted individuals, and sets up the consensus of school opinion which largely controls the school. Huge student bodies are necessarily selfgoverning. To some degree surely, no one knows how much,

some extracurriculum activities spring up, flourish, and justify their existence by their good works in a spirit of revolt against the narrow academic prescriptions and assumptions of superiority on the part of administrators and faculties of some high schools, colleges, and universities. Moreover, progressive schemes of promotion take account of the qualities discovered and developed in the extracurriculum activities. Good college admission machinery gives weight to the special abilities, interests, and talents which are fostered by the extracurriculum activities. And here are developed the social values which make the individual more worthwhile as long as he lives.

Educational problems of the present—

The future of the extracurriculum activities hangs upon the success in solving the many difficult problems which their development to this time has raised. There are those who believe that all is not well within the educational temple, that recent tendencies especially in extracurriculum activities have raised more problems than they have solved. Surely the problems are many and difficult as any hasty survey will show. First in importance possibly is the task of getting back the costs in time, energy, and money which many activities demand. The breaking of teaching morale, interruptions of class schedules, overburdening of principals, teachers, and students, the carnival spirit let loose in halls and classrooms, all take their toll. Second, there are too many assumptions as to the values which flow from these activities. Measuring these values, testing results, developing new processes for attaining the results more economically, knowing when and how growth and strength come—all these constitute the second problem. Will Mary be a better woman for giving her energies and talents for half a year to the leading role in the class play or the opera? Will John be a better man for his four years as quarter-back in high school? There is no certain answer now and there should be! The third problem arises from the age-long hope of the teacher that intellectual effort begets character and the products of study are to be found in a richer emotional life. Now comes a new viewpoint: from the dynamics of education come attitudes, beliefs, and

morals; in activity and practise are forged the elements, good or bad, which make up the sum of human character. To what extent is it true and how shall the activities be managed to yield the maximum of gain to the maximum numbers of students? Again there is no answer yet. Another problem is equally fundamental—where and how are teachers to be given skill and attitudes of cooperation and helpfulness in order that the extracurriculum loads may be equitably shared? Obviously the solution goes back to the training processes in normal schools, teachers colleges, and universities. But how? The propagandist always approaches the school on the extracurriculum side. Contests, sales, indirect advertising, religious movements, booster campaigns, and a score of other activities more or less questionable as school exercises are constantly brought by determined people who know exactly what they want and *who are not always frank in telling why they want it*. The problem lies in maintaining a host of mutually helpful cooperative school and community activities and shutting out the selfish, foolish, and useless. Again, how? The problem of establishing new activities at precisely the psychological moment in exactly the right way and its corollary, the problem of eliminating activities at the right time and in the right way are still far from solved. Some activities should be given full curriculum status and credit; others should be definitely dropped.

Immediate changes pending—In *Extraclass and Intramural Activities in High Schools*, the writers attempted to indicate the changes that would first come in the building up of standardized practises throughout the country. These indicated changes are as follows:

- (1) Minima will be established setting up required participation.
- (2) Extensive studies will determine lists of activities desirable and undesirable for every high school.
- (3) Nationwide studies of the evils of the extracurriculum activities will determine the extrinsic as well as the intrinsic evils.
- (4) There will be less imitation of college and university activities and more independent development of activities suitable to high schools. Likewise there will be less imitation of high-school activities in elementary schools.
- (5) Credit toward graduation and limitation upon excessive participation will be based upon some system allied to the present plans of majors and minors.
- (6) Adequate activities charts with the correlations of academic scholarship, health record, home and community relationships, intelligence ratings, and other essential data will be worked out and widely adopted. Rec-

ommendations, guidance, placement, promotions, college admissions, and other educational and community functions will all be better for the inclusion of the records of students in the activities among the measures of predictability.

(7) Curricularization of the activities will continue at an accelerated pace.

To these should be added three others:

(1) Teachers, principals, and superintendents will take formal courses in college and university in preparation for better control and direction of these activities.

(2) Thorough-going surveys of the spread of the extracurriculum activities in elementary schools, high schools, colleges, and universities will everywhere be made and searching study will be given to the orderly, systematic, and consistent development of complete programs.

(3) Methods will be developed not only for the elimination of harmful activities but for the ephemeral, needless, and merely innocuous as well.

Future development—In the book named above thirteen principles are suggested. These principles are here repeated and elaborated and to them others are added:

(1) Responsibility is clearly defined, definitely placed, and frankly assumed.

(2) The freedom and informality of the extracurriculum activities are permeating more and more the curriculum and classroom activities.

(3) The school is a vital active part of active living.

(4) Life is social in all its essential values.

(5) School is an agency of, not apart from, community activities.

(6) School life grows increasingly and justifiably more complex.

(7) Individual differences apply not alone to intellectual and physical traits, but to tastes, aptitudes, desires, biases, and trends.

(8) Each activity is worthwhile to some group of students or it must disappear.

(9) Activities grow out of a recognized pupil, school, home, or community need.

(10) Financial responsibility is adequately safeguarded.

(11) Pupil responsibility and participation constitute the large good—the *raison d'être* of each activity.

(12) The outcomes are as various as the range of activities and the types of participants.

(13) The emotional life of high-school students is at its strongest flow; it must be nurtured, safeguarded, and enriched.

(14) No activities may be transferred without careful consideration and adaptation from one school to another. "Copied" activities are deadly.

(15) School responsibility always goes with the name of the school.

Final place and status—When a proper balance has been reached everywhere, what will be the status of the extracurriculum activities? The consensus of many principals throughout the country has been summarized in the fol-

lowing terms: a general program of expansion will result in every-pupil participation, better organization of existing activities, better faculty advisers and sponsors, a place in the school-time program, the curricularizing of all activities, better determination of their educational values, more serious consideration of every phase of the activities, the better serving of more students, closer relationships with home and community activities, better homeroom programs, closer relationships with classroom work, and the restriction and elimination of certain activities rather than their expansion.

If these comments mean anything, there will come as a result of the development of these activities, pupil participation in the organization and management of the school as a social as well as an educational unit. There will be less talk of social duty and more of social responsibility. This will go on until all schools are socialized, elementary, secondary, and higher. There will be more practise for social efficiency through a constantly widening range of worthwhile activities. There will be more attention by college-entrance and college-personnel officers, and by those who hire and place men and women in industry and commerce to the records of working and moral character traits as revealed in the extracurriculum activities. There will be found in these activities the measures of physical weakness, social instability, moral slants, and mental twists, as well as their desirable opposites.

There is an assured future for the extracurriculum activities so long as sponsors can write of their club programs as Principal George J. Balzer writes of his program at Washington High School, Milwaukee:

I know of no work of the high school which does so much in making good citizenship in after school days and which brings about the democratic spirit so necessary in our American form of government.

Principal Wellington Pegg summarizes his faith in the program of his students in Wenatchee High School:

Why, man, this is the life. This is the school at work in the active business of living.

Work, play, spirit, good citizenship, the active business of living, the school and the community—he who would know the future of the extracurriculum activities will find here the keys.

Note: The writer acknowledges the courtesy of D. C. Heath and Co. in permitting quotation from *Extraclass and Intramural Activities in High Schools* written by Dr. Edgar M. Draper and himself.

Horace Mann Then and Now

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SOME OF OUR OMISSIONS from history teaching would be ludicrous if they were not so lamentable. It is somewhat safer than a mere guess to assert that not ten percent of high-school graduates in the United States can give any coherent account of Horace Mann. They have been ground through the mill of the American public school and upon them will shortly devolve, in large measure, the responsibility of determining that institution's status in public opinion. And yet that institution almost completely ignores the history and social theory of itself in its program of instruction; so that the one man who, more than any other, typified the educational ideal of a great nation is left almost a stranger to the citizens of that nation. It seems a pity!—Finney in "A Sociological Philosophy of Education."

One cold winter evening we stood at the grave of Horace Mann, in the semi-quiet of the old North Burial Ground in Providence, Rhode Island. As we became conscious of the faint purr of an aeroplane motor overhead and the whirr of many cars along the busy street a hundred paces distant, we discussed with one another how different was the day in which this man lived and yet how completely he anticipated in his public addresses, in his prolific writings, and in his epoch-making work, most of what is modern and progressive in the educational philosophy and procedure of our day. Not only did he blaze trails through the educational wilderness a century ago; it is significant that the leaders of our profession still turn to him for inspiration and guidance.

Prerequisite to an intimate understanding and appreciation of Horace Mann's contribution to education is at least a partial knowledge of the man himself. The story of his life is both stern and romantic. It might be divided roughly into four stages. Born of cul-

tured parents in 1796 in the town of Franklin, Massachusetts, some twenty miles north of Providence, he lived on a

historic textbooks as Noah Webster's "Blue Book and Spelling Book" and "The New England Primer," where he read:

In Adam's fall
We sinned all.

* * *
Zaccheus he
Did climb a tree
His Lord to see.

This school was taught by itinerant teachers of whom he afterwards said, "They were very good people but very poor teachers." Now and then an unusual one came along. Such was the eccentric scholar named Barrett who in six months prepared Horace Mann, at the age of twenty, for entrance directly into the sophomore class of Brown University. The three years spent in this institution, which stood for the freedom of thought planted by Roger Williams in the Providence Plantations, were valuable and significant for the man who was later to become the "father of public schools of America." The theme of his valedictory address at graduation was "The Progressive Character of the Human Race."

The second stage of his life might be conceived as including the next eighteen years, during which time he tutored for a brief period at Brown, studied law, and established himself in the legal profession. This led him first to the House of Representatives and later to the Senate in Massachusetts. Here he was to do his first educational work by promoting schools for the blind and the deaf and winning a dramatic battle resulting in a new attitude on the part of society toward the proper and humane care of the insane. He became interested in neglected and wayward boys and promoted effective measures for their rescue.

It was during this period that he married Charlotte Messer, lovely daughter of Asa Messer, the third president of Brown University. But after two years

Horace Mann

HORACE MANN, born, Franklin, Massachusetts, 1796, died in Yellow Springs, Ohio, 1859. He was the first state public school official in the New World. He was the first to secure state appropriation and state control of public schools. He was the first to secure legislation for state maintenance and state support of teacher training schools. His first *Five Reports* for the state board of education were the first state official reports to produce a profound impression in many states and in many countries of Europe. Everything which Horace Mann championed in these *Five Reports* of the Massachusetts Board of Education has been heartily adopted by every state in the Union. More schools are named for Horace Mann than for any other educator.

New England farm until he was twenty. The family was poor, as was usual in those days. The death of his father when Horace was but thirteen, throwing the burden of care of the family upon his shoulders at this early age, developed in him a serious attitude toward life and a sense of responsibility that usually were found in the boys of pioneer days.

The school of those days did not occupy the position of relative importance that it does today among the educational influences that provide the training of youth. Horace received valuable training from his work and his environment, including the village store, the shoemaker shop, the meeting-house, and the town meeting. The neighborhood school, which he attended a few weeks each winter, kept alive in him the "sacred fire of knowledge." The curriculum included the barest elements, as presented in such

HORACE MANN IN 1937—The Atlanta meeting took the initiative in arrangements for adequate appreciation of the service rendered the public schools by Horace Mann in promoting the creation of the Massachusetts State Board of Education in 1837, and his service as secretary of that board for twelve years. This recognition should be national, should be fathered by the United States Government, because every state and the outlying territories are profiting by Horace Mann's leadership which began one hundred years before 1937.—A. E. Winship in *The Journal of Education*.

of wedded bliss her untimely death in 1832 came as a terrible blow to him and his reason almost gave away. It is said that "the brilliant, original, radiant man died within him" and ever after he lived a serious life. Eleven years later he married Mary Peabody, a noble woman, who entered fully into his varied interests and was a worthy mate for such a man. Their home life was beautiful and the affection between them was true and fine. Her unwavering loyalty is attested in the eulogistic biography of her husband which she has left for us.

His first home life was in Dedham, near Boston. After the death of his first wife, his friends persuaded him to move to Boston where he soon reestablished a lucrative practise in law. During this period he developed a reputation as an excellent writer, a great orator, and a brilliant thinker who worked eighteen hours a day. He was considered second only to Daniel Webster in his political promise and was rapidly attaining a position of prominence and power. Source references describe him as possessing a "massive brow, high arched head, mild bright eye, and eloquent mouth."

The third stage of his life is the period that is of particular interest to public education. Had he died in 1837 he would have already attained a prominent place in the history of his state but not in the history of education. It was what he did after he became forty-one years of age that entitles him to a prominent place among the great Americans of all time and makes him a benefactor of the human race without regard to national boundary or the particular age in which he lived. In 1837 he was president of the Senate of Massachusetts. Wealth, social distinction, political preferment were his.

For seventeen years James G. Carter, of Lancaster, Massachusetts, had been directing public attention to the decadent condition of the public schools and suggesting the remedy. He pictured their pitiable condition, showing that they were little more than charity schools for the children of the poor, the influence and wealth of the leaders being concentrated usually upon the support of the academies. The money which should have been used for the public schools was being diverted to the benefit of the few. One-sixth of the children were attending private

schools and the people were paying sevenths as much money to support these schools as they were raising by taxes to aid the other five-sixths of the children in the public schools. A large number of the children did not attend school at all and those who attended averaged but seventeen weeks in the year. As one means of improving conditions, Mr. Carter effected the establishment of a seminary for the professional training of teachers.

Horace Mann naturally became interested in the long fight as waged by Mr. Carter and others and in 1837 cast his powerful influence in favor of the establishment of a State Board of Education by the legislature "as an efficient means of furthering the educational interests of the state." Until this time, he had shown little active interest in public education, although he had been a member of the Superintending School Committee while a resident of Dedham and had always voted on the side of the schools. At the first meeting of the newly created board in June, 1837, much to his own surprise and that of his friends, Horace Mann, the educational statesman, rather than James G. Carter, the educator, was chosen the first secretary. The salary was \$1000, or approximately one-third of his annual income from his professional practise at the time.

When it was first suggested that Horace Mann seriously consider accepting the secretaryship, he said: "What a thought, to have the future minds of such multitudes dependent in any perceptible degree upon one's own exertion! It is such a thought as must naturally energize or totally overpower any mind that can adequately comprehend it." Most of his friends attempted to dissuade him from accepting the position. As an indication of the devotion and consecration with which he assumed the new work, he wrote in his journal on the evening of the day of his acceptance, "Henceforth, as long as I hold this office, I dedicate myself to the supremest welfare of mankind upon earth." For twelve years he remained in this position and gave himself wholly to the stupendous task that confronted him in transforming the common schools of his day into a great system of public schools, free to all the children of all the people and more adequately serving their needs.

In addition to the power to appoint a secretary, the new board was authorized to collect and disseminate information concerning the condition and the efficiency of the common school system and to suggest means of improving it. Its mission was to be accomplished through persuasion as a result of enlightening the legislature and the people. It had no authority to command, enforce, or control. It is significant that this most effective period of reform in the history of American education depended for its acceptance by the people, not upon compulsion of law nor state subsidy, but upon the persuasive power of a great cause presented to the people forcefully, intelligently, and fearlessly. Horace Mann describes this policy and his methods of winning success in this statement:

The education of the whole people, in a republican government, can never be attained without the consent of the whole people. Compulsion, even if it were desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained. The whole mass of mind must be instructed in regard to its comprehension and enduring interests.

State departments of education, administrators of school systems, protagonists of political reform might well consider the philosophy of appeal of this crusader if they would that their work be effective beyond the day in which it is done. Force may win a battle, even a war, but lasting reform is established only through the intrinsic appeal of a worthy cause espoused by the selfsacrificing devotion of great teachers of the people.

Horace Mann used three potent means for influencing the public:

First, he held teachers' institutes and public meetings in each county of the state from the Berkshires on the west to the Cape on the east, carrying the tremendous appeal of his power as a great orator and an educational statesman directly to the people. The task of arousing a public consciousness towards education was a gigantic one. He pictured the destiny of the republic; he pleaded for the rights of little children, logically, eloquently, and impressively; he showed that only through the development of a public school system could the republic be perpetuated.

IF I COULD GIVE any advice to the South American governments it would be that they procure the greatest possible number of copies of the writings of Horace Mann and scatter them freely in every city and village.—Sarmiento, great South American leader, quoted in Knight's *Education in the United States*.

But many people thought the schools were good enough and needed no reform. Others feared increased taxes. His diary tells of his terrific struggles, his hopes, and disappointments. He wrote, after one meeting in the Berkshires, "To make an impression in regard to the schools is like trying to batter down Gibraltar with one's fist." After a meeting in Barnstable, near the coast, he said: "If the Lord will, I will. I will work in this moral as well as physical sandbank of a country until I can get some new things to grow out of it." Another convention was described as "miserable, contemptible, deplorable." On a second visit to Pittsfield, finding no arrangements made for the meeting, he and Governor Briggs swept out the building and put things in order. "His masterly eloquence was met with sullen indifference. Ofttimes he spoke to but a dozen people, in a miserable schoolhouse, lighted by three or four candles. Had he talked on politics he could have aroused the greatest enthusiasm but his eloquence was spent on a subject about which the people knew little or cared little." [*Horace Mann*, by Francis W. Parker in *Educational Review*, Vol. XII, June, 1896.] However, his enthusiasm and energy did not abate, and finally he came to see the whole state thoroughly aroused. It is well for us to realize the almost unsurmountable difficulties which he met and to know that "his resolute soul never faltered." The story of his faith in the cause of education is a perpetual inspiration and a constant reminder to all engaged in teaching to dare to be true to the best that is within us and never to allow courage to flag.

His second mode of disseminating his ideas, especially among the educators of the commonwealth, was through the *Common School Journal* conducted as a private enterprise. Twice a month for ten years he published this sixteen-page magazine giving his views on educational questions in a detailed and specific manner. In those days such magazines were really the personal organs of their editors and were published primarily because they were felt to be needed to promote the cause of education.

While his lectures and *Journal* were effective instruments for arousing and educating the public as to the condition

and degree of efficiency of the common schools and for diffusing information upon progressive methods of education, it is to his twelve annual *Reports* to his Board that we turn for his monumental contribution to American education. *These Reports stand unexcelled in the educational literature of our day.* This is true not only because of their exhaustive treatment of the whole range of educational problems of that day but also because they went beyond mere reporting and, in the solution of existing problems, presented a philosophy of education at once so practical and so fundamentally sound that it anticipated most of the accepted educational principles and procedures of the present day. A few illustrations of this fact are submitted for consideration.

One of the most outstanding of the educational developments of the last generation has been the improvement of school buildings. Surveys, scientifically conducted, have aroused hundreds of communities to a realization of the need of expending large sums of money to provide schoolhouses that are architecturally beautiful and educationally efficient. Nearly a hundred years ago Horace Mann called attention to the importance of proper school buildings. He examined a large number and reported:

I have personally examined or obtained exact and specific information regarding the relative size, construction, and condition of about eight hundred of these buildings and general information concerning at least a thousand more.

He showed that the buildings were usually a menace to the health of the children and a disgrace to the communities. He gave detailed suggestions as to sites and playgrounds. He presented plans for buildings, showing size and arrangement of rooms, and included standards for desks and seats. He described what constituted proper heating, lighting, and ventilation and outlined the duty of teachers in reference to them. While his facilities did not permit him to employ the exhaustive research used by our school building experts of today, nevertheless he should rank as a pioneer in the field and master of its detail.

Libraries are coming to be accepted as an integral and essential part of a modern school. Horace Mann presented a

most convincing analysis of the importance of libraries, the kind of books needed, the effect of different types of reading on the formation of character, and advocated school district libraries as the most effective means for giving proper reading materials to all the people.

His *Seventh Report* is perhaps the best known of the twelve, partly because it precipitated the famous controversy with the thirty-one Boston Masters. They regarded it as a criticism of their own methods and practises and made a vigorous attack upon him and his ideas. It is interesting to note that his three greatest struggles during the twelve years were with the legislature, religious leaders, and a type of educational leaders. The Massachusetts State Teachers Association was organized to oppose Horace Mann and one of its rules excluded him from membership. Most of the teachers lacked professional training and followed the leadership of the conservatives. While he finally triumphed over all three forms of opposition, it is claimed by some that opposition from within his own profession possibly delayed for several decades the effective acceptance within his state and, to an extent, the whole country, of the great reforms which he advocated. And yet, there are others who contend that his cause became so popular that this opposition only served to promote and perfect it.

In this *Report* he records his observations on a visit to the European schools, made at his own expense. He described the methods of school organization and instruction. He raised questions about so much memorizing of textbook materials. He told of seeing teachers who taught without having to carry books in their hands, teachers who did not sit all day long, who won rather than compelled obedience, and who moved about the room as they taught, producing a less formal atmosphere in the classroom. He advocated that the child be treated as a human being and condemned the indiscriminate and universal use and abuse of corporal punishment. Spelling was a most important subject. He proposed written rather than oral spelling and that we should ascertain the words in ordinary use which the children are unable to spell—a simplified spelling list! He disapproved of the teaching of read-

TEACHING is the most difficult of all arts, and the profoundest of all sciences. In its absolute perfection, it would involve a complete knowledge of the whole being to be taught, and of the precise manner in which every possible application would affect it.—Horace Mann in his *First Annual Report*.

ing by the A, B, C method, urging the use of the word method. He suggested greater use of objective methods of instruction and of illustrative apparatus and experiments.

Much has been said about character education and moral instruction in the schools. Horace Mann advocated the physical and moral as well as intellectual education of the child. He said:

The schools should give to every child a free, straight, solid pathway by which he can walk directly up from the ignorance of an infant to a knowledge of the primary duties of a man and acquire a power and an invincible will to discharge them.

More than that, he proclaimed the right of every child to be fitted to claim his share of the social inheritance, as shown in his *Tenth Report*:

There is an obligation on us to qualify those yet in their minority for their future inheritance, and they have a right to the use of so much of their future inheritance as may be necessary to qualify them, before they come into full possession.

This is the true meaning of education in the American democracy!

He knew the value of incidental learning:

Arithmetic, grammar, and the other rudiments, as they are called, comprise but a small part of teaching in the schools. The rudiments of feeling are taught more than the rudiments of thinking. Sentiments and passions get more lessons than the intellect; though their open recitations may be less, their secret rehearsals are more.

He commended the system of instruction by induction instead of deduction and the substitution of investigation for memorizing.

Only mere mention can be made of the fact that he studied and defined the duties of school committees, warned against the employment of incompetent teachers, and commended the absence of partisan politics from the management of schools; that he secured the passage of child-labor laws compelling a certain amount of school attendance up to the age of fifteen; that he advocated adult education; that he urged the consolidation of schools into larger units; that he showed the effect of education in preventing vice and crime. He demonstrated, with unanswerable logic and for all time, the contribution that education makes to the happiness and prosperity of the individual, and its effect on the production of property and the multiplication of human comforts. During the twelve years of his secretaryship, appropriations

for public schools were doubled; teachers' salaries increased over fifty percent; one month was added to the average



HUGH M. NIXON of Malden, Massachusetts, recently elected secretary of the Massachusetts Teachers Federation.

length of the school year; the private school expenditures in proportion to public school expenditures diminished from a ratio of 3 to 1 to a ratio of 3 to 5; and three normal schools were established.

Horace Mann did not create the idea of the necessity of professional training for teachers. Mr. Carter and others had advocated it. A normal school had been tried under private auspices in Vermont and Mr. Carter had conducted one privately for a few years in Massachusetts. What was needed was a leader who could enlist the support of the state. Horace Mann supplied the leadership needed. His influence brought about the founding of the first real normal school in the United States at Lexington [later removed to Framingham] in 1839, another at Barre the same year, and a third one at Bridgewater in 1840. He selected the first principals and planned the organization and curriculum of the schools. They were established under state support and control. Thus, normal schools will always stand associated with the name of Horace Mann and he needs no other monument to perpetuate his name forever in the history of our country.

The fourth and final period of his life began in 1848 when John Quincy Adams fell dead at his desk in Congress and Horace Mann was elected as his successor. He was reelected once but not re-nominated for a third term because of

the strong opposition of Daniel Webster with whom he had differed on the slavery question. Some have asked why he left his work in education to enter the political life. A realization that one issue transcended all others in importance in that day is necessary for an understanding of his answer to this question:

All of human history that I ever knew respecting the contest for political and religious freedom, and my own twelve years of struggle to imbue the public mind with an understanding not merely of the law, but the spirit of religious liberty, had so magnified my horror of all forms of slavery, that even the importance of education itself seemed for the moment to be eclipsed.

While yet in Congress he was elected president of Antioch College at Yellow Springs, Ohio. He spent the last six years of his life in this position, overtaking his failing strength with the incessant problems of the struggling college. He worked to secure equal educational opportunities for women within the college, to establish the importance of sterling moral character as a prerequisite for graduation, and the creation of a new relationship between the faculty and students that made them one big family. It is said that his spirit still permeates Antioch as it carries on one of the most interesting experiments in modern education.

He died on August 2, 1859. Most of this last day was spent in counselling with students and friends as to their future. In the words of A. E. Winship:

His spirit seemed to float away in a delightful vision and a glorious inheritance for the widow and orphan of one of the most beautiful, grand, and noble characters that have blessed this land.

He has been dead these seventy years and soon a century will have passed since he assumed his duties as secretary. As one enters the Massachusetts State House he sees the statue of Daniel Webster on one side of the walk and that of Horace Mann on the other side. Both were erected by public subscription, the latter by small sums from school children and friends of public education. His statue is found in many of our educational institutions and his name adorns many schools throughout the land. There is no classroom where the work is not more effective because he lived. Our democracy will last longer because of his work. We shall amortize our debt to him only as we make it possible for every boy and girl in America to have an unfettered opportunity to attain his own best self. To each of us, as to his last graduating class, he says, *Be ashamed to die until you have won some victory for humanity.*

An Antidote For Politics and Inefficiency

HOLLIS L. CASWELL

*Associate Professor of Education, George Peabody College for Teachers,
Nashville, Tennessee*

THEIR ARRIVAL in town was most inauspicious. A bitter north wind drove a steel-like sleet into the faces of the fifty men and women who had just left the warmth of Pullman coaches. Coats were whipped about viciously, hats were pulled far down, and bundles and bags were piled in wild confusion. It was small wonder that citizens of the community looked inquiringly at each other and asked unanswered questions as this group trailed by to the hotel. Queries increased in number the next day as the members of this same group were seen about town, individually or in pairs, trudging up one street and down another, marking on cards, looking at maps, and at intervals engaging in earnest conversation. Especially was this to be wondered at since the night before had witnessed the hardest snow-storm of the year.

That afternoon the children rushed home from school fairly bursting with news. Strange men and women had visited school that day. They were not ordinary visitors who listened to one or two recitations and left. They stayed all day and they did the funniest things. Two men spent a long time examining the old storeroom under the stairway, others looked at the fire escape, and some even measured the classrooms. Queer tests were given to certain classes. They were all printed and in addition to questions on the regular school subjects they asked about how to fix an automobile, how to tell directions, and other odd things. One third grade class, whose parents had but recently come to America, reported that the man had asked them how many had ever seen a sparrow. They didn't do well on that question for they hadn't learned the English word sparrow but when he asked them how many had seen a crow they did fine for they all knew that Mr. Crow was principal of the school. It was almost universally agreed among parents that there was funny business going on up at school.

The evening paper brought the first enlightenment. Citizens were reminded that the Board of Education, some time before, had arranged to have a survey

made of the city schools. The outside experts who were to make this survey had arrived with a staff of nearly fifty men and women. The work was already in

England town had ever experienced. Still further was it from their expectation that any good would come from the strange antics of the fifty men and women who so recently had overrun their schools.

This time only one man stepped from the train. Alert in manner and decisive in action, he had the appearance of a progressive business man. He looked hurriedly about, secured assistance in loading several large bundles into a taxi, and gave directions to be taken to the city hall.

He reached the Board of Education meeting just as they decided to replace the building which had burned the night before with a small temporary structure located in the downtown business district. Surprise was expressed at seeing the director of the survey there upon that occasion. Although, as the president of the Board explained, they had decided what should be done to meet the emergency, they would be glad to hear any remarks which the survey director might care to make.

The casualness following a decision made rapidly gave way to intense interest as the expert's story of school building needs unfolded. For the first time in its experience that Board of Education understood and appreciated the importance of developing school building which would safeguard the lives and health of their children. They were shown pictures of fire escapes on their own schools, which had closed doors that no child and few teachers could open. Although they had dozens of times gone through the buildings, for the first time they saw the hazard to the lives of their children of wooden stairs supported by flimsily constructed inside walls.

Certain Board members who had lived in the community for many years were confident that they knew their city thoroughly. Yet, they were the most surprised members of the group when the trends of growth within the community were analyzed. The Gardner section, which they still thought of as a part of the old Gardner farm, had actually grown more than any other part of the

GOOD PLANNING is the foundation of achievement whether in individual life, in the schoolroom, in the town, the city, the state, the nation, or even in world affairs. It means gathering facts, organizing them, interpreting them, applying them. Let the people of America once catch a glimpse of the glorious future of a wellplanned nation and they will rise to action with an enthusiasm, unity, and energy never yet released even in war.

Good planning commands respect. This article tells how our school people have developed the planning art.

progress. To many school patrons the word survey was new. However, they suspected that it had something to do with the periodically reappearing school fight. This conviction was strengthened when, on the following day, the newspaper of the "outs" assumed an attitude of attack and stressed the fact that the survey was to cost \$10,000. Surely, they editorialized, it does not cost \$10,000 and require fifty people to tell what is wrong with our schools. The taxpayers are being robbed.

As the week rolled by attacks became more vitriolic but the "experts", who by that time were "so-called experts", continued quietly with their work.

The week drew to a close, the fifty departed, and quiet reigned once more except for an occasional shot from the newspaper of the "outs" about wasting public money. Little did the citizens of that community realize that they were on the verge of the most effective educational awakening their staunch New

city during the past five years. The old Monroe district, which for years had been the most densely settled residential part of the city, had been losing population steadily and had become largely a business district. It seemed impossible but the evidence was conclusive. As the analysis continued there was developed for the Board of Education a clear picture of where school facilities were needed, what future needs would be, and how these needs could be met most adequately.

Viewpoints expanded and a new spirit could be felt in the meeting. No longer was the problem one of getting shelter over the heads of 500 boys and girls in the most convenient fashion. Needs must be defined. Construction must be planned to meet these needs. Clearly, temporary structures located in business districts would not solve the problem. A real program of school plant development based upon a careful and comprehensive study of the situation was the only acceptable answer.

Their survey director had the facts. His force of fifty had collected material which would have required months of work on the part of the local school staff. The "meaningless antics" during the week when the schools were overrun now became meaningful. The expert's report was concluded with the presentation of a carefully developed school building program planned to meet the educational needs of the city for fifteen years. The program was immediately adopted by the Board.

The temporary structure in the downtown business district had become an insignificant answer to a vital problem, the solution to which required vision and expert training. The educational awak-

ening of the community was underway.

Two years after this memorable board meeting the superintendent of schools of this New England city reviewed the progress of the schools in following out the program outlined by the survey. As achievement was added to achievement the list became impressive. Any city might well point with pride to such a record of progress in a field so close to the foundation of our democracy. Not only was progress reported in the more tangible fields like buildings and grounds but also in the more intangible things relating directly to the work of the teacher in the classroom. Improved home and school relationships were also mentioned in the review of progress. Let us examine in greater detail some of the more outstanding points in this achievement.

The building program had developed rapidly. A new senior high school was in process of construction on a large site. A new junior high school would be finished by the close of the year. Old buildings had been abandoned because they were not safe for children. One of these buildings had been remodeled and was serving as an administration building. Five buildings had been remodeled and ventilation and lighting improved. New adequate school sites had been purchased to take care of future school needs. In fact, the school plant was put upon a sound basis for growth and development comparable to the physical plants of the large progressive industries in the city.

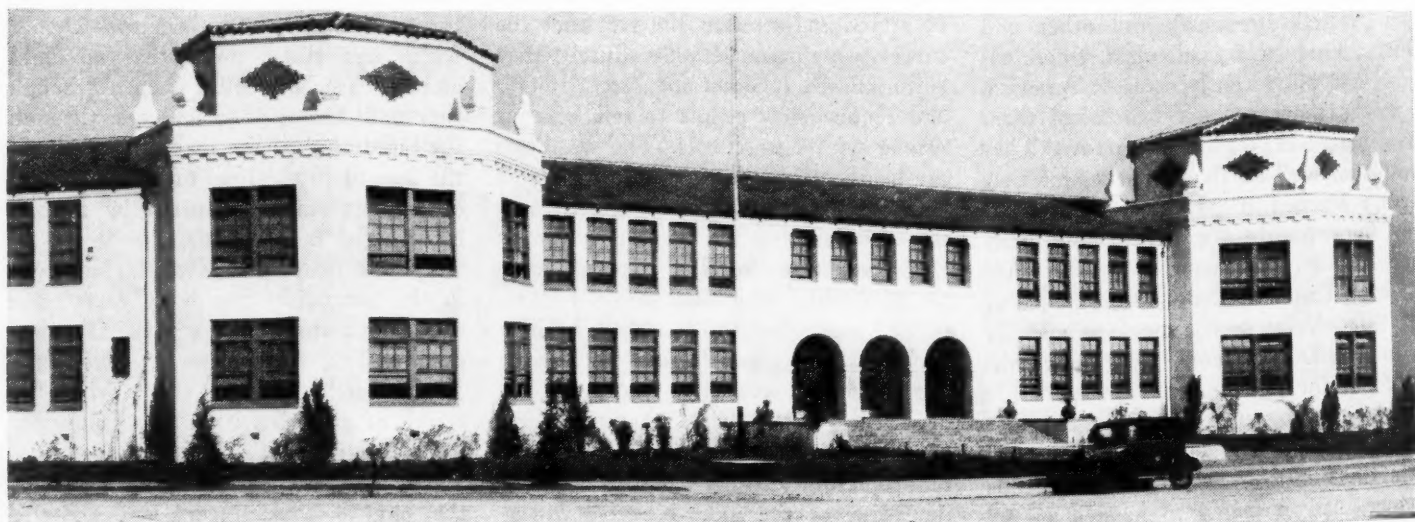
The internal organization of the school system had been changed in many important ways. The powers and duties of the superintendent had been clarified and defined so that taxpayers would know where to place responsibility. All school

employees were made directly responsible to the superintendent and thus he was made fully responsible for the schools. The Board of Education abolished its committee system and thus made the superintendent the real executive of the school. New members were added to the superintendent's staff so that he could effectively discharge his duties. The changes extended to the adoption of more complete and adequate record systems and the development of standards to serve in the purchase of school supplies.

The school opportunities of the youngsters were made much better in a direct fashion by raising teacher qualifications, the organization of special classes, the addition of school subjects of a vocational nature, and special studies of causes of pupil failure.

The superintendent reports that the people of the community are more nearly united on school issues than they have been for several years. The Board of Education is working in greater harmony and taxpayers are more convinced that money expended for schools is money wellspent.

This school survey, so vital to the educational progress of a New England city, is but one incident in a drama which has extended over two decades and has included more than two hundred city school systems. The record of the entire movement is one of achievement. In the wake of surveys have followed forward-looking building programs, better types of school organization, more efficient school administration, economies in school management and finance, and more adequate curriculum adjustments to the needs of individual boys and girls. In one city, economies achieved in the



Audubon Junior High School, Los Angeles, California

one item of letting insurance amounted to \$2000 per year. In another city changes in methods of purchasing supplies amounted to a saving of nearly \$3000 per year. The influence of surveys has extended from these small items to fundamental matters of school organization requiring the amendment of state laws and city charters.

Illustrative of the most fundamental type of change is that resulting from the Providence, Rhode Island, survey in 1924. An unwieldy Board of Education of thirty-three members was reduced to one with seven members; the term of board service was lengthened to make for continuous educational policies; and board members were elected at large rather than by wards thus giving an opportunity to have the best men in the city on the Board. Before the survey the schools were partially dependent on the city government for financial support. It has been found that this dependence tends to keep schools embroiled in politics. The survey caused the schools to be made completely independent.

Back of the survey movement stands a group of men who have seen in surveys the possibility of giving American cities better schools. They have fought for this progress. In city after city they have felt the force of political opposition, of a complacent acceptance of things as they are, of that type of respect for tradition which hampers change. They have led communities through the morass and mire of political bickerings to a concept which made education an undertaking for developing good citizenship, an undertaking to which all members of the community must lend their support.

Many men have contributed to the development of the survey movement.

Of the men who worked during the early years two are still active in the movement and these two men have contributed most widely to its development. They have directed more city school surveys than anyone else and in addition have made several statewide studies. They are both professors of Educational Administration at Columbia University.

George D. Strayer, square of jaw, direct in word and action, has studied the ways of political manipulators who use the schools for selfish purposes and has shown how to defeat them. He has a firm confidence that the majority of citizens will demand better schools if they are shown the real needs. He has concentrated on getting the facts before the people in an intelligible fashion.

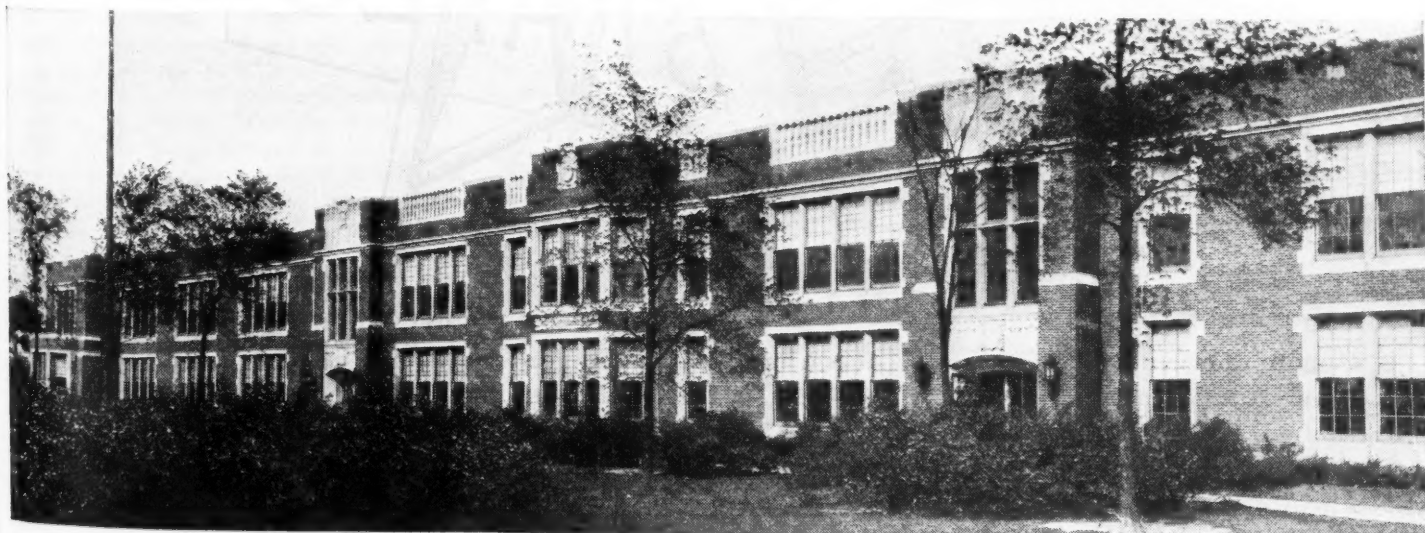
N. L. Engelhardt, large of stature as he is of vision, gruff but genial, kindly but hard hitting for his ideals, has exerted a major influence in developing building programs and efficient business administration. It has been his contention that the business of a school system should be conducted as efficiently as that of a private enterprise. His work on school buildings has safeguarded the lives of children and his work on business administration has safeguarded the taxpayers' dollars.

Most of the men who are making surveys today are of a younger group. They are building on the work of the pioneers in the movement. Among these pioneers stand out Cubberley of Leland Stanford; Hanus of Harvard; Deffenbaugh of the United States Office of Education; Ayres, at the time of his survey work, with the Russell Sage Foundation; Judd of the University of Chicago; Dressler of George Peabody College for Teachers; and others. The

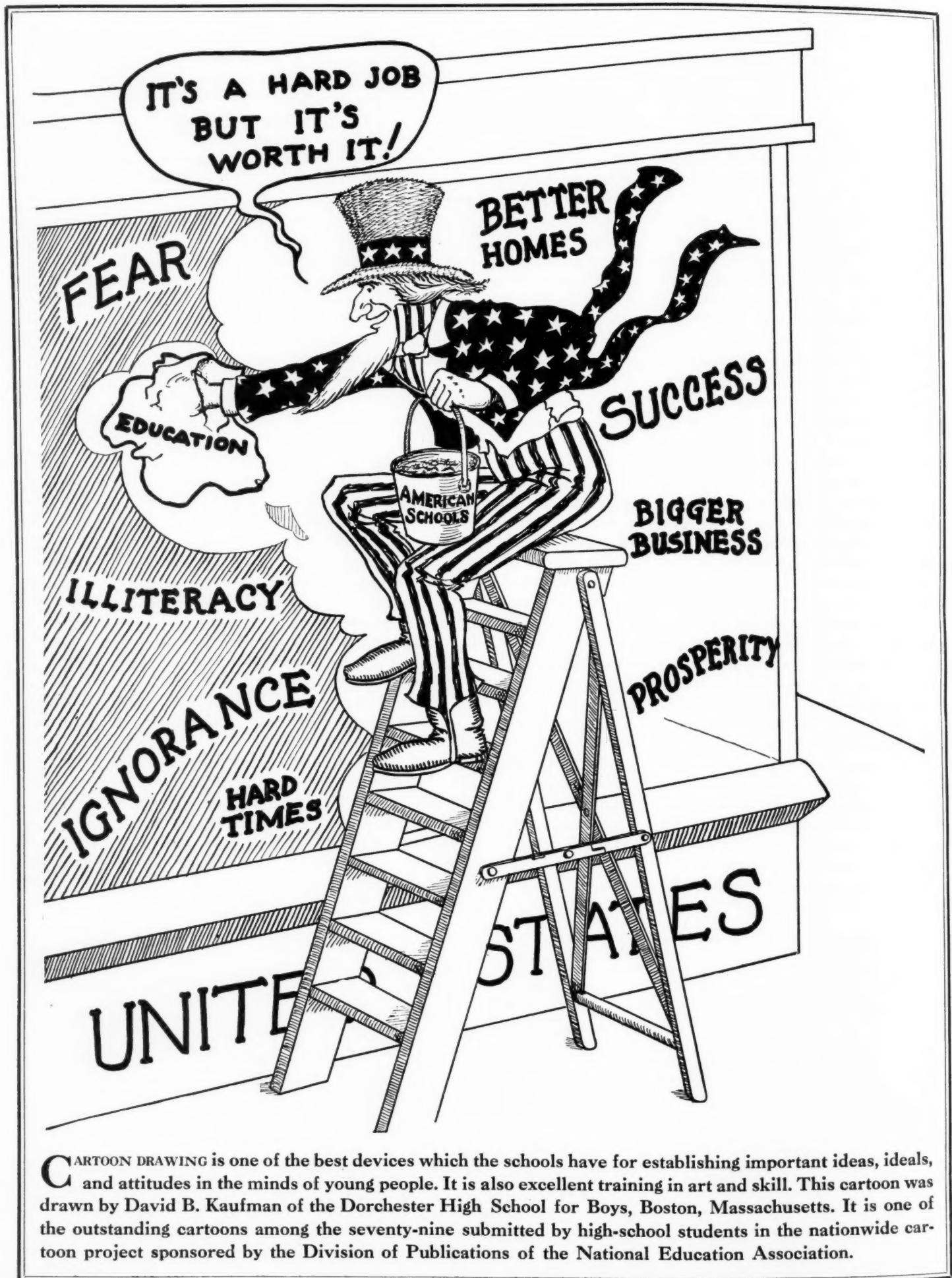
work for better schools through surveys moves forward.

Few people, even those intimately acquainted with the field of education, realize how broad and how significant the survey movement has been in American life. Usually the use of the term makes us a little skeptical. It has the ring of an investigation, a fault-finding inquiry. We tend to react as did the people of the New England city. Yet this method of analysis is wellknown in business, government, industry, the social sciences, and religion, as well as education. Even now President Hoover's Crime Commission is applying the survey technic in its attack on a pressing government problem. A recent report of the Russell Sage Foundation lists 2700 surveys. Surveys of health and education lead the list.

Essentially the survey method is a part of the movement which is basing human thought and human conduct on facts objectively measured, rather than on the assertion of authority. Its development has been evolutionary. Its beginnings may be traced back to man's first conscious attempt to secure facts to aid in the solution of his social problems. Its growth has been tremendously accelerated by the widespread acceptance of the scientific spirit. At no time in history has there been such an insistent demand for instruments with which to measure progress as has been evidenced within the past two decades. Whether in municipal government, business methods, race relations, housing problems, church development, or educational problems, the demand has been for facts. New methods of solving problems have spread rapidly. Innovations of today become the accepted procedures of tomorrow.



Burroughs Intermediate School, Detroit, Michigan



[This poster for your classroom is from THE JOURNAL of the National Education Association. Copies on art paper: 20 for \$1; \$4 per 100; \$30 per 1000. No. 192701]

Encouraging Reports: National Records

THE ANNUAL ENROLMENT campaigns in state and national associations have become so well established that they are now selfstarters. This year 100% reports began to roll in before the official enrolment blanks were mailed out.

The consolidated school at Ramona, Oklahoma was the first school to report complete enrolment of its staff. Fort Smith, Arkansas was the first large city to report 100% enlistment. Blair and Pike Counties in Pennsylvania tied for the honor of first 100% report among the counties and Berks County, Pennsylvania holds the national record to date for largest and earliest NEA membership. It reported 788 memberships—a 100% achievement before September 15.

The following excerpts reflect the fine professional spirit which is spreading among the teachers of the nation:

We have good news. The inclosed clipping reveals what the Weber Teachers did at the opening institute [voted 100% enrolment in local, state, and national associations]. We shall want to fix up the names and addresses of the entire roster of teachers so that the NEA JOURNAL will reach them promptly. Starting off for a good run—we hope. The school spirit is excellent.—B. A. Fowler, supt., Weber County, Utah.

I am anxious to get my JOURNAL; can't afford to miss it. We as a city school system have set our goal 100% state and 100% national. Expect to begin an active campaign next week.—Effie T. Zehner, supv. elem. grades, Vincennes, Ind.

Twenty-five of the forty-three members of our faculty have joined the National Association. This number has grown from practically nothing three or four years ago and without any undue pressure brought to bear. I believe that within a few years, by continuing the same method, we will have the same enrolment we have in our state association—100%.—G. A. Ketcham, prin. Missoula Co. High School, Missoula, Mont.

We had Dr. James Herbert Kelley, executive secretary of the Pennsylvania State Education Association with us on Tuesday, September 2, at our opening meeting. Dr. Kelley

gave a very enlightening and inspiring address on "Voluntary Educational Organizations," and I believe it will be of distinct

Ten Constant Services of the Association

The service of professional and civic ideals

The service of constructive educational organization

The service of continuing interpretation

The service of a comprehensive journal

The service of pioneering research

The service of ably managed conventions

The service of active departments

The service of able committees

The service of cooperation with other organizations

The service of enlistment and life dedication

value in bringing up our enrolment in both the state and national associations. We are going to try for a 100% record.—David A. Ward, supt., Chester, Pa.

At the teachers' meetings held this week it was unanimously voted that the teachers join the NEA. The fees will be collected at the end of the month and you can expect a report early in October.—F. E. Tilton, supv. prin., Bogata, N. J.

Our campaign for membership in the NEA will go forward as usual. We expect to be able to report a 100% membership in the near future.—C. L. Kulp, supt. of schools, Ithaca, N. Y.

Your letter of September 1 concerning the matter of our membership in the NEA for the present school year was received yesterday. We can guarantee that our complete enrolment for the Decatur Schools will be in your hands not later than November 15th.—William Harris, supt., Decatur, Ill.

This is to acknowledge your letter of August 30 requesting that we encourage among the teachers of this county the taking

of memberships in the NEA. I beg to assure you that this is one of my genuine interests and this plea has been made to each teacher of the county in a bulletin furnished them at the opening of schools. I have advised that the teachers secure their memberships through the principals of their various schools and report the same to this office so that I shall be able to determine what percent of teachers in this county have enrolled with your association.—Albert M. Bean, supt., Camden County, N. J.

I am sending under separate cover 60 or 75 NEA enrolments that have accumulated in our office during the past five or six days. We are going to try to double our enrolment over last year.—R. J. Cunningham, secretary, Montana Education Association, Helena.

All our teachers have again enrolled in the NEA. I do not know that all the money has been sent in but it is all on hand now to send in. We have a total of 128 teachers.—D. F. R. Rice, supt., Ironwood, Mich.

We take pleasure in writing you to say that we have 100% membership in the NEA at our school again this year.—May T. Smith, prin., Johnson City, N. Y.

Replying to your letter concerning the enlargement of the membership in the NEA this year, I will state that Hamilton County has enrolled 100% for the past two years. At our conference at the opening of schools this year, I made a special plea for our teaching corps to continue their 100% enrolment. I feel sure that Hamilton County can be counted upon to be 100% again this year.—J. E. Walker, supt., Hamilton County, Tenn.

This morning I received word from our state president to the effect that our state memberships are going over bigger thus far this year than any time in the history of our state organization. The rural teachers are fast coming to the front in paying memberships. This means, or should mean, a greater enrolment in the NEA for Iowa. We'll hope that time will tell us so.—Mary A. Lord, state director for Iowa, Sioux City.

The NEA membership of the teachers of the Morrisville School has grown from two to forty. This is our first attempt in securing NEA membership and the result was spontaneous and immediate.—Charles H. Boehm, high school prin., Morrisville, Pa.

Inclosed you will find a list of 21 names which represents our entire high school faculty.—O. A. Rodefer, prin., Waynesburg, Pa.

HAS THE TIME not come to reduce the size of classes to a point where each child can have a fair share of personal guidance from his teachers? Has the time not come to widen the conception of school service to include adults as well as children so that there would be attached to each school at least one worker who would give his full time to the development of intellectual and civic interests among people not now in school? Has the time not come for the school to take a more dynamic interest in the recreational and leisure life of the youth in an effort to keep life so wholesome that crime will be less? What better use could be made of the talent of teachers who are now unemployed?—J. E. M.

Growth of Summer School Attendance

Prepared by the Research Division of the National Education Association

States and other units	Estimated number of teachers ¹	Summer school enrolment:				Total number of summer schools 1930 ²	Number of summer schools reporting 1930	Summer school enrolment 1930		Percent that enrolment in courses in education in 1930 is of number of teachers	Rank of column 11
		1928		1929				All courses	Courses in education		
		All courses	Courses in education	All courses	Courses in education						
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	942,025	409,341	282,068	414,824	270,237	657	649	421,435	273,494	29.0	
Alabama.....	17,000	11,214	8,881	10,192	7,796	15	14	10,697	8,679	51.1	4
Arizona.....	3,300	1,805	1,255	990	962	2	2	1,192	719	21.8	33
Arkansas.....	13,000	3,363	3,337	3,629	3,288	7	7	3,638	2,966	22.8	30
California.....	40,000	22,231	15,622	23,094	11,167	21	21	20,225	10,268	25.7	26
Colorado.....	11,000	8,497	6,203	8,953	5,804	10	10	8,621	5,948	54.1	2
Connecticut.....	11,700	887	817	993	882	3	3	1,149	1,060	9.1	50
Delaware.....	1,600	299	243	332	257	1	1	338	231	14.4	43
District of Columbia.....	3,000	2,567	1,073	2,391	1,054	7	6	3,174	1,265	42.2	7
Florida.....	12,000	2,238	1,373	2,604	1,804	3	3	2,551	1,809	15.1	42
Georgia.....	19,500	7,031	4,725	8,305	5,107	18	17	7,979	4,163	21.3	34
Idaho.....	5,000	1,217	1,075	896	791	7	7	794	702	14.0	44
Illinois.....	48,000	25,179	15,781	24,690	13,499	34	34	25,585	16,426	34.2	16
Indiana.....	25,000	11,867	9,319	12,645	9,093	22	21	13,433	10,154	40.6	10
Iowa.....	27,000	11,577	7,775	11,930	6,695	18	18	10,071	6,286	23.3	29
Kansas.....	22,000	10,667	8,001	10,907	7,452	19	19	10,298	6,991	31.8	20
Kentucky.....	18,000	8,417	5,818	9,061	6,559	17	17	9,239	6,824	37.9	12
Louisiana.....	12,200	5,566	3,537	6,915	4,358	12	12	7,296	2,988	24.5	27
Maine.....	6,500	1,629	1,552	1,632	1,496	8	8	1,474	1,308	20.1	35
Maryland.....	8,700	2,503	1,836	2,405	1,590	6	6	2,251	1,590	18.3	38
Massachusetts.....	25,600	8,336	2,796	8,711	3,649	18	18	8,550	3,269	12.8	45
Michigan.....	33,000	13,906	8,809	14,328	7,876	21	21	15,938	9,547	28.9	24
Minnesota.....	23,000	9,421	5,084	9,122	4,833	12	12	9,438	4,402	19.1	37
Mississippi.....	20,500	3,076	2,373	3,382	2,590	10	10	3,589	2,577	12.6	46
Missouri.....	25,500	13,708	10,792	14,659	11,200	20	19	13,849	9,070	35.6	14
Montana.....	6,100	939	651	789	521	5	5	1,377	1,011	16.6	41
Nebraska.....	15,500	8,803	6,323	8,212	6,440	14	14	7,628	6,495	41.9	8
Nevada.....	925	120	100	132	111	1	1	149	116	12.5	47
New Hampshire.....	3,200	517	377	515	356	2	2	483	332	10.4	48
New Jersey.....	27,000	3,111	1,315	3,962	1,536	10	10	3,488	2,260	8.4	51
New Mexico.....	3,500	1,533	1,511	1,850	1,579	5	5	1,906	1,624	46.4	5
New York.....	75,000	40,103	21,611	41,079	21,403	36	36	42,463	22,678	30.2	22
North Carolina.....	25,000	12,347	10,767	9,960	8,100	20	19	10,580	8,011	32.0	19
North Dakota.....	10,000	4,057	3,547	3,880	3,232	8	8	4,263	3,567	35.7	13
Ohio.....	46,500	19,823	12,665	19,119	13,092	37	37	21,223	14,214	30.6	21
Oklahoma.....	20,500	17,191	12,171	16,500	12,607	14	13	17,089	10,790	52.6	3
Oregon.....	9,000	3,722	2,559	3,833	2,816	8	8	3,884	2,602	28.9	25
Pennsylvania.....	64,000	21,668	16,147	22,394	15,694	45	44	23,894	15,643	24.4	28
Rhode Island.....	4,500	457	457	224	215	1	1	225	210	4.7	52
South Carolina.....	14,500	4,209	2,593	3,429	2,737	7	7	3,299	2,510	17.3	39
South Dakota.....	9,000	3,150	2,411	2,612	2,066	10	10	2,333	1,734	19.3	35
Tennessee.....	18,200	10,464	9,280	12,519	11,326	19	19	12,241	10,473	57.5	1
Texas.....	44,000	25,319	18,817	32,857	21,575	41	41	29,475	19,290	43.8	6
Utah.....	5,000	1,598	866	1,572	1,014	3	3	1,691	1,109	22.2	32
Vermont.....	3,200	1,482	684	1,536	700	2	2	1,482	716	22.4	31
Virginia.....	17,000	8,332	6,397	7,706	6,036	14	14	7,988	5,760	33.9	17
Washington.....	12,500	7,906	3,761	6,476	4,049	9	9	6,740	4,774	38.2	11
West Virginia.....	16,300	6,998	4,679	7,220	5,513	15	15	7,409	5,251	32.2	18
Wisconsin.....	21,500	11,170	7,646	11,272	5,967	14	14	12,148	7,433	34.6	15
Wyoming.....	3,600	925	760	1,195	911	1	1	1,361	1,088	30.2	23
Hawaii.....	2,400	1,321	1,253	1,193	839	2	2	1,313	995	41.5	9
Philippine Islands.....	27,000	3,643	3,643			2	2	2,991	2,716	10.1	49
Porto Rico.....	5,000	1,226	1,000	22		1	1	943	850	17.0	40

READ table as follows: In Alabama there are 17,000 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools. In this state 15 institutions conduct summer schools. A report was obtained from 14 of these institutions as to summer school enrolment in 1930. These 14 institutions reported a total summer school enrolment of 10,697. Of this total 8,679 were enrolled in teacher training or education courses. In Alabama the ratio of summer school enrolment in education courses to number teachers in the state is 51.1

percent. This percent gives Alabama a rank of 4 in this regard.

In interpreting the figures of this table it should be kept in mind that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer school outside the states of their service. This and other factors probably combine to give a few states a considerably higher rank than is deserved and correspondingly reduces the rank of others. Many teachers now gain their professional advance in extension courses during the

regular year. This table takes no account of such work.

Considered as a whole the table indicates a strong desire on the part of teachers throughout the nation to improve their professional preparation.

¹ The figures as to number of teachers are estimates based upon the latest and most reliable data available; they include teachers, principals, supervisors, and administrative officers.

² The number of institutions in this column is that reported in the Educational Directory for 1930, United States Office of Education, Bulletin, 1930, No. 1. All institutions listed in this Directory were given three opportunities to report. Of the 657 institutions conducting summer session, 649 reported or 99 percent. A complete report was received from all institutions in 44 states and territories. The rank of a few is considerably lowered because one of their institutions failed to report. Such states may be identified by comparing columns 7 and 8.

Vitalized Group Study and Faculty Meetings

DURING THE PAST DECADE, the profession of teaching has made remarkable advance because teachers, individually and in groups, have devoted themselves vigorously and intelligently to improving their profession. Thousands of groups of teachers—faculties and committees—were at work last year on matters that concern the profession. This year thousands more will vitalize their thinking and teaching by using the many opportunities for growth within their reach.

What are these opportunities? First, the excellent printed material in existence now as compared to 10 years ago. The yearbooks of the NEA departments of classroom teachers, elementary and secondary principals, superintendence, and teachers' colleges all come within this 10-year span. The first Research bulletin of the NEA was published in 1922. THE JOURNAL will observe its tenth birthday next January. Your own state association journal was probably instituted more than a decade ago but rapid improvement in all state journals has been noticeable in the past 10 years. *Second,* the larger number of fellow workers who are informed and capable of giving leadership. There are undiscovered possibilities in every group of teachers for growth, for leadership, for cooperation. *Third,* the challenge in your own school and community of the rapid changes in living conditions which make the best kind of education for every child a bigger task than it was years ago.

The teachers of the Grand Island, Nebraska, schools are studying these changing conditions in their faculty meetings for 1930-31. The theme of their meetings for the year is "The School and American Life." Superintendent C. Ray Gates writes: "We are trying to discover what the changing economic and social conditions mean to American education." A schedule of their meetings contains a list of about a dozen recent books. For the meeting on "Education and the Wise Use of Leisure," 29 references to THE JOURNAL are given. The topics for the meetings are:

This Intricate and Challenging New World
Man's Escape from Want
The School, a Conservator of Agrarian Civilization
The New Demands on Education
Education and the Wise Use of Leisure

Building the New Civilization
Detroit Meeting of Dept. of Superintendence

The excellent questions prepared for each of the topics show plainly that the

THE ASSOCIATION has led the way in the development of a fine type of educational journal. THE JOURNAL of the National Education Association has set a high standard of excellence which has influenced all other journals. It has brought together the very best thought and has poured into the educational advance a steady stream of ideals, information, programs, achievements. It has supported the various projects of the Association and the work of its departments. It is often referred to as the most quoted periodical in the world. It has developed material for educational interpretation, for American Education Week, for the wise use of leisure, for vitalized commencements, and many other important projects. No one can estimate the force of these ideas as they work themselves out in the daily activities of 200,000 key men and women who receive THE JOURNAL each month.—From Secretary Crabtree's address at Lincoln, Neb., Feb. 12, 1930.

Grand Island teachers will consider in their study, not alone books, but conditions and life about them. Here are a few of the stimulating questions on leisure:

What leisure time activities do we now offer in our schools? How effective is the training we give? Are we teaching these activities with the definite objective of making them worthwhile activities for leisure? What difference in method is necessary when presenting material with a leisure use purpose? What other activities might we add with a view of training for wise use of leisure? What standards of appreciation and enjoyment are low in Grand Island? Do you notice a reflection of these standards among pupils? What can be done to raise these standards? In what respects are standards high? Do pupils show this trend also? What can be done to encourage progress in these items? What has the school accomplished in the way of encouraging pupils to start personal libraries, workshops, collections of worthwhile type, and other similar hobbies?

The meetings of the Grand Island faculty are truly of the vitalized type, in material, in purpose and planning. Such study is becoming more frequent every year. Definite suggestions as to details in planning and conducting group study are in the October JOURNAL, page 222.

Dorothy Canfield Fisher's understand-

ing and appreciation of educators are always apparent in her writings. She says, "I may truly claim that I was bo'n and bred in the academic briar patch." In her little book *Learn or Perish* [Horace Liveright, N. Y., 1930] she says:

Those in charge of adult students report that teachers are not only few and far between compared to other seekers after understanding, but when present are often marked by what might be called an occupational stiffness in the intellectual joints. They do not enter into the give-and-take of discussion as flexibly as other adult students even much less wellinformed; they do not seem to feel the joy and usefulness of free interchange among adults of opinions about questions yet unsettled; they have too much the grammar-school child's notion that for every question asked him there is one "right" answer, which is located in the back of the book.

Aside from Mrs. Fisher's reasons for the above statement, *Learn or Perish* is worth reading for its humor.

JOURNAL readers' comments indicate the practical help which many are finding in its use for group study:

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.

THE JOURNAL has been my helper since 1925. It is the best aid for keeping an open mind; candid opinions from various sources help all who are willing to learn.—Louise Biggerstaff, Luray, Virginia.

THE JOURNAL helps many of us to keep ourselves informed about the latest trends in educational thought.—Hannah Parkyn, Holland, Michigan.

My whole faculty regard THE JOURNAL very highly indeed. Without exception, they have spoken to me commending it.—George W. Camp, Bowdon, Georgia, State Normal College.

Some articles useful for group study in this issue:

Better Times Ahead. Could you help a fellow worker to understand the benefits which the NEA has brought to teachers generally?

The Common Cold. This is a good time to begin a program to lessen colds in your classroom.

The Rise of the Normal School. This article is the first in a series on the education of teachers. The McKenny article on page 253 is the second.

The Teacher's Approach to the Problem Child. What are some of the reasons for "problem" children?

The Visiting Teacher at Work. What help in this article for the classroom teacher?

Finding the Child's Singing Voice. What 2 points does Miss More emphasize in the proper care of children's voices?

Horace Mann Then and Now. Can you use this interesting story with your students?

The Gifted Child and His Education. How does the gifted child differ educationally from other children?

The Quest for Mental Poise

- The Teacher's Approach to the Problem Child—Clara Bassett [November 1930, p241-2]
The School's Relation to Mental Health—Clara Bassett [October 1930, p225-6]
Mental Health and the School of the Future—J. Mace Address [June 1930, p175-6]
The Physical Basis of Mental Health—J. Mace Address [May 1930, p155-6]
Mental Health and Learning—J. Mace Address [April 1930, p109-10]
The Mental Health of the Adolescent—J. Mace Address [March 1930, p93-4]
Mental Health and the Home—J. Mace Address [February 1930, p59-60]
On the Threshold of the School—J. Mace Address [January 1930, p5-6]
Children and Their Parents—George K. Pratt [December 1929, p317-20]
The Development of Wholesome Attitudes—J. Mace Address [December 1929, p305-6]
The Mental Health of the Teacher—J. Mace Address [November 1929, p271-2]
Mental Hygiene and the Home—Douglas A. Thom [November 1929, p253]
The Mentally Healthy Child—J. Mace Address [October 1929, p233-4]
Mental Health and the Principal—Daniel W. La Rue [June 1929, p187]
Mental Health Habits—Daniel W. La Rue [May 1929, p140]
Mental Health and Social Adjustment—Daniel W. La Rue [April 1929, p119]
Mental Health Through Work and Play—Daniel W. La Rue [March 1929, p86]
Mental Health and Environment—Daniel W. La Rue [February 1929, p51]
Mental Health and Sleep—Daniel W. La Rue [January 1929, p13]
Square Baby: A Tale of Minneapolis—Bertha Ferguson [December 1928, p287-9]
Mental Health Through Growth—Daniel W. La Rue [December 1928, p274]
The Vital Organs of the Mind—Daniel W. La Rue [November 1928, p255]
The Background of Mental Health—Daniel W. La Rue [October 1928, p211]
More Case Studies—Elizabeth H. Dexter [May 1928, p161-2]
Growth Through Mental Hygiene—William H. Burnham [April 1928, p105-6]
Mental Hygiene in the High School—Elma Olson [March 1928, p77-8]
Case Studies by a Classroom Teacher—Elizabeth H. Burrell [December 1927, p291-2]
Sidelights on Teaching Personality—E. E. Dodd [November 1927, p239-40]
Growth in Physical Fitness—Kathleen W. Wootten [October 1927, p207-8]
Teaching Personal Efficiency—W. L. Mason [May 1927, p139-40]
Happiness in Teaching—Florence A. Allen [January 1927, p17]
Putting Psychology to Work—Ralph Walter [December 1926, p280]
The Psychological Clinic—Bertha M. Luckey [June 1922, p229-30]

RAPID CHANGES, overwhelming pressures, frequent uprootings, baffling problems, are creating many difficulties in personal adjustment. Schools must help to point the way out. Month after month THE JOURNAL of the National Education Association is gathering the choicest material in this field. The articles listed on this page are in the library of every Association member. They are excellent for vitalized group study, women's study groups, and for high-school and college courses. The authors are among the outstanding specialists in this field. Extra JOURNALS may be had for 25c each.

The Gifted Child and His Education

HENRY H. GODDARD

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THERE IS TODAY a wide recognition of the problem of the gifted child and there is a great divergence of opinion as to what should be done. It is perhaps this uncertainty as to what is the right procedure that accounts for the small extent to which the theory has been put in practise. At least, this doubt as to what is right serves as a very satisfactory rationalization in those school systems where the superintendent does not want to take on any new problems or is already overburdened with work or where money for vacation is hard to raise. It is sad that we have to admit that, taking the country over, the equality of opportunity which the constitution of the United States guarantees to every citizen is denied to the gifted child. For a child who is not allowed to develop as fully as his natural ability demands is not being given an equal opportunity. Of his guaranteed "life, liberty, and the pursuit of happiness" he is allowed only *life*. Liberty is denied him: he must remain imprisoned in the schoolroom hours each day after he has done all that the curriculum requires. The pursuit of happiness is denied him: the deadly routine destroys happiness for the child whose ability prompts him to original discoveries and creative activity.

A number of school systems make more or less attempt to group the children in each room according to their mental capacity, forming what is known as the X, Y, Z system. Approximately thirty cities in the United States have one or more special classes for gifted children. These classes differ widely in the different cities. Some have the ideal of rapid progress, some of enrichment, some a mixture of the two. Some are conducted on the project method, others are as rigidly timed and scheduled and disciplined as any school of the so-called good old days. Others exemplify as nearly an ideal treatment of the child as has yet been conceived by anyone. Three cities, namely, Los Angeles, California; Cleveland, Ohio; and Worcester, Massachusetts have as many as 12 or 15 such classes. Most cities have from one to four of such classes.

An account of the Los Angeles schools will be found in the *Third Yearbook* of

the Psychology and Educational Research Division, School Publication No. 185, 1929; and an account of the Cleveland

gifted, although in the cities which have established classes for these children there seems to be a fairly uniform standard. Most places consider that an intelligence quotient of about 120 is the proper dividing line. Those above that are eligible for special classes for the gifted.

To many laymen the term "gifted" connotes individuals with *special* gifts or talents, such as musical talent or a talent for painting. In one school system the teachers were asked to send to the superintendents the names of gifted pupils. The list thus compiled contained almost exclusively the names of children who seemed to have unusual ability in music or art. That is not what is meant when we speak of special classes for gifted children. We mean all children capable of doing enough, more and better work than the average, to warrant giving them a special opportunity.

The supervisor of special education in a large city told me recently that although she had four psychologists examining thousands of children, they had not yet found a gifted child. With the city of Cleveland getting splendid results from nearly a thousand such children, it seems highly probable that the supervisor in this other city is looking for genius of a high order. It should be clearly borne in mind that this movement for the recognition of the gifted child is neither a hunt for geniuses nor for children with special talent. It is a movement to give a suitable opportunity to all those boys and girls in our schools who, because of a good mental equipment, are able to do much more work than the average child can do in the same time. The number of such children that we may expect to find depends upon the standard that we assume and varies somewhat from city to city.

Dr. Leta Stetter Hollingworth has suggested that we consider as gifted children the highest one percent of all school children. This would mean approximately those of an intelligence quotient of 130. It seems to be fairly well demonstrated, however, that an intelligence quotient of 120 is sufficient to warrant placing children in a special class. That is to say, they are able to profit very materially from the added opportunity. This would mean

Happiness

IN THE CARE-FREE DAYS of our early youth

Before Experience in her kindly way
Has set her seal upon our lives,
We are prone to think that Happiness
Is a tangible thing that, if faithfully
sought,

May be caught and held, and so begins
A restless search where lights gleam
bright

And crowds are dense, and mirth and
wine

Make a primrose-path. And the thing
we seek

Like a will-o'-the-wisp ever flits ahead
And beckons us on and on and on,
But it ever eludes our grasping hands.
And many are led by the will-o'-the-
wisp

Into bogs and swamps of despair and
sin,

But most of us learn while still there's
time

That we never can touch even the hem
of the robe

That Happiness wears by seeking her.
So, we cease our search, and as years
roll by

With their mellowing wine she comes
unsought

In the simple things of our daily life—
In an open fire or a rustic lane,
In a robin's note or a budding leaf,
In a sunset cloud or a baby's smile,
For Happiness is found within, in the
heart of man.

—Mattie Simmons Patterson

schools, entitled "*The School Training of Gifted Children*" by the present writer is published by the World Book Company, 1928.

The psychology of the gifted child—As most of our readers will appreciate, there is no sharp line of demarcation between the gifted child, the ordinary child, and the dull child. In other words, the intelligence of human being ranges from the lowest intelligence of the idiot up to the highest intelligence of the greatest genius. It is, accordingly, a purely arbitrary matter as to where the line shall be drawn and who shall be considered

that approximately six percent of the school population would qualify. [See *School Training of Gifted Children*.]

Aside from the confusion as to whether the word "gifted" as used in this connection means talented or merely above the average in brightness, there is considerable misunderstanding as to the nature of this bright child. He is thought by some to be merely a child who has had exceptional opportunities at home and that any child could do the same if he had similar opportunities. Others think that he is a child who has by some fortunate accident gotten an unusually good start in his school work. Many similar conceptions are to be met with. These notions are erroneous. There is still much confusion as to what constitutes a genius or a talented individual. But so far as this group is concerned, it is generally recognized that they are children who have inherited an exceptionally good brain. Of just what that goodness consists we do not know. It may be that a larger proportion than usual of his 10,000 million brain cells have come to full development. That his usable brain cells are larger than ordinary is also a possible conception but is rather too simple an answer for such a complicated result. But we need not go into neurology. The reader is probably interested mainly to know in what way this child differs educationally from the average child.

Only a mere enumeration of some of the more important considerations can be given. For an exhaustive study of this question, the reader is referred to Terman's monumental work, *Genetic Studies of Genius*, Vol. 1 and Vol. 2, the latter volume by Dr. Catherine Cox [Miles] on *Early Mental Traits of 300 Geniuses*. The gifted child with his better brain sees more than the average child. He sees relationships quicker. Accordingly he does not have to be told so many things. He seems to have a better power of imagery with the result that he does not have to be shown. He grasps a new idea more quickly. All this means that he does not need as much drill on fundamentals as the average child. Just as we have discovered that the defective child can do many more things than we thought he could, if we are willing to teach him

things which the average child learns without being taught, so we find that the things that we ordinarily have to teach to the average child, the gifted child acquires without being taught. This greater alertness makes his environment more interesting. He sees relationships where the average child sees none. His curiosity is constantly aroused. He always has a problem to solve. He is always struggling with a new idea.

All this again means that the education of the gifted child is so fundamentally different from that of the average that it is probably unprofitable to attempt to educate them together. Three questions, however, are still to be settled. The first is segregation, that is, whether the bright children shall be grouped together and taught by methods suitable for them, or whether the X, Y, Z method is preferable, or the plan which Superintendent Washburne has made so famous at Winnetka.

If special schools or classes become the accepted plan, the next problem is whether the objective should be rapid promotion, acceleration through the grades, or should it be enrichment? By enrichment we mean *new* subjects appealing to new interests. The term does not mean *more* arithmetic, *more* grammar, and the like. That is precisely what the gifted child does *not* need.

Acceleration has been tried, more or less, for some thirty years, without having gained any great amount of favor. The most that has been attempted has been three years work in two. Others have made less progress than that. It has been objected that rapid acceleration brings the child into high school at too early an age for him to be socially adjustable. Others deny that there is anything in this objection. Of course, much depends upon *how much* acceleration there is, and at what chronological age the child actually enters high school.

Another phase of the problem is of considerable importance. If children are to be accelerated as fast as their ability will permit, it means that they must stick very closely to the established curriculum with no opportunity to follow out any lines of individual interest. This opportunity has been found to be highly valu-

able where the enrichment procedure has been adopted.

Finally, if the enrichment program is adopted, there is a third question as to what shall be the nature of the enrichment and how shall the work be conducted. From the writer's experience in observing the work of these classes for some eight years, there has grown the conviction that it would be a serious mistake educationally, as well as a difficulty administratively, to attempt to fix an enriched curriculum of required work that would take up the entire time of the members of these classes. The freedom of choice, the opportunity for initiative, and the development of responsibility in the children of these classes, where everything except the regular curriculum and one other subject is left entirely to agreement between the teacher and the pupils, is not only one of the more interesting and fascinating parts of the work but may well be claimed to be one of the most valuable things accomplished by such procedure.

Many objections have been urged, from time to time, against special classes for bright children. The first group of children to enter some of these courses eight years ago has finally finished high school and will enter college in the fall of 1930. Other groups will graduate in a year, two years, three years, and so on, having had this special class treatment for seven, six, five, four, years down to the newest class formed. I believe it is correct to say that in this entire group, the fears and objections that were voiced when the work was started have never materialized. The work has been most successful. That is not saying that some other plan might not be even more successful. The experience shows, *I believe beyond the possibility of contradiction*, that special provision for gifted children is not only worthwhile but demanded by the nature of the child. Just *how much* worthwhile can naturally not be told for years to come or until these children have had their college and professional careers and there has been some way devised of measuring their success in life and their social worth compared with the average of college graduates, or with the best of those who have had no such training.

THE USUAL METHODS and curriculum of the public school are the result of a trial-and-error procedure extending over a great many years, a procedure which practically recognizes no differences in intelligence between children, and consequently has been developed to fit the largest group; namely, the so-called normal or average child. This system never did and never can fit either the defective or the gifted child. The best results with gifted children will be obtained only by recognizing the gifted child, the bright child, as a new problem requiring a special new type of education, and by providing that education.—Henry Herbert Goddard.

Professing Books: A New Vocation

STELLA WESTON

Rollins College, Winter Park, Florida

MOST PEOPLE read books; many people love books; but only a few people truly know books. Edwin Osgood Grover is one of those who does all three. He is a reader of books, a writer of books, a printer of books, a publisher of books, an editor of books, a collector of books, a lover of books, and a "professor" of books.

High schools, as well as other colleges and universities, would do well to consider the addition of a *professor of books* to their faculties. There are two reasons for this. The first is to provide an intelligent and sympathetic confidant for the students who already possess an appreciation of literature. The second and probably more serious reason is to supply a capable diagnostician who can restore to reading health those students who have become literary invalids. Generally this condition has been brought about by unthinking teachers of courses in literature, who have crammed the students with the rich food of the classics before ascertaining the capabilities of their literary digestion. As the high schools have been the chief offenders along this line, the need of books professors in precollege preparation is obvious. A high-brow diet for a low-brow constitution inevitably results in dyspepsia.

I, myself, was suffering from a serious overdose of the classics when I enrolled in the reading course offered at Rollins College, Winter Park, Florida. I had heard of Edwin Osgood Grover—hailed as the first professor of books—but I confess that I entered his class with suspicion and secret reservations that I would quickly withdraw at the first sign of literary snobbery.

That I have since eagerly assimilated every course offered by Mr. Grover and have also come forth triumphantly from the dean's office after a struggle for permission to repeat the *Reading* course, should be proof of Mr. Grover's success with seekers after a normal and healthy reading appetite.

In regard to good books, this professor has an uncanny ability to instil in his students a need to possess as well as to read. On becoming acclimated to the class in recreational reading, I began to haunt

the village bookshop and to invest my treasured soda-water money in first editions of the modern poets. As my desire extended to fiction and biography, my room became filled—nook and cranny—with every conceivable sort of volume. My student library has now exhausted my bookcase and desk and is fast creeping beneath my bed and under my dressing-table.

The manner in which Mr. Grover develops book enthusiasts from literary anaemics could and should be adopted by other professors throughout the country. It is a painless process of cultural development which overtakes the student unaware. And the gradual evolution of a reader is a procedure of deep significance to present American education. It has been said of us: "The trouble with the American public is, that it reads but one newspaper." One professor seems to recognize this fact and the process of accepting and rejecting, of sifting the printed page intelligently, is the ancient art which Mr. Grover is reestablishing within his classroom.

He does this through channels which supply the student with book knowledge from three angles. These branches are bound up in the *Reading* course, the *History of the Book* course, and the course in *Literary Personalities*.

Mr. Grover's procedure in distributing book knowledge is essentially the same in all his courses. He accustoms the student to the association of books and manuscripts by actual and prolonged contact with them. He illustrates his remarks by the reality of an example. He throws open for student inspection his personal collection of rare literary items, while his private library is generously scattered throughout the dormitories and the homes of his young friends. Most important of all, his enthusiasm for his subject is so genuine and so infectious that the student invariably absorbs this attitude and adopts it for his own.

All three courses are conducted in a classroom that is inspiring. One generally thinks of a classroom as a rather barren square where the outlook for the most part consists of the back of the person in front. Mr. Grover has revolution-

ized classroom surroundings and classroom etiquette. He has abolished the usual blank recitation hall and has substituted a stimulating workshop for his students. The lower portion of its walls are lined with books of a sufficient variety to appeal to all tastes. While all these volumes possess merit, only a reasonable proportion of them are what the student terms "heavy."

Above the bookcases are hung framed letters, autographed photographs, and original manuscripts of outstanding literary men and women. Illuminated vellum pages and rubbings from the tombs of William Shakespeare and Anne Hathaway complete the background. A large oval table covered with green felt occupies the center of the room. The members of the class sit around this table in comfortable armchairs so that each student is facing every other student and also his professor. There is neither head nor foot to the class—merely an unbroken circle of mutually interested book lovers. This makes for a perfect democracy within the class.

The *Literary Personalities* course is in reality a cordial introduction to numerous authors of the period just past. It reveals them first as human beings and secondly as writers. The course is sprinkled with thrills in the shape of autographed volumes, letters, and articles connected with the authors studied. These bring the personalities directly into the room with the students for an informal talk.

However, the most important phase of this course is not in becoming acquainted with these men and women of great hearts and strong minds. It is in the "come-again-ness" with which the course leaves one. The conclusion of the course is by no means the conclusion of one's friendship with Robert Louis Stevenson, the Brownings, George Eliot, Walt Whitman, and many others. It is this feeling of having come in personal contact with the great which is the chief charm of this course.

The *History of the Book* course reveals the fascinating story of the evolution of the book as we know it today. The opening meetings of the class deal

with the development of picture writing into cuneiform writing and its further progress into the formation of our present Roman alphabet. What astonishment the class experiences as actual clay tablets five thousand years old and bearing their original cuneiform characters, are passed around the circle. And what a thrill is felt as one examines a love letter written on a clay tablet three thousands years before Christ and still enclosed in its deceiving clay envelope.

The study of papyrus books follows and finally there arrives the vellum manuscripts with their brilliantly illuminated initials and colorful illustrations. Mr. Grover again brings the *contact method* of teaching into play by distributing genuine manuscripts among the students. This makes it easy to conjure up the scene of the old monks bent patiently over their writing, while one fingers the very candle grease which dripped upon the pages centuries ago. The students smile at the smudgy corners which are evidence that not all the monks were careful to wash their hands before thumbing the leaves of their huge Psalters.

One of the most exciting moments the class experiences is the unfolding of the story of movable type. It would be a stolid student who did not get a vigorous reaction when permitted to examine a genuine leaf from a Gutenberg Bible. It fairly takes one's breath away to realize that this, the most beautiful book in the world, is also the first book ever printed by modern methods—and this modernity dates back to 1450!

As *professor of books*, Mr. Grover adopts an attitude of watchful waiting. He realizes the error of forcing a student beyond his depth in the sea of literature and so encourages him to paddle around awhile *just where he is*—whether it be detective stories, wild westerns, or sentimental ballads. Then by recommendation of books suitably advanced, he leads each student on to the next course in the development of a reading appetite.

As to actual class procedure in the

Reading course, the program opens with a few minutes' reading and discussion of current news in the literary world. The students, themselves, often contribute clippings for this occasion. Those which contain information of more than temporary value are tacked up on the bulletin board for further consideration. Next Mr. Grover gives a thumb-nail history of the author whose work he will read that morning. Enlivening details which evolve a personality from a mere name, capture the students' attention.

The reading may be a continuation of a novel or play begun the day before, but more often it is a short story, an essay, a magazine article, a group of poems, or an excerpt from some lengthy literary achievement. After the conclusion of the day's reading, any points which have stimulated pro and con conceptions among the students are thrashed out in a lively "bull session."

Individual reading occupies the second hour of the class meeting. As this course is given in the conference college, all courses run two hours. The class members are free to select anything they desire from the departmental bookshelves or they may bring something which they have discovered outside. They are equally free to take home any book from the class shelves. All reading done at any time during the period of enrolment in the course is entered in a volume called "Books I Have Read" along with comments, quotations, criticism, or appreciation of each book. At the conclusion of each term Mr. Grover collects these diaries for his consideration, after which they become the property of the students.

Through three book courses the student acquires a yardstick by which to measure all printed matter. The *History of the Book* course supplies a historical and mechanical knowledge which enables the student to recognize a rare or beautiful book. The *Literary Personalities* course instils the human element into all reading and contributes a compass by which the student may discover the au-

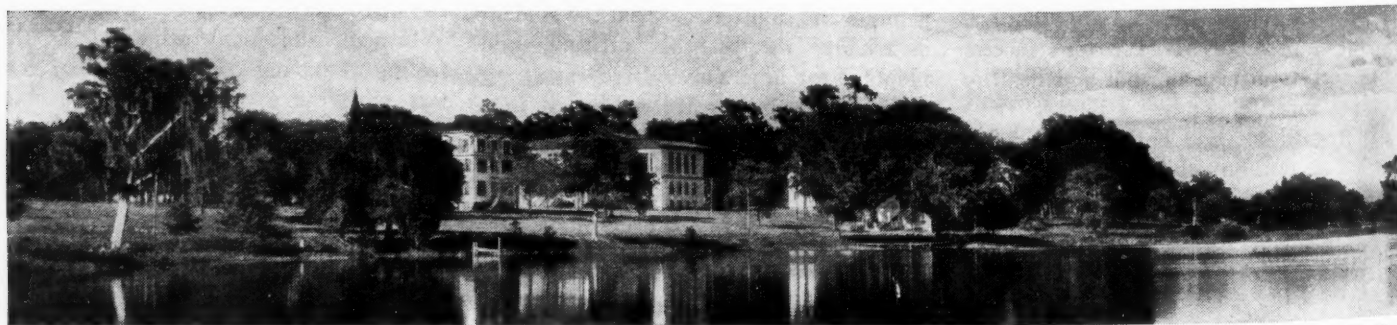
thor's individuality in his works. The *Reading* course provides a book intelligence and enthusiasm which equips the student to become not only a sane reader but a genuine book-lover.

Besides holding the post of professor of books, Mr. Grover also directs the college library. He has remodeled the building to provide an inviting retreat for the students and is now inaugurating shelves for individual authors to contain their complete works and even original manuscripts. A "Walt Whitman shelf" is just being initiated. It is planned to secure each year some treasured bit of Whitmania for this collection. The first contribution is a manuscript on "Democracy and Immortality" in the bold handwriting of the good gray poet.

One of the first of Mr. Grover's extra-curriculum activities was the establishment of *The Flamingo*, an undergraduate literary magazine that has already attracted wide attention for the high quality of its contributions. He has recently issued an anthology called *The Rollins Book of Verse*, which represents the work of twenty-two Rollins students and which has unusual distinction both as to contents and makeup.

Another of Mr. Grover's projects as professor of books has been the establishment of the only bookstore in the town. It was through his efforts that the Bookery—known as the H-a-u-n-t-e-d B-o-o-k-s-h-o-p—was opened and it has since developed into the "student club" of Main Street. It is an attractive place decorated in orange, black, and white, with a "come-in" aspect and a "stay-a-while" atmosphere.

But it is primarily as beloved professor, sympathetic friend, and student confessor that Mr. Grover is regarded. He stimulates and inspires student creativeness, is easily interrupted within the classroom, and often buttonholed without. He has spread his doctrine of book-love so thoroughly that not only the campus but the entire community has become book-minded.



Rollins College in the lake region of Florida.

Builders of Our Profession

THE CHALLENGE of professional organization—Professional organization is not something apart. It is ourselves working in loyal cooperation. It is not a call from without but a call from within. Every true teacher is a leader of children but he is more. He is a trustee of the good things that the best teachers cherish for all children. Organization is not something abstract and far away. It is our own energies marshalled to do by group effort what we are powerless to do alone. We all have our moments of loneliness, our dark hours when our best efforts seem to fail. We find ourselves battling against odds too great for our strength. We need the help and encouragement of others whose loyalties match our own. It has been so all down through the centuries. The story of civilization is one magnificent narrative of men and women working together to make their best dreams come true. We who are privileged to teach in this bright day owe a debt of gratitude to the teachers who have gone before us. They have blazed trails. They have marked out highways. Some of the roads they have paved and made easy. But much remains to be done. By putting on the armour of service and throwing ourselves into the problems of our day as they did into the tasks of theirs we can best pay our debt to those who have laid the foundations for a teaching profession such as the world has not heretofore seen.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the June JOURNAL. It includes names from Brazil, China, Mexico, South Africa, and Syria.

ALABAMA—William Manley Barton, Solomon M. Baxter, I. J. Browder, Clarence M. Pruitt, H. Council Trenholm.
ARIZONA—Frank Christy, Paul E. Guiteau, Ray D. Nicholas, George A. Rye, Mrs. Almah Wallace Scholl.
ARKANSAS—Ulrich R. Besson, Charles H. Cross, Miss Willie Lawson, Laura Van Hook.
BRAZIL—C. A. Baker.
CALIFORNIA—John C. Almack, Mrs. Ella Austin, Francis Bacon, Ellwood Barley, Bernice Baxter, Mary C. Biffer, Florence Grace Billig, E. C. Browne, John F. Dale, Mary Mullen Dunlop, Mrs. Josephine W. Duveneck, Mabel R. Ellis, Julia George, Mrs. Minnie M. Gray, Mrs. Sabra R. Greenhalgh, Samuel

John Haberman, Hattie May Hammat, Oliver R. Hartzell, May Henning, Anna Irene Jenkins, Walter Jessup, Mrs. Eugenia West Jones, Margaret C. Jones, Mrs. Viola S. Kelley, A. D. King, Donald W. Larwood, May R. McCardle, Margaret Elizabeth McCoskey, William Ray McNair, George A. Merrill,



Globe Photographers

SUPERINTENDENT FRANK D. BOYNTON was killed in an automobile accident on June 17, 1930. A pioneer in spirit and energy, Dr. Boynton gave many services to the Association, including a brilliant administration as President of the Department of Superintendence, 1928-29.

Helen L. Mignon, Courtenay Monsen, Florence Neuhart, George D. Richards, Mrs. Ethel D. Ruff, Esther A. Scott, Walter R. Siewert, Ezra E. Smith, Mrs. Esther Smoot, Inez M. Staker, Robert A. Thompson.
CHINA—Jonathan Lee.

COLORADO—Augusta Baker, M. Hubert Brown, Lucy Hunsaker, Nellie V. Lind, Fletcher M. Miller, Max D. Morton, Adalyn L. Seevers, Lyle N. Slonecker.

CONNECTICUT—Mrs. Ruth West Campbell, Raymond B. Searle, Mrs. Mary M. Starr, Calvin E. Wilcox.

DELAWARE—Marguerite Hill Burnett, R. W. Cooper, Lester A. Hall, Ella J. Holley, I. W. Howard, Mrs. Carrie M. S. Pipes.

DISTRICT OF COLUMBIA—Maude E. Aiton, Katherine L. Carroll, Leland W. Chandler, Wellner L. Christian, Belmont Farley, Pearl Annette Jones, Edith A. Lathrop, Harry R. Stanford.

FLORIDA—Mary McLeod Bethune, Willard C. Chinn, Ward Thomas Fletcher.

HAWAII—Mrs. Lulu Corbly, Mrs. Frances Holt, Lucy J. Koehler, Mrs. Helen F. McIntosh, Katherine Makekau.

IDAHO—O. E. Bell, A. B. Schaplowsky.

ILLINOIS—M. Abbassi, Benjamin F. Buck, Mrs. Clara Curtis Darnell, Jessie M. Dillon, Margie E. C. Doyle, Gaylen C. Dugger, A. Royall Gay, Florence Holbrook, John Theodore Johnson, Mrs. Elizabeth S. Kanies, Florence M. Keeney, Florence L. McGaughey, Anne Jean Powell, Charles B. Price, Adaline Eugenia Stanley, Mrs. Frances M. Taylor, Andrew J. Tobin, Oswald G. Treadway, John E. Wakeley, A. L. Whittenberg, Harry G. Wilson.

INDIANA—E. N. Brindley, Ralph E. Carter, Caroline Helvie, Clyde W. Hendricks, C. F. Humphrey, Otis G. Jamison, Earl A. Johnson, Kathryn M. Kennedy, Guy G. Sharp, E. A. Spaulding, Clarence B. Stemen.

IOWA—Walter W. Cook, Anna Rose Gallmeyer, John S. Hilliard, Frances Ann Hungerford, Mary E. Llewellyn Jean E. Saffey, Mrs. E. B. Wilson, Lawrence D. Yost.

KANSAS—Maude I. Gorham, John M. Michener, R. L. Spalsbury, Roy D. Spear.

KENTUCKY—R. E. Daugherty, R. A. Edwards, L. J. Hanigan, Lelia Jane Harris, John Shaw.

LOUISIANA—James N. Poche, Ervin Elizabeth Sherrard, Mary Thornton, G. J. Tinsley.

MAINE—Gladys A. Marsden.

MARYLAND—Edwin W. Broome, Monroe Keister, Harry F. Latshaw, F. Marion Manning, J. Stewart Nagle.

MASSACHUSETTS—Asa George Baker, Irene H. Corkery, Anne Halfpenny, Edward A. Lincoln, John J. Lynch, Julia A. Simmons, C. H. Thurber, Clarence B. Washburn, Fairfield Whitney.

MEXICO—H. L. Cain.

MICHIGAN—Marvin W. Anderson, Norris A. Hanks, O. Carl Hood, Mabel Hubbard, M. R. Keyworth, Paul N. Schmitt, Dean C. Tate.

MINNESOTA—Lewis D. Peterson, Wallace G. Rosel, L. W. Thompson, James G. Umstadd.

MISSISSIPPI—W. H. Armstrong, R. L. Burrow, Homer V. Cooper.

MISSOURI—George D. Brantley, Cassie Burk, Harold O. Grauel, Edward D. Hamilton, Catherine E. Histed, E. E. McCaslin, Anna E. Riddle, Anna M. Thompson, Calla E. Varner.

MONTANA—Adolph Klies, J. A. Woodard.

NEBRASKA—Mabel Jackson.

NEVADA—McCall Aldrich.

NEW JERSEY—Katherine Aagesen, Mather A. Abbott, Blair B. Bechtel, Bert P. Bos, William Brady, Wallace M. Broadbent, Percy S. Eichelberger, Bessie M. Gallagher, Earl Rouse Glenn, Ralph Marshall Hutchison, Julian Moreno Lacalle, Emma J. Lafetra, Eva L'Ecuere, Sadie F. Leinkauf, Frank Howard Lloyd, Osbourne McConathy, Mary Cecilia McTamney, Felix Malitz, Mary T. Miller, John B. Ritter, Mary Elmer Roberts, Mary E. Stone, John R. Wilson, Mary E. Youngs.

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AN APPEAL like that of 1918-19—We urge every one to renew membership for 1930-31 to aid in meeting an emergency. The present economic disturbances together with crop failures produce a serious situation which must be met. The enemies of the schools are already leading campaigns in more than a thousand places to reduce school support. This onslaught cannot be met by individuals working single handed. It can only be met by an organized profession able to enlighten the public through its leaders. Our responsibility is equal and similar to that of the World War period. At that time we wrote a letter somewhat like this statement to those who had allowed membership to lapse, placing the emergency need before them. The response was almost unanimous. We asked each one to renew his own membership and to find at least one new member. The membership, instead of falling off, more than doubled in two years. We now make that appeal to you. If you have not renewed, will you not do so by return mail? Then will you not inspire other teachers to become members? Be sure to secure at least one new enlistment. There are 30,000 who have not yet renewed for 1930. Think what it will mean for each to renew and for each to secure a new member. If those who receive this SOS call will say, "Count on me," we shall be able to prevent the breakdown in education which would undoubtedly take place were we to neglect to meet the present responsibility of the profession. There has never been greater need of unity. This appeal is made in the interest of the children of America. It is made in the name of the teaching profession. We are confident that you will do your part.—J. W. CRABTREE, Secretary.

Rhodes, Harry Westcott Rockwell, Earle Converse Roe, Charles C. Root, Kenneth L. Rutherford, William E. Severn, Benjamin Floyd Staloup, Emma Sylvester, Sophia Voorhees, Almeda C. Waters, J. Clarence Welch.

NORTH CAROLINA—Annie M. Cherry, Ruth Fitzgerald, James N. Roberson.

NORTH DAKOTA—Roy O. Bostrom, Elmer R. Hilde, Tilda R. Natwick, L. D. Osman, Bertha R. Palmer, Frank O. Robertson, Nelson Souvain, O. D. Tingu.

OHIO—Leonard P. Ayres, F. H. Bair, George C. Beery, L. C. Brown, D. M. Bryson, Walter C. Carpenter, Mrs. Elsie Cleverdon, P. F. Coggins, Elizabeth Colville, V. W. Conradi, Marguerite Coolahan, Cleyta Courtright, Guy S. Dennison, Glenn Drummond, J. L. Freeh, J. W. Frump, Harold Dale Furst, Ada Gedney, Franklin P. Geiger, Agnes H. Guenther, Laura E. Hill, C. A. Hudson, David F. Keane, Charles H. Lake, Charles Weaver Lewis, C. G. Long, Albert C. D. Metzger, Harvey C. Minnich, Pierre Quentin Pasquier, Mary O. Patton, Dorothy E. Pluckebaum, Calvin P. Rausch, Frank M. Shelton, James B. Smiley, Gayle H. Somers, Charles R. Stoudenheimer, George M. Strong, W. O. Thompson, Jennie Tribbey, John W. Vickerman, A. G. Williams, John I. Woodard, Gertrude Clara Yoder, William L. Young.

OKLAHOMA—F. A. Balyeat, J. Carl Conner, Mrs. Mary D. Couch, C. C. Liebler, Lanson D. Mitchell.

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TEXAS—Estelle Hukel Baker, Charles B. Barclay, W. C. Blankenship, N. E. Buster, Samuel Mortimer Brown, Ernest B. Comstock, Charlotte P. A. Cornell, Lucretia Curry, Frances Donecker, L. E. Dudley, E. T. Genheimer, George Gentry, Iven H. Hensley,

Fowlkes, Emma J. Gardner, Laura E. Kellar, C. A. Kriesel, Carrie B. Levy, G. T. Longbotham, Matthias J. W. Phillips, Arthur O. Rahn, Leonard A. Wachler, J. E. Worthington.

WYOMING—Clara Frances Gadberty.

Completed Enrolments

THIS LIST of 1929-30 one hundred percent schools came in too late to appear in the June 1930 issue of the JOURNAL. Following this list is one for the 1930-31 schools received up-to-date.

Eleven Years

ILLINOIS—Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie High.

Eight Years

CONNECTICUT—East Hartford, Meadow. MICHIGAN—Hastings, Hastings Public Schools, Grade, High, Junior High.

Six Years

WEST VIRGINIA—Morgantown, Beechurst Grade and High, First Ward, High.

Five Years

IDAHO—Gooding, Junior High, Lincoln Grade. PENNSYLVANIA—Kane, Central, Clay Street, Sub-High, Welsh Street, West Side.

TEXAS—Houston, Park Place.

Four Years

OHIO—Toledo, Hamilton. PENNSYLVANIA—Kane, Kane Teachers League, Kane Public Schools, Central, Clay Street, High, Special Teachers Department, Sub-High, Welsh Street, West Side.

Three Years

ILLINOIS—East St. Louis, Morrison. NEW MEXICO—Albuquerque, Eugene Field. VERMONT—Stowe, Senior High. VIRGINIA—Richmond, Powhatan. WEST VIRGINIA—Morgantown, Morgantown Public Schools, Brewer Hill, Jerome Park.

Two Years

COLORADO—Hayden, Union High. ILLINOIS—Cicero, McKinley. MICHIGAN—Kalamazoo, Western State Teachers College. MINNESOTA—Duluth, Salter. NEW JERSEY—Morristown, Lafayette. OHIO—Cleveland, Willard. TENNESSEE—Hamilton County, Hamilton County Public Schools, Apison, Bonny Oaks, East Ridge, Flat Top, Harrison, Hixson, Jersey, King's Point, Maddux, Meadow View, Mount Creek, Mowbray, Pine Breeze, Sale Creek, Shady Grove, Tyner Grammar, White Oak.

Current Year

GEORGIA—Atlanta, J. C. Murphy Junior High. IDAHO—Gooding, Senior High. MAINE—South Portland, East High Street.

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

Blanche Higginbotham, Eula F. Hunter, Genevieve Johnson, Pearl Knox, John M. McCoy, Fannie MacMunn, S. L. Martin, William C. May, Arthur B. Mayhew, Lourania Miller, Nolia Neighbors, Mrs. Claude Neilson, Elizabeth Nixon, D. H. Norris, S. E. Pass, Bertha Shattuck, J. Hall Sheppard, Bennie Strickland, Mrs. Wenonah Roach Ware, C. Wedgeworth, L. L. Wilkes, A. V. Williams.

UTAH—F. A. Hinckley, John Milton Petersen, James T. Worlton.

VIRGINIA—Hazel Davis, Emma S. Jacobs, W. W. Rowan, Jesse Earnest Smith, T. Roger Thompson, Adelaide R. Trent.

WASHINGTON—Thomas R. Cole, Oliver M. Hazen, Harold M. Hill.

WEST VIRGINIA—Elijah Zaner Bowles, Paul L. Davis, F. H. Kirkpatrick, Harry E. Odgers, T. R. Yeater.

WISCONSIN—Clarence C. Alleman, J. R. Brandsmark, Sarah Dickie, Herman L. Ekern, John Guy

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

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JOY ELMER MORGAN, Editor Offices: 1201 Sixteenth Street N. W., Washington, D. C.

HAROLD A. ALLAN, Business Manager

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

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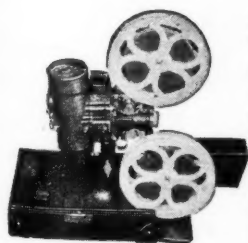


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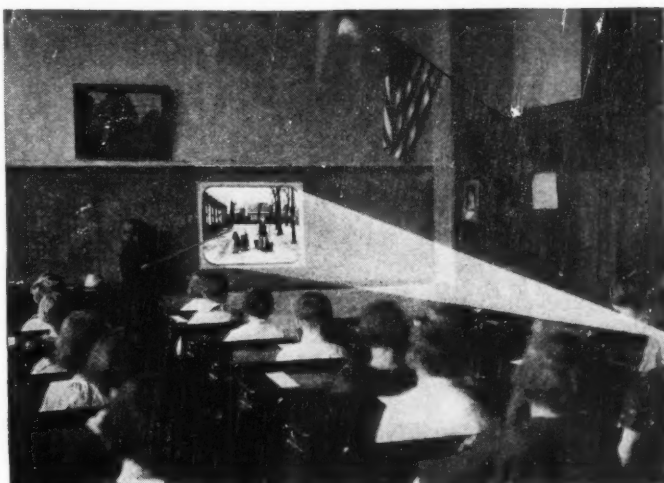
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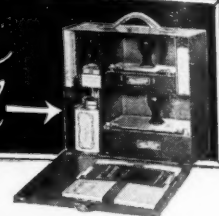
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Builders of Our Profession

(Continued from page 280)

MICHIGAN—Grand Rapids, West Leonard; Manistee, McKinley, Washington.

NEVADA—Caliente, Bullionville District; Good Springs, District; Sloan, District; Sparks, Kate M. Smith.

NEW MEXICO—Raton, Raton Public Schools, South Side.

OHIO—East Columbus, Public; New Carlisle, New Carlisle Public Schools; Scioto County, Franklin Furnace, Glendale, Minford, Ohio Furnace, Otway, Rarden, Scioto Furnace, South Webster, Union Township, Valley Rural, Wheelersburg.

PENNSYLVANIA—Pittsburgh, Gladstone Elementary, Gladstone Junior High.

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

Ten Years
MICHIGAN—Saginaw, Washington.

Nine Years
CALIFORNIA—San Francisco, Grattan.
COLORADO—Wray, Wray Public Schools.

CONNECTICUT—Meriden, Robert Morris.
MASSACHUSETTS—Beverly, Centerville.

MICHIGAN—Holland, Holland Public Schools, Froebel, Junior High, Lincoln, Longfellow, Senior High, Van Raalte, Washington.

Eight Years
ILLINOIS—Waukegan, McAllister.
NEW YORK—Rome, Jay Street.

WYOMING—Casper, Park.

Seven Years
ARKANSAS—Fort Smith, Fort Smith Public Schools, Albert Pike, Belle Grove, Belle Point, Dunbar, DuVal, Howard, Junior High, Lincoln, Mill Creek, Parker, Peabody, Rogers, Senior High, South Fort Smith, Spradling, Trusty, Washington.

CONNECTICUT—Stratford, Sedgwick.

INDIANA—LaPorte, LaPorte Public Schools, High, Junior High, Lincoln, Maple, Park, Riley, Washington.

IOWA—Dubuque, Jackson; Independence, Independence Public Schools, Hawthorne, High, Lincoln Junior High, Washington-Emerson.

KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Trade, Webster; Cherryvale, Central, McKinley.

MICHIGAN—Ironwood, Newport.

MINNESOTA—Minneapolis, John A. Johnson.

OHIO—Warren, Roosevelt.

PENNSYLVANIA—Logan Township, Logan Township Public Schools, Bakers Mines, Brush Mountain, Coleman, Edison, Glen White, Kittanning Point, Logan, McKinley, Mill Run, Newburg, South Lakemont, Washington; Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Junior High, Lincoln, Maple Hill, Park Place, Robinsons, St. Nicholas, Senior High, Suffolk, Washington, Wiggins, Yatesville.

SOUTH DAKOTA—Frederick, Frederick Public Schools.

WEST VIRGINIA—Clarksburg, Carlisle.
WISCONSIN—Sheboygan, Jefferson, Lincoln.

Six Years
ARKANSAS—Texarkana, Texarkana Public Schools, Central, College Hill, College Hill Colored, Fairview, Junior High, Orr, Senior High, Union, Washington High.

CALIFORNIA—San Francisco, Fremont.

KENTUCKY—Louisville, Hiram Roberts.

MINNESOTA—Cloquet, Jefferson.

MISSOURI—University City, Flynn Park.

OHIO—Middletown, Middletown Public Schools, Booker T. Washington, Central, Garfield, Jefferson, Lincoln, McKinley Junior High, North, Roosevelt Junior High, Senior High, Sherman, South, Young; Warren, Tod Avenue.

PENNSYLVANIA—Berks County, Berks County Public Schools.

SOUTH CAROLINA—Walterboro, Walterboro Public Schools, Grade, High.

WEST VIRGINIA—Fort Gay, Fort Gay Public Schools.

WISCONSIN—Sheboygan, Horace Mann.

Five Years
CALIFORNIA—Los Angeles, Primary Manual Arts Division.

COLORADO—Hillrose, Hillrose Consolidated Schools.

ILLINOIS—Wood River, Wood River Public Schools, Lewis-Clark Junior High, Lincoln, Washington, Wood River, Woodrow Wilson.

KANSAS—Paola, Senior High; Winfield, Winfield Public Schools, Bryant, High, Irving, Lowell, Stevenson, Webster.

MICHIGAN—Saginaw, Sweet.

MINNESOTA—Mankato, Franklin Grade; Minneapolis, Phillips Junior High.

Mention THE JOURNAL when writing our advertisers.

NEW JERSEY—Bloomfield, Center.

NEW YORK—Rye, Rye Public Schools.

OKLAHOMA—Ramona, Ramona Consolidated Schools.

SOUTH CAROLINA—Bethune, Bethune Public Schools.

Grammar, High, Shamrock, Timrod.

WASHINGTON—Kent, Kent Public Schools, Junior High, Senior High, Valley.

WISCONSIN—Two Rivers, Two Rivers Public Schools, H. P. Hamilton, Roosevelt, Washington Grade, Washington High.

WYOMING—Rock Springs, Lincoln, Washington.

Four Years

ARIZONA—Holbrook, Holbrook Public Schools.

CALIFORNIA—San Francisco, Cabrillo.

GEORGIA—Cedar Grove, High.

MISSISSIPPI—Brooklyn, Forrest County Agricultural High.

NEW JERSEY—Madison, Green Avenue.

NEW YORK—Rome, Fort Stanwix, Thomas Street.

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PENNSYLVANIA—Schellsburg, Schellsburg Public Schools.

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MISSOURI—Lexington, Junior-Senior High; Maryville, Eugene Field, Washington.

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Notes and Announcements

November means American Education Week—American Education Week is the annual opportunity to bring education foremost to the attention of the American people. The dates this year are November 10-16. Is your school fully prepared to make the most of this chance? After this JOURNAL reaches you there is still time to secure helpful material from NEA headquarters. The plans given in the October JOURNAL have been reprinted in convenient leaflet form and may be secured: 20 for \$1; \$4 per 100; \$30 per 1000. A mimeographed 60 page booklet of *Suggestions for Programs Day by Day* is available for \$1 per copy. Its suggestions and references are what teachers are wanting. An attractive set of classroom posters suitable for bulletin boards, school exhibits, outlines for addresses for Education Week and other occasions has a wide circulation. Send \$1 for the set of 14 posters to the NEA Division of Publications, 1201 16th Street, N. W., Washington, D. C. This letter might well be sent into every home during Education Week:

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(Continued on page A-228)

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Facts about public education from— RESEARCH BULLETINS

(A few of the recent issues are listed)

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

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

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

A Self-survey Plan for State School Systems. Part II: Handbook. Vol. VIII, No. 3, May, 1930. 76p. Price per copy, 25 cents.

Investing in Public Education. Vol. VIII, No. 4, September, 1930. 54p. Price per copy, 25 cents.

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(Continued from page A-227)

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Art perpetuates the inspiration of a noble face—An 8-inch portrait bust of education's great leader, Horace Mann, has been modeled by the Caproni galleries after the famous statue by Emma Stebbins and a marble bust owned by the family. It is being distributed to new individual members of the World Federation of Education Associations to honor Horace Mann. Its presence on your desk or in your library will be a daily inspiration to you and to all who may see it. Send five dollars for a membership to 1201 Sixteenth Street, N. W., Washington, D. C. The bust will be delivered free (25c extra in bronze).

News of the Office of Education—Dr. Ambrose Caliver, former dean of Fisk University in Nashville, Tennessee has recently been appointed specialist in

negro education in the United States Office of Education.

The adjustment of mentally exceptional children through special school training will be studied by a new branch of the Office under the direction of Elise H. Martens, California specialist in the training of such children.

The latest in a series of bulletins issued by the United States Office of Education is entitled, *County Library Service to Rural Schools*. It is for sale by the superintendent of documents, Government Printing Office, Washington, D. C., at a price of 15¢. Ask for Bulletin, 1930, No. 20.

Ambassador Dawes predicts good times—Speaking in Belfast on September 27, United States Ambassador Charles G. Dawes made the following statement:

May we not hope to see the normal trend of world business resumed by summer or at least by fall of next year? Exceptional local conditions in this or that country may advance or retard healing effects on restoring the world's business confidence, but nothing is more certain than the coming business recovery. *The business fool in 1929 was he who had no fear. The fool now is he who has no hope.*

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A splendid attitude—The following is a letter to Secretary Crabtree from Oren E. Long, deputy superintendent of schools and NEA director for Hawaii:

Your letter of August 22, 1930 is a potent tonic. It will result in renewed enthusiasm on the part of those whose interest has lagged because of the economic depression. I feel certain that your confidence in the profession is wellfounded and that the teachers will "carry on." Judging from the attitude of teachers here in Hawaii I can assure you of our continued enthusiasm and support.

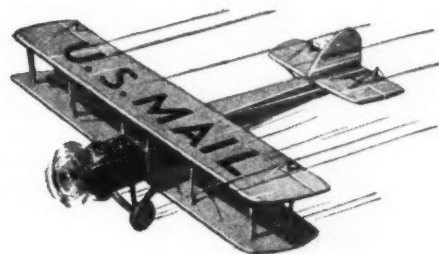
Democracy entails responsibility—The ballot is the greatest privilege enjoyed by a democratic people but it also carries with it a serious responsibility. Mr. Coolidge emphasizes this in one of his syndicated short editorials:

Practically all nominations and all platforms to be voted upon in the November elections have been completed. Men have made great sacrifices of blood and treasure to secure the privilege and right of self-government. We have extended the franchise to women. All who are eligible should register and vote.

The foundation of popular government depends upon the affirmative action of the people at the polls. The judgment of the voter should be an informed judgment. The purpose of a campaign is to educate the voters on the

(Continued on page A-230)

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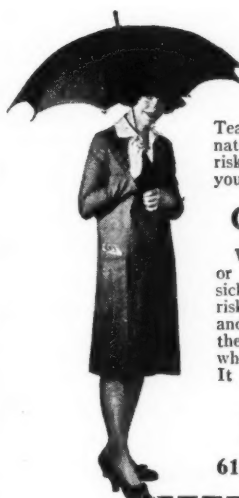
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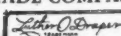
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(Continued from page A-228)

issues and the ability and character of the candidates.

Elections are the most serious business in which our citizens engage. On their results depends not only the welfare of the people but the demonstration of their ability to govern themselves with safety and justice to each other. The greatest peace-time test of the moral power of a people is the ability to cast a disinterested, unselfish, and patriotic vote. At the present time the country needs the most conscientious thought it can give in choosing officers. Only such decision is worthy of a free people.—Calvin Coolidge, Sept. 30, 1930.

Drinking reduced—Colonel Woodcock, director of the prohibition bureau, is now issuing regularly figures and estimates based on careful study as a way of stopping the campaign of misrepresentation that has been going on in the newspapers. Estimates given out early in October show that the highest possible production of beverage liquor in 1930 would not have been more than 73,836,172 gallons of alcohol as compared with 166,983,681 gallons which paid taxes in 1914. Colonel Woodcock also indicates that: "The consumption of alcoholic liquor in the United States is growing less from year to year." Now that enforcement is becoming effective and the educational campaign is going forward, this reduction in drinking may be expected to continue. Within 25 years, which is the minimum time for any great reform, prohibition will have established itself as a permanent American policy beyond question or debate.

Armistice day and peace—Let every teacher plan to emphasize peace when preparing a program for Armistice day. Material for such programs may be obtained from the *Women's International League for Peace and Freedom*, Pennsylvania Branch, 1924 Chestnut Street, Philadelphia.

The National Student Forum in charge of a committee of some 300 leading educators is conducting a second essay contest in high schools on the Paris Peace Pact. A national prize of a trip to Europe next summer will be given to the student who prepares the best 500-word essay. For further information write to the Forum office, 532 Seventeenth Street, N. W., Washington, D. C.

American Legion elects officers—

At its convention in Boston during October the following national officers were elected for 1930 by the American Legion: Ralph T. O'Neil of Topeka, Kan., na-

tional commander; Harry B. Henderson jr., Cheyenne, Wyo., Bert S. Hyland, Rutland, Vt., Neal Williams, Excelsior Springs, Mo., Roland B. Howell, Thibodeaux, La., James A. Duff, Martinsburg, W. Va., vice commanders; and Rev. Joseph Barnett, Oshkosh, Wis., chaplain.

The professional calendar—Notice has been received of the following educational meetings of interest to various branches of the teaching profession:

The National Council of Teachers of English will hold its annual meeting in Cleveland at Thanksgiving time to consider "a curriculum vertically integrated to develop the tastes and powers useful in after-life." Interesting and helpful reports on teaching in other countries will be made. There will be three exhibits: creative writing, model classroom, and books. Reservations for rooms should be sent directly to the Statler Hotel. Information may be secured from Clara E. Ewalt, school of education, Western Reserve University, Cleveland, O.

The annual convention of the National Association of Teachers of Speech will be held at the Hotel Stevens, Chicago, December 29 to January 1. The fourth day will be given entirely to the study of the disorders of speech.

The eleventh annual conference of the Progressive Education Association will be held in Detroit, Michigan, February 26-28, 1931, with headquarters at the Book-Cadillac Hotel. These dates are the last three days of the week in which the NEA Department of Superintendence meets in Detroit.

Tune in for these—Professor Stephen P. Duggan, director of the Institute of International Education, is delivering over a nationwide network of the Columbia Broadcasting System twelve addresses on the general topic, *Our Changing World*, on successive Thursdays at 6 PM EST [5 PM Central Time; 4 PM Mountain Time; 3 PM Western Time]. The following are the subjects:

Oct. 9—England: The passing of the aristocratic tradition

Oct. 16—France: The maintenance of the bourgeois state

Oct. 23—Germany: The conflict of political and social ideals

Oct. 30—Italy: The fascist conception of society

Nov. 6—Russia: The reversal of social values

Nov. 13—China: The disintegration of a civilization

Nov. 20—Japan: Mediating between East and West

Nov. 27—Turkey: The extinction of Moslem culture

Dec. 4—India: Is a solution possible?

Dec. 11—The United States: A civilization in rapid evolution

Dec. 18—The future of primitive peoples

Dec. 25—The civilization of tomorrow

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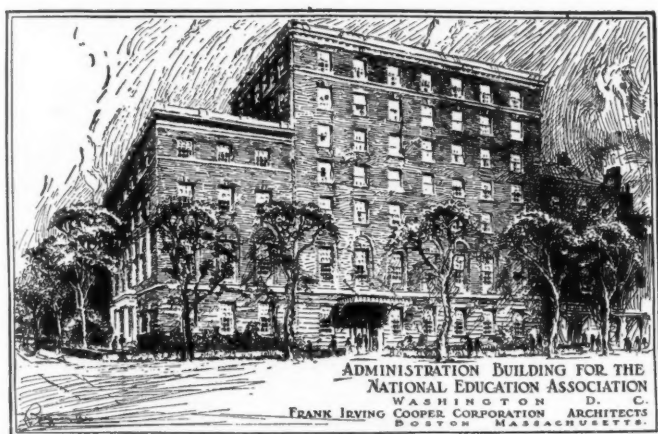
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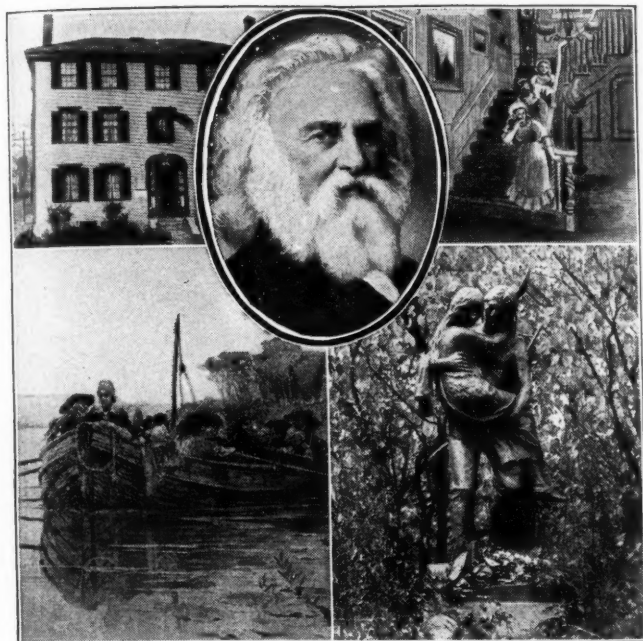
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Who was "Grave Alice"? p. 4105-B.

In what famous Indian battle did Miles Standish take part? p. 6800-C.

What suggested to Longfellow his "Village Blacksmith"? p. 6011-A.

What flower is mentioned in "The Wreck of the Hesperus"? p. 2466-B.

Where is there a famous statue of Hiawatha and Minnehaha? p. 3171.

Where may one see the signal church of "Paul Revere's Ride"? p. 874-B.

(Other famous poets who may be treated in this way: Holmes, pp. 3199 to 3200; Bryant, pp. 987 to 988; Lowell, pp. 4139 to 4141; Whittier, pp. 7754 to 7756.)

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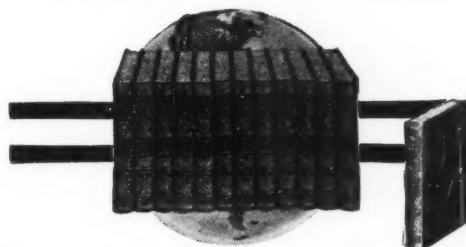
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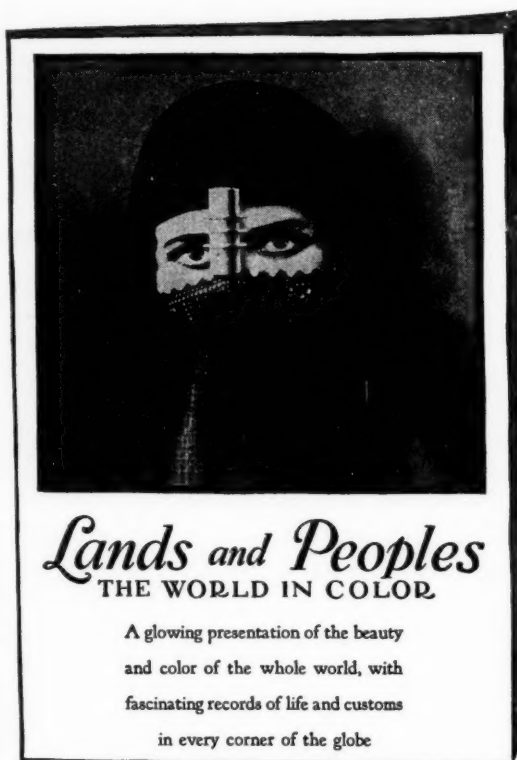
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