

# The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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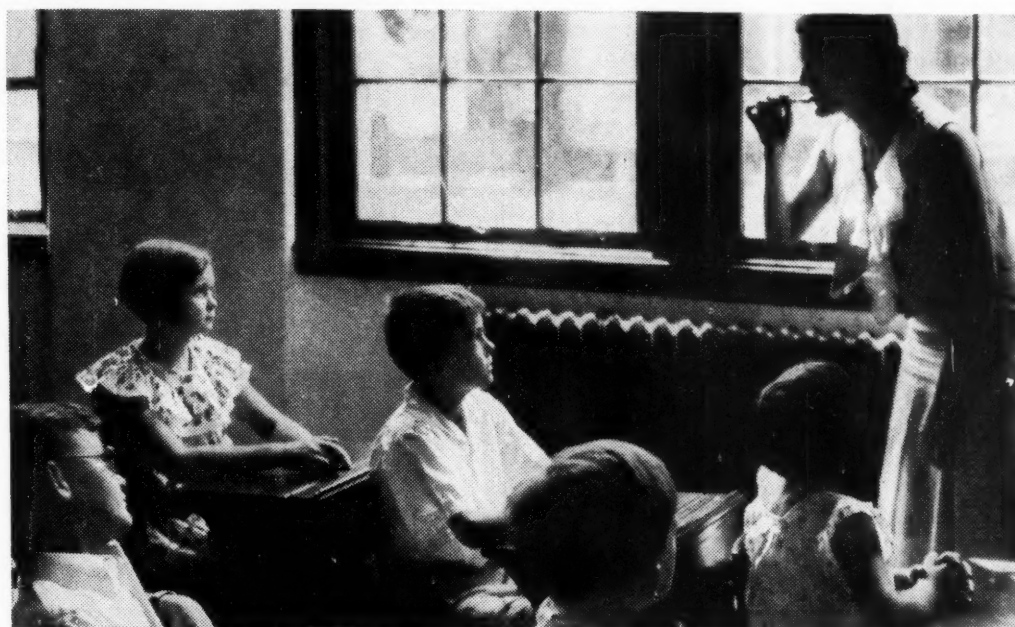
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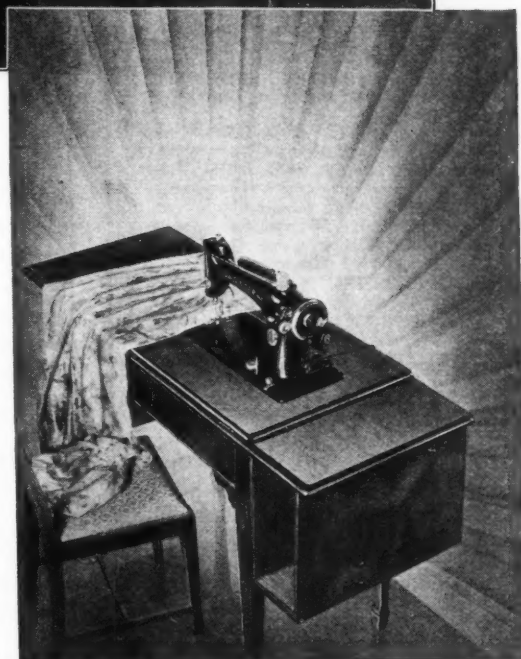
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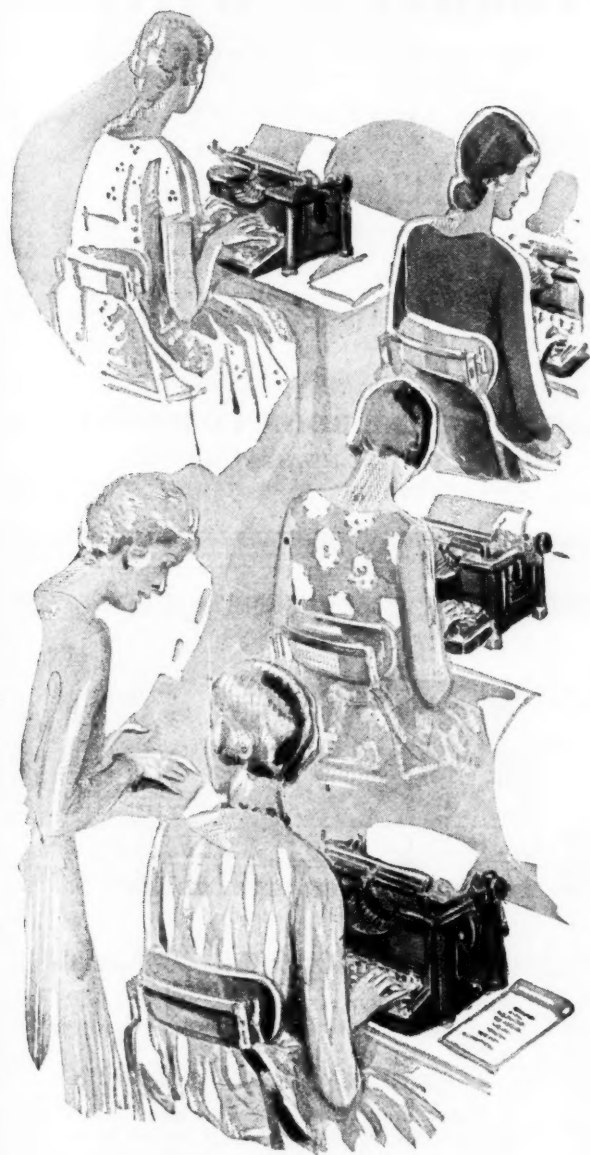
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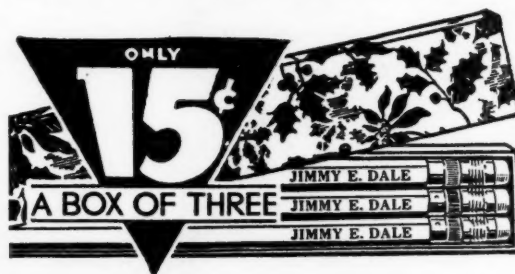
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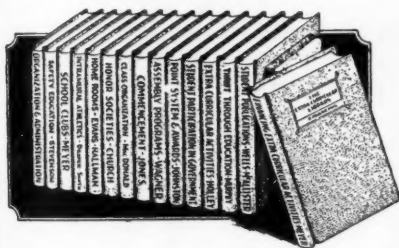
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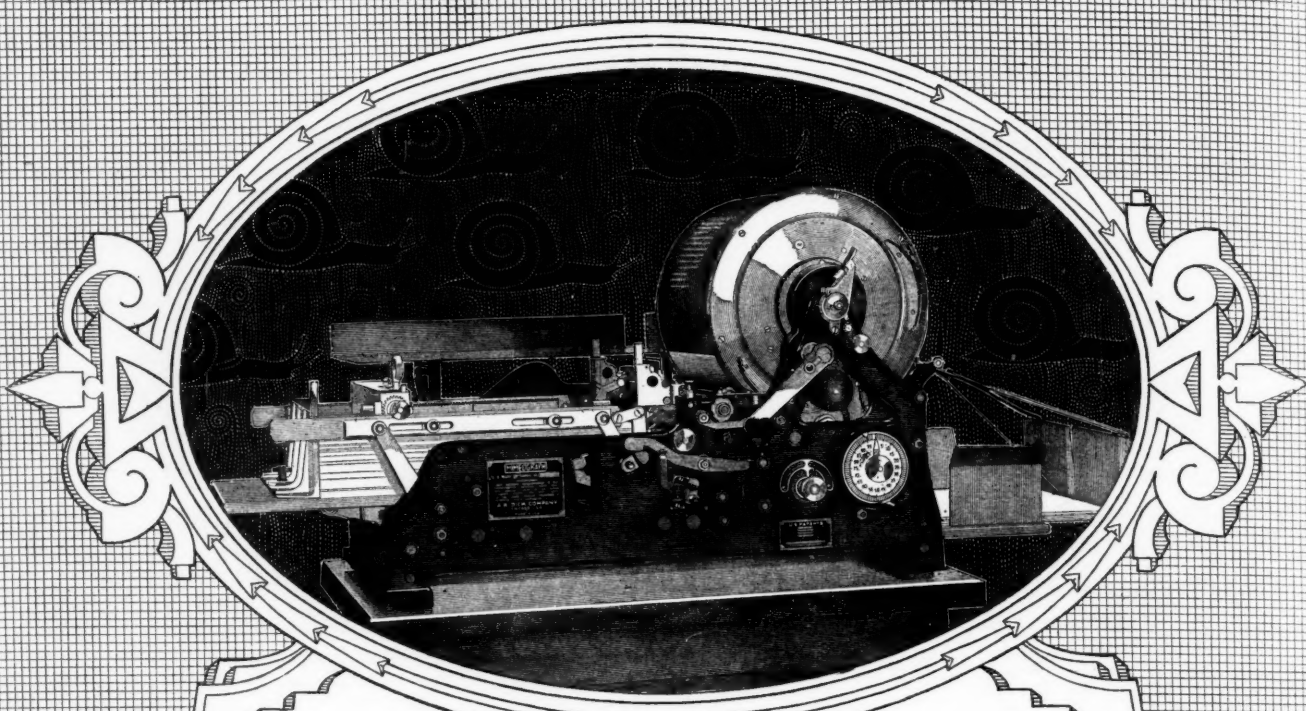
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# The Rural Life of Tomorrow

**A** NEW AMERICA is in the making. Forces are in operation which are destined to produce a nation as different from our country today as today's life is different from that of the colonial period. At no point are these forces working with greater swiftness than in rural life. By taking a part of the facts it would be possible to paint either a very dark picture or a very bright picture of the situation. The truth lies in between and the most important point lies in the fact that if we will use intelligence and courage we can make rural life almost what we will. A national purpose can accomplish almost anything.

Among the new conditions which are producing changes in farm life may be mentioned these:

- (1) Universal schooling creating a demand for higher standards of living, but not yet highly enough developed to train people to create a finer life in the country than would be possible in the city.
- (2) The automobile and good roads which lessen the need for small towns and lead to a tendency to desert the less attractive areas in behalf of the more favorable ones.
- (3) The replacing of men by machines in industry; the inevitable shorter day—probably a 35-hour week within a few years—which tends to make farm people feel that city folks and industrial workers have a better life.
- (4) The development of commercial farming which in some cases, as in the wheat belt, virtually does away with homes and schools, substituting therefor an army of daylaborers brought in for the harvest and planting seasons.
- (5) The rapid spread of electric power into farm areas.
- (6) The tendency of city interests to dominate radio and motion-picture programs in such a way as to produce a city-minded nation.

Anyone who watches these forces at work knows that the transition through which the nation is now passing is producing stresses and strains in human life as serious as those which ordinarily accompany war—sudden shifts in money values, uprootings and changes of plans, uncertainty. There is no simple solution.

First there must be in each rural community a sufficient intelligence to enable that community to adapt itself to the new conditions. *It is literally learn or perish.* Obviously this will require a vastly improved rural education service. Rural schools today are largely in charge

of beginning teachers or of older teachers who have been left over after the cities have drawn off the more promising at

**J**UST AS the National Education Association has mobilized its forces to help with one educational crisis after another, it is now taking up the problem of the rural school. President Willis A. Sutton plans that the chief emphasis for the year 1930-31 shall be upon rural education. Born on a farm and reared in the country, President Sutton is keenly appreciative of rural school conditions and needs. The JOURNAL will emphasize rural life and education this year. The Los Angeles convention in July will feature rural education in an entire general program. The Department of Rural Education will have an unusually strong program. County and district boards of education and leading citizens are being asked to see that every county in the United States sends to the Los Angeles convention at least the county superintendent and one rural teacher with expenses paid. The future of America requires the enrichment of country life. The rural school is the first step in such a program.

higher salaries. The rural teacher is underpaid. His tenure [using the common gender "his" to describe a staff that is made up mostly of girls] is so short and uncertain as to make substantial civic leadership of the community on the part of the teacher almost impossible.

The rural high-school curriculum is largely mediaeval. It has been more interested in meeting the entrance requirements of colleges than in building an enriched life out of the resources that lie all about it. It has been more interested in Latin than in scientific agriculture.

The housing of rural schools, with notable exceptions, has been uninspiring. The supervision of rural schools, again with exceptions, has been practically nil. County superintendents have not been employed on a nonpolitical, professional basis as have superintendents in the cities.

State and federal aid have come tardily and in too small amounts to meet the situation. The educational forces in Washington which might come to the rescue have been so divided between various branches of the government as to be relatively ineffective—emphasizing the need of a federal department of edu-

cation with a secretary in the President's cabinet, which could give more effective national leadership and coordination than has been possible to date.

At the foundation of a more intelligent rural community must be schools which are something more than drill shops in charge of temporary instructors. The rural school of tomorrow will be a service institution which will contribute new vitality to practically every phase of rural life. It will be a health center equipped to make the rural community the healthiest community there is. It will help to build up home life by teaching the planning, design, and management of the farm home. It will help to maintain an intellectual life by giving attention to the education of adults. The rural school of tomorrow will concern itself with citizenship to the end that farm communities may be better governed and that farm leaders shall be better able to protect the interests of rural life in legislative halls.

The rural school of tomorrow will be shot through with scientific agriculture—including distribution and marketing—and an appreciation of the advantages of living in the free surroundings of the open country. Scientific agriculture will surround the school in the form of a school farm. Every day, from the first year of school until graduation and even after graduation, there will be emphasis on the possibilities of farm life with specific instruction showing how those possibilities can be realized.

The rural school of tomorrow will concern itself with leisure and beauty. Here the National Recreation Association has a great contribution to make. Farm homes have a wonderful setting for recreation, built around human needs rather than around the desire to exploit leisure for selfish gain. Here is an opportunity to develop creative arts and community interests of the finest type.

The rural community, in spite of its limitations, has always been noted for its development of men and women of character. It is a striking fact that in almost any group of leaders in state or national affairs a substantial majority will have been country born and bred. Lest this be charged to the newness of our country, one needs merely recall the statement made by the great Irish farmer and poet,



George Russell, before the recent meeting of the American Country Life Association at Madison. He pointed out that under city conditions life loses its vitality; that in London the first city generation is less numerous and less vigorous

than the stock which came in from the country; the second generation is further reduced in vigor; in the third generation actual deformities appear; and in the fourth generation the stock practically dies out. These facts are given to

suggest that the success of rural life is essential to the success of America and that when we are considering the problem of the rural child we are playing with elements of national destiny and survival.—J.E.M.

## Some Crucial Problems in Rural Education

THIS ARTICLE on "Some crucial problems in Rural Education" is prepared for THE JOURNAL by William G. Carr of the Research Division of the National Education Association.

LET US TAKE STOCK in rural education. Over half of America's public school children come from rural homes. [The term "rural" is used as by the U. S. Census to apply to residents of the open country and of places under 2500 inhabitants.] Half a million public school teachers are at work in rural schools. About two thirds of all the nation's schoolhouses are of the familiar one-room type. Rural education is a continuing challenge to the entire nation, widespread in effects and profound in social significance.

The parents of rural children are sincerely interested in their wellbeing and success. They want their children to have as good an education as can be obtained anywhere. That rural boys and girls are not given an educational opportunity equivalent to that provided urban children is a matter of common knowledge. While identical educational offerings for these two groups may not be practical or desirable, the inferior educational program offered rural children can neither be denied nor justified.

America must begin to take rural education seriously. A democracy which consistently provides inferior schools for a large share of its coming citizens is in danger. Citizens and teachers, farmers and city-dwellers, state officials and local officials must cooperate to meet this situation. Each of the succeeding eight sections of this article will point out a needed change in rural education. They will deal with these topics:

- (1) Better teachers for rural schools.
- (2) Longer terms and better attendance.
- (3) Greater opportunities for secondary education.
- (4) A vitalized rural-school curriculum.
- (5) Modern buildings, effectively equipped.
- (6) Better understanding between rural citizens and their schools.

- (7) Adequate units of administration and supervision.
- (8) More equitable financing.

For each of these topics this article will give: (1) a summary statement of existing conditions illustrated by national and local statistics and by the findings of rural school surveys, (2) plans which are being used to improve conditions, (3) a few selected references. For more complete bibliographies and other help on these topics write to the Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

(1) **Trained teachers**—The quality of education a child receives is conditioned chiefly by the training and ability of his teacher. Children in rural schools do not have the trained and skilled teachers which are found in the larger schools. One out of every four teachers in our one-teacher schools has no more than six weeks of training beyond high school. The average salary in one-room schools is less than \$800 a year. At least half a million rural children are under the instruction of persons receiving less than \$500 a year. Rural children are being taught by relatively young, transient, immature, inexperienced, untrained, and underpaid teachers. It is unreasonable to expect highly effective teaching from such a group.

The Missouri School Survey concluded that "the higher salaries in the cities attract the better teachers who are in the rural schools, thus leaving the poorer prepared and less experienced teachers in the rural schools." The Texas Educational Survey noted "a woeful lack of educative value" in the teaching in rural schools. Reports from many other school surveys substantially duplicate these findings.

How may better teaching be secured in the rural schools? These are some of the steps which progressive states are taking to get better teachers in the rural schools and keep them there:

- (1) Certification requirements have been raised and their enforcement strengthened.
- (2) Teachers colleges and normal schools have been given adequate support.

- (3) Courses for prospective rural teachers have been devised so as to include the activities and responsibilities peculiar to teachers in rural areas, as well as general academic and professional preparation.
- (4) Salaries of rural teachers have been lifted to a professional level.
- (5) Better living conditions for rural teachers have been provided.
- (6) Opportunities for the social life of teachers in rural schools have been extended and improved.

What steps have your state and local communities taken to insure trained and effective teachers for all your boys and girls?

**References**—Gaumnitz, W. H. *Salaries and Salary Trends of Teachers in Rural Schools*. U. S. Department of the Interior, Bureau of Education, Bulletin, 1929, No. 6, Washington, D. C.: Government Printing Office, 1929. 54p. 10 cents. McGuffey, Verne. *Differences in the Activities of Teachers in Rural One-teacher Schools and of Grade Teachers in Cities*. Contributions to Education, No. 346. New York: Bureau of Publications, Teachers College, Columbia University, 1929. 65p.

(2) **Longer terms and better attendance**—Rural schools are open only for brief terms. One-teacher schools have an average term of 150 days while city schools have an average term of 183 days. The children in the small schools therefore get about as much schooling in eight years as city children get in six years. This two-year handicap is rendered even more serious by irregular school attendance in rural areas.

The Missouri State Survey Commission found 53 rural districts with a term of less than 4 months. Only 1 rural school in 25 had a term as long as 9 months. The Survey of Education in Utah showed that one fifth of the pupils enrolled in one-teacher schools attended school less than 100 days a year whereas only one twentieth of the city school children were thus handicapped. Further evidence of this handicap can be found in practically all state school reports and surveys.

Basic remedies for these conditions must consider the causes of absence and short terms. Here are five such plans:

- (1) Compulsory attendance laws are being enacted and their enforcement in rural areas is being strengthened. Such steps reduce ab-

sences due to parental indifference and illegal employment.

(2) Better teaching, better school and community relationships, and effective interpretation of the school to the public furnish the essential basis for compulsory attendance.

(3) Transportation to school at public expense cuts down absences due to long distance and bad weather.

(4) Health training and public health services decrease the high incidence of preventable illness among rural children and lead to more regular attendance.

(5) State funds are being provided so that even the poorest school districts may maintain a school term of reasonable length.

If rural children in your state are being handicapped by poor attendance in short-term schools the people need to study the problem and act upon such suggestions as have just been given.

**References**—Cooper, Hermann. *An Accounting of Progress and Attendance of Rural School Children in Delaware*. Contributions to Education, No. 422. New York: Bureau of Publications, Teachers College, Columbia University, 1930. 150p. Keesecker, Ward W. *Laws Relating to Compulsory Education*. U. S. Dept. of the Interior, Bureau of Education, Bulletin, 1928, No. 20. Washington, D. C.: Government Printing Office. 70p. 15 cents. Reavis, George H. *Factors Controlling Attendance in Rural Schools*. Contributions to Education, No. 108. New York: Bureau of Publications, Teachers College, Columbia University, 1920. 69p. Van Wagenen, Marvin James. *Comparative Pupil Achievement in Rural, Town, and City Schools*. Minneapolis, Minn.: University of Minnesota Press, 1929. 144p.

(3) **Opportunities for secondary education**—Although over one half of the nation's elementary school children are in rural schools, less than one fourth of our secondary school enrolment is rural. High-school training is everywhere recognized as highly desirable for effective citizenship and successful living and yet thousands of rural children have inadequate secondary schools or none at all. In city schools one school child in five is enrolled in high school; in rural schools less than one in ten is enrolled in high school.

Studies of the typical small rural high school and junior high school show that they are failing to meet current demands. For example, the New Jersey Commission to Study Public Education reports that in the small schools of that state, "the curriculum offerings are meager and narrow, the equipment of shops and laboratories is of low grade, the teachers have a heavy load, the teaching is inferior, and the per capita cost is not proportional to the quality of the service." A recent study of the rural high schools by the U. S. Office of Education concludes that the secondary education of the rural child "is in most cases circumscribed by an untrained and overburdened teaching staff; limited to a nar-

row and maladjusted program and handicapped by the meagerness or entire absence of educational equipment."

How may good secondary schools be made most fully available to rural children? These are the answers of some states and communities to this problem.

(1) Larger units for the administration of rural secondary schools are being established.

(2) Boarding facilities and dormitories are provided.

(3) Itinerant teachers serving a group of high schools have been employed.

(4) Provisions are made for tuition and transportation at public expense for high-school pupils.

(5) State funds for the equalization of secondary educational opportunities are being developed.

What is being done in your state and locality to open up the high school to rural children?

**References**—Gaumnitz, Walter H. *The Smallness of America's Rural High Schools*. U. S. Department of Interior, Office of Education, Bulletin, 1930, No. 13. Washington, D. C.: Government Printing Office, 1930. 78p. 15 cents. Ferriss, E. N. *The Rural Junior High School*. U. S. Department of Interior, Office of Education, Bulletin, 1928, No. 28. 79p. 15 cents. Spaulding, Francis T. *The Small Junior High School*. Cambridge, Mass.: Harvard University Press. 1927. 226p.

(4) **A vitalized rural-school curriculum**—While city schools have been developing the science of curriculum building and have been enriching the content and expanding the variety of their offerings, the rural schools, except in a few states, have continued to offer much the same program as they did a generation ago.

Concerning the rural-school curriculum the Mississippi Educational Survey Commission declared that the rural schools in that state had "their faces turned to the past," that "entirely too much time was devoted to the mere tools in education," and that, in general, blind tradition had a firm grip on the curriculum. Similar conclusions have been reached by most state surveys. These reports show the rural schools clinging to a traditional single curriculum the usefulness of which in modern life is limited.

What is being done to improve the curriculum of rural schools?

(1) The enlargement of the unit of school administration and the provision of funds for curriculum research make it possible for some rural and semi-rural areas to revise their curriculum to meet modern needs.

(2) State departments of education are better organized to prepare suggestive courses of study for rural schools. Statewide committees on curriculum revision are at work in several states.

(3) Teachers colleges and normal schools are cooperating in rural-school curriculum

revision and are preparing teachers to participate intelligently in curriculum work.

(4) The overemphasis of the rural high-school curriculum on college preparation of a traditional type is being changed.

Is it not time that the curriculum of rural schools be thoroughly investigated in each state and that a curriculum better fitted to the needs of rural children in the twentieth century be devised?

**References**—Brim, Orville G. *Rural Education*. New York: Macmillan Co. 1923. 302p. Dunn, F. W. and Everett, M. *Four Years in a Country School*. Bureau of Publications, Teachers College, Columbia University. 1926. 173p. Reynolds, Annie. *Characteristic Features of Recent Superior State Courses of Study*. U. S. Office of Education, Rural School Leaflet No. 41. Washington, D. C.: Government Printing Office, April, 1926. 13p. 5 cents.

(5) **Modern buildings, effectively equipped**—The sites, buildings, and equipment of rural schools are worth \$99 per pupil enrolled; city school property is worth three times as much. Cities are spending \$29 per pupil each year for permanent improvements in buildings and equipment; the corresponding expenditure in rural schools is only \$12. In safety, comfort, health, sanitation, attractiveness, and equipment the rural schoolhouse lags behind.

Findings of the New York Rural School Survey Committee showed an inadequacy in one-room rural school buildings which still obtains generally throughout the country. From its data the Committee concluded that the state "did not provide satisfactory buildings for its school children." The West Virginia School Survey collected data on school buildings and equipment which showed "almost innumerable deficiencies in the rural schools." Other surveys and reports reach similar conclusions.

Poor housing is no necessary accompaniment of rural-school conditions. Here are a few plans which states and school districts are using to improve the physical conditions under which rural boys and girls attend schools.

(1) State departments of education are giving advisory service to rural districts which are planning to remodel their building or erect a new one.

(2) Minimum standards of safety, health, sanitation, lighting, ventilating, and heating are being established and enforced.

(3) Score cards are being used to estimate the efficiency and adequacy of rural-school sites, buildings, and equipment.

(4) Books, perhaps the most important single item of equipment, are being made more available through free textbooks and through adequate state and county auxiliary library service.

(5) Paying for rural schoolhouse construction is being made easier through state and



county funds for this purpose and through farsighted financial planning.

(6) Many utterly inadequate buildings are abandoned each year and the children are being taken to modern consolidated schools.

Is your state and community proud of its rural school buildings? What steps are being taken to provide appropriate school-homes for your rural children?

**References**—Dressler, Fletcher B. *Rural School Houses, School Grounds and Their Equipment*. U. S. Department of Interior, Office of Education, Bulletin, 1930, No. 21. Kansas. *Better Schools for Kansas*. Topeka, Kansas: Kansas Department of Education, 1928. Vermont. *The Rural Schools of Vermont: A Guide for Their Improvement*. Montpelier, Vermont: Vermont Board of Education, 1929.

(6) **Interpreting the school to rural America**—Little objective information is available concerning the relationship and understanding between rural communities and their schools. Such facts as are available indicate that while rural people are intensely interested in the welfare of their children, they have not been shown how a modern type of education may contribute to their development and happiness.

The New York Rural Survey found that less than two percent of the rural schools had a definite adult organization giving special attention to school affairs. In half of the districts even occasional community meetings held for discussion of school problems were unknown and the most rudimentary equipment for evening meetings was lacking. The report concluded that "the community relations of New York rural schools are far from satisfactory." The Florida Educational Survey Commission likewise declares that in rural areas "the possibilities of making the school the community center have not been realized."

What is being done to interpret the rural school to its patrons?

(1) Community centers are being established in connection with the schools. Laws are being passed to legalize and encourage such activities.

(2) Parent-teacher associations are being formed in rural areas.

(3) Prospective rural teachers are being trained in rural sociology.

(4) Programs of rural-school interpretation are being evolved on nationwide, statewide, and local bases.

(5) The rural press is being enlisted.

When rural people fully understand the functions and possibilities of the school in their lives and in the lives of their children, the solution of most rural-school problems will be greatly facilitated. What activities in your state and community are contributing to this end?

**References**—Baldridge, Chloe C. *Program Discussion Material for Nebraska Rural Parent-Teacher Associations*. Lincoln, Nebraska: Department of Public Instruction, 1927. 109p. North Carolina Education Association. *Public Education in 1900 and Now*. Raleigh, North Carolina: Bynum Printing Company, 1930. 62p.

(7) **Adequate units of administration**—Nothing is more unanimously agreed upon by educational leaders than that a larger administrative unit for rural schools is badly needed in most states. Repeated studies show that too small units are excessively expensive and educationally ineffective.

Nearly all authoritative studies of state school organization emphasize the need for thinking of education in terms larger than the small rural district. The South Dakota Survey termed the small school district "an almost insurmountable obstacle to the type of school organization required by a modern rural population." The New Jersey Survey reports that "a study of existing conditions in rural schools leads inevitably to the conclusion that a satisfactory schooling for the children of these schools cannot be provided under the present district system." In Florida, the Educational Survey Commission declared that "the district system is largely responsible for the glaring inequalities in education." Such quotations, based on expert judgment and carefully collected evidence, could be duplicated many times over.

How are the states attacking this problem?

(1) Larger political units, such as the county or community unit are being organized.

(2) The office of the county superintendent is being enhanced and dignified through higher qualifications, better salaries, professional bases of selection, adequate staffs, and added powers and duties.

(3) School districts are being consolidated and reorganized so as to include a wider area and a more unitary community life.

How does your state compare with others in this field? What is being done to fit rural-school administration to the twentieth century?

**References**—Covert, Timon. *Educational Achievements of One-Teacher and of Larger*

**RURAL EDUCATION**—The National Education Association, in view of the serious educational emergency that exists in rural areas, urges that the Congress of the United States provide financial aid to the states with which to meet this situation.—Resolution adopted by the Representative Assembly at Columbus, Ohio, July 3, 1930.

*Rural Schools*. U. S. Dept. of the Interior, Bureau of Education, Bulletin, 1928, No. 15. Washington, D. C.: Government Printing Office, 1928. 23p. Cubberley, Ellwood P. *State School Administration*, Boston, Houghton Mifflin Co., 1927. p139-269. Judd, C. H. *Administration and Supervision*, Vol. 2. Ithaca, New York: New York State Rural School Survey, G. A. Works, director, 1922.

(8) **Adequate financing**—America is a wealthy nation, yet we have in many states, rural schools which under present laws cannot possibly be given adequate financial support. This seeming paradox is due to four basic causes: (1) methods of raising public revenues are antiquated and inefficient; (2) the nation's wealth is unevenly distributed among the states, counties, and school districts; (3) methods used to apportion central school funds fail to recognize existing differences in ability to pay for schools; and (4) units of administration are too small for effective financial management.

That the financial handicap faced by rural schools is practically nationwide is shown by a series of state investigations. These indicate that the ratios of wealth per child in rich and in poor local communities are so large that with merely local financing equality of educational opportunity becomes impossible. In Colorado the extreme ratio is nearly 100 to 1; in Indiana 60 to 1; in Illinois 43 to 1; in Wyoming 65 to 1; in West Virginia 17 to 1; in California 50 to 1. The states also vary among themselves in this respect. Using current income as a measure of economic ability, the richest state is about six times as able to meet its educational obligation as the poorest state.

Proposals to finance rural schools more adequately and equitably include:

(1) Revision of state laws to include income, business, severance, or sales taxes.

(2) More extensive use of the state and county as bases for collecting school revenue.

(3) Revision of methods of apportioning state school funds so as to equalize local differences in ability to support education.

(4) Federal appropriations for schools. The states might use these appropriations as they pleased but many would doubtless use them to improve their rural schools.

Has your state faced the problems involved in financing a good school system for rural boys and girls?

**References**—Baldwin, Robert Dodge. *Financing Rural Education*. Stevens Point, Wisconsin: Rural Service Press, 1927. 210p. Mort, Paul R. *State Support for Public Schools*. 1926. New York: Teachers College, Columbia University, 1926. 134p. National Education Association, Research Division. *School Revenues and New Methods of Taxation*. Studies in State Educational Administration, No. 2. Washington, D. C.: the Association, 1930. 12p. Norton, John K. *The Ability of the States to Support Education*. Washington, D. C.: National Education Association. 88p.

# The Public's Rights in Radio

**T**HE DEVELOPMENT of radio opened up a new world. There was no precedent in law or experience. This development has been rapid. There has been little time for consideration of the far-reaching problems involved. The Congress has taken the general view that broadcasting rights are the property of the general public and that the channels which might be assigned to stations by the Federal Radio Commission should be allotted for fixed periods so that there might be opportunity for new arrangements in the light of experience and developments.

Within a remarkably short time radio broadcasting has moved forward until it is now on a highly profitable basis. It becomes apparent that rights to the air have enormous commercial value which is certain to increase with the further development of the nation. Realizing this fact, the large financial and industrial groups, which are interested in dividends and in the control of public opinion, are seeking to obtain permanent rights in this new field. In an address at Columbus, Ohio, in July, Ira E. Robinson of the Radio Commission stated:

It cannot be denied that a monopoly of radio is now insistently claimed by a group, and that its power and influence are so subtle and effective as to portend the greatest danger to the fundamentals of our government. No greater issue presents itself to the citizenry. A monopoly of mere property may not be so bad, but a monopoly of the voice and expression of the people is quite a different thing. The doctrine of free speech must be preserved. The use of the air for all, not for a few, must be protected. Shall the big business interests have the air, and the average man be denied it? It does not in reason suffice that he may hear what others say to him, he also has the natural right to speak.

That radio has great educational worth goes without saying; for it is but the human voice at long range and may be the voice of an instructor, whether school teacher, preacher, or statesman. One good lesson from a single instructor may reach millions of listeners.

Under our broadcasting system which was set up before we could discern the real and higher uses to which radio should be devoted, the radio stations are largely commer-

cially owned and operated. The small number owned and operated by educational institutions has not been able, because of the tardi-

**T**HE CONFERENCE on Radio and Education meeting in Chicago Monday, October 13, 1930, recommends that the Congress of the United States enact legislation which will permanently and exclusively assign to educational institutions and to government educational agencies a minimum of fifteen percent of all radio broadcasting channels which are, or may become, available to the United States. The Conference believes that these channels should be so chosen as to provide satisfactory educational service to the general public. — Resolution adopted by the Conference on Radio and Education held under the Chairmanship of William John Cooper, United States Commissioner of Education.

ness of public appropriations compared with the prompt use of private funds, to compete for high position in the radio set-up. The commercial ownership and operation of radio stations presents the major problem in the use of radio for real educational purposes.

The time has come for the educational and civic forces of the nation to face this situation with vision and courage.

In the first place it is important that the permanent rights of the public in the radio broadcasting channels shall not be alienated into private hands. Whatever plan of licensing may be followed the ultimate ownership and control should rest permanently with the general public and should be in charge of authorities who will be able to safeguard the rights of the public against the powerful and persistent efforts of any private interest which may arise.

Second, provision must be made to safeguard the educational and civic uses of radio from encroachment by commercial interests. Under existing conditions stations in the colleges have been under steady pressure from commercial stations who have sought to take away their assignments. Many schools have already had their assignments of broadcasting channels discontinued or have given up because of the difficulty of the struggle. This crushing out of the educational stations has led to widespread discontent and to a determination on the part of certain members of Congress and of persons interested in the higher uses of radio to demand that a reasonable fraction of broadcasting channels be set aside permanently for the purpose of education, even as a part of the public domain was set aside to encourage common schools.

Before radio can be used most effectively for education, time will be required for research and experiment. If broadcasting channels are not reserved now they will be lost before the educational program can be developed under public auspices. Realizing this situation, representatives of educational stations and educational associations met in Chicago on October 13, at the call of United States Commissioner of Education William John Cooper, to discuss this problem. This conference stated its conviction in the form of the resolution which appears on this page and provided for the appointment of a committee to work for the program embodied in the resolution.

This is a problem which should be studied in every school and discussed by every faculty. The policy of reserving air channels for the purposes of education should be encouraged by resolutions adopted by local, state, and national education associations and civic groups of all kinds. Let teachers and school officers write to their representatives in Congress urging them to protect the rights of the public in this matter which is of such large concern to future generations.—  
J. E. M.

**B**ROADCASTING CHANNELS—The National Education Association believes that legislation should be enacted which would safeguard for the uses of education and government a reasonable share of the radio broadcasting channels of the United States.—Resolution adopted by the representative assembly of the National Education Association, Columbus, Ohio, July 3, 1930.



# Who Owns Radio?

RADIO is the greatest implement of democracy yet given to mankind.

It is the voice of the people, indeed the expression of the soul of the people unto themselves and unto the other nations of the earth. It fits the doctrine of Lincoln that this shall be a government of the people, by the people, and for the people.

What a power for good has radio, and yet what a power for ill. Let us not think lightly of this great new talent. All expression over the radio should be of inspiring and enlightening order. It should assuredly conform to the highest American ideal. The sanctity of the home and the school, the very foundations of our government, should be preserved and nurtured by the use of radio.

Congress, by salutary law, has stamped radio as the people's own, to be regulated and used wholly in the public interest. No licensee can have a property right in the air; he is merely a trustee for the public and holds his license with the promise that he will serve the people in return for the privilege of broadcasting. No one has the right to devote a radio license exclusively to his private use. Rightly, this is the doctrine of the present radio law. Every citizen, particularly the educator, must be alert to maintain that doctrine, for it is in direct accord with true democracy. No particular group must ever dominate radio; it must be open to all.

Shall education by radio be left to the direction of commercial interests? It is conceded that educational programs over the radio should be devised and directed by professional educators, but this cannot be done under the existing ownership and operation. Will the legislatures provide appropriations of money with which to buy time on the commercially owned and operated stations and will those stations fairly allocate time for educational uses when others offer to pay for the same period? These and many other questions arise which cannot be answered now. But an evolutionary process will naturally aid in their solution. Radio is intended for a higher use than that now made of it and the enlightened mind of the public will eventually prevail. Already the listeners are becoming sick of the overdose of commercial advertising given them every hour.

One prominently connected with

broadcasting has recently indicted our American public by saying that when education joins hands with radio it enters the show business. He also said: "We have to cover our pills of education with chocolate or licorice or peppermint if we are going to reach the people to whom the information is going to be most welcome." This plainly implies that pure educational or cultural matter is hard for the American people to swallow. Personally, I have not so far lost faith in the good taste of our public. At least 90 percent of them do not need any showmanship or sugar-coating to induce them to appreciate that which is educational and that 90 percent have always believed in direct methods of education. As children, they accepted lessons in useful living without persuasion and their children in turn have received a birth and heritage which make them also eager for knowledge. What is this sugar-coating to be, in the mind of the gentleman quoted? Doubtless a phase of insidious advertising, clothed with jazz music, so that even with educational broadcasts a revenue may be exacted. What more would be needed to kill education by radio than to mix with it commercial advertising or jazz entertainment? Here the educators must take a firm stand. It does not comport with the history and growth of our American schools to allow commercialism or useless entertainment to enter them.

*Radio ought to be devoted largely, halfway anyhow, to the purely educational uplift of the people.* It is devoted today by certain large interests to educational purposes of questionable value—an educational view, subtly in behalf of the great public utilities of this country, a fixing of the minds of the boys and girls who are to be future citizens so that when there is an application for increase of rates for electricity and gas, they may not oppose too much. That is plain talk but I shall not retract it. General Electric, Westinghouse, and others are in a situation to do great service by radio but they are in it for private gain, the enhancement of their own big interests.

Some radio broadcasters claim they have a right to censor—to take on this man and refuse that one, to put on that doctrine and to deny the opposite side of the question. Shall one group or any in-

dividual say what shall be said at such long range to millions of listeners? If so, there is a clear violation of the guaranty of free speech.

I know you will fulfil the duty of creating interest in others around you in this great subject of radio. This new method of speech is the greatest thing that has been given to us—greater than the automobile—but why all this difference between the ideas of the automobile industry and those of the radio industry? There is no monopoly in the automobile industry; there is competition galore. But there is a claim for monopoly in radio. One group claims it owns everything, patents and all; no one can use even a receiving set or build a station without paying tribute to it. *The American people ought to wake up and protect themselves.*

Of course the patent situation enters largely into it. The automobile competitors, however, saw to that in a practical and friendly way, and their spirit of fairness benefited the whole public of the United States in the use of the automobile. Why cannot the same be done in radio? Why should a few men want to selfishly claim it all? Everybody given a patent by the American government should use it in the public interest. All patents claimed should be devoted for use of the public upon payment of proper compensation to the patentee. Patents cannot be used to create a general monopoly.

There is only one way to meet this radio situation. We must stand up if our American government is to be perpetuated as the founders thought. Let us think of the sacrifice of the day of the founding of this great government of ours. Are we going to relinquish our birthright? I have faith in the common people of America today. I know them. They are of the same sturdiness of heart and soul that their fathers were, but they are minding their own business and are not cognizant of the selfish theft going on against their greatest interests. They need awakening before it is too late. We are too rapid in our habits today, and too careless of that inheritance, bought for us at great cost by our forefathers.—Abridged from two addresses by Ira E. Robinson, member of the Federal Radio Commission, Columbus, Ohio, July 3, 1930.

# Notable Reforms in Teaching Reading

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**N**OTABLE REFORMS in teaching reading have occurred at frequent intervals throughout the last century. Many of the early reforms related specifically to methods of teaching beginning reading. For example, the use of the A-B-C method which was more or less universal until about 1840 was followed by two series of developments. On the one hand, vigorous efforts were made to direct the reader's attention to increasingly large units of thought as illustrated by the introduction of the word, sentence, and story methods. On the other hand, equally persistent effort was made to develop increased accuracy and independence in word recognition as illustrated by the various phonetic methods which were used from time to time. As a result of such changes, methods of teaching pupils to read thoughtfully, fluently, accurately, and independently improved gradually during the period from 1850 to 1910.

Other early reforms were concerned chiefly with the content of what was read. For example, McGuffey's *New Eclectic Readers* which were published in 1850 substituted to a large extent meaningful content for lists of words which had been used to a very large extent in teaching pupils to read. Following McGuffey's innovation, readers were published which included a wide variety of types of material, such as made-up sentences or stories relating to children's interests; moralizing selections; stories of child life; information about many common things; accounts of the lives of great people; and anecdotes, Bible stories, fables, myths, and fairy and folk tales. From 1885 to 1900, there was striking decrease in the number of moralizing and informational selections included in readers and a corresponding increase in literary content. For a decade or more following 1900, the content of school readers was dominated largely by the literary ideal.

A third group of early reforms related to the amount of reading material

provided. Prior to 1880, very little was read during the reading period other than the selections contained in the reader that

**T**HIS is the first of a series of articles by the most eminent authority in the field of reading. These articles will be helpful to teachers in every branch of education inasmuch as reading and the thought processes for which it stands are fundamental to success in any phase of education or in the teaching of any subject. Mastery of the mother-tongue and the habit of using it to express thought with simplicity, clearness, and vigor lie at the foundation of all intellectual life.

was used. Following that date supplementary readers were published with increasing frequency. The chief purpose of these books at first was to provide additional practise in reading during the reading period. Later, many of them aimed to stimulate independent reading outside of the reading class. As will be pointed out later, a third step in this series of developments was the introduction and wide use of library books.

The examples which have been presented show clearly that radical changes were made in the past in methods of teaching beginning reading, in the content of school readers, and in the amount of reading material provided. By 1910 instruction in reading was far superior to that which had been given in previous decades. On the other hand, it was still quite formal and subject to serious criticisms. In order to understand clearly the significance of many changes that have occurred more recently, it will be desirable to review briefly the general nature of reading instruction that prevailed

about 1910 and that still persists in many classrooms that have not adopted progressive methods.

An analysis of courses of study published between 1900 and 1910 shows that the content and methods of teaching reading were determined largely by three aims, namely, "to master the mechanics of reading," "to develop habits of effective oral reading," and "to cultivate appreciation of good literature." Valuable as these aims are they reflect the limited view of a period when society was less complex than it is today and when school activities centered largely in the "three R's." The materials read during the reading period were confined largely to that found in a basal reader and a small number of supplementary books. In harmony with the aims that prevailed, much attention was given to oral reading, to the development of accuracy and independence in word recognition, and to the appreciation of literary selections chosen largely in conformity with adult standards. Furthermore the methods used varied little, if at all, from day to day and there was very little differentiation in methods or content to provide for individual needs and interests. The additional fact should be pointed out that guidance in reading was limited largely to the activities of the reading period. Reading was thus set off sharply from other school subjects which provide excellent opportunities for teaching pupils to interpret and to use the content of the printed page.

The wide use of the methods that have been described was followed by a period of reform and constructive change. In fact, since 1910 reading has taken on radically different aims and has developed new content and methods. These changes are due largely to changing social needs, to the development of broader curriculums, and to the results of hundreds of scientific studies of reading made during recent years. In the paragraphs that follow five notable reforms will be described briefly. They are presented in the order of increasing breadth and excel-

**T**HE PRINCIPLE which has never failed to confer superiority on a man's thinking activity is the well-worn precept: *Do not read good books—life is too short for that—Only read the best.* This simple recipe is as infallible as good air and good food are in physical hygiene.—From *The Art of Thinking* by Ernest Dimnet.



lence. They suggest, in a sense, a series of steps which teachers may take in improving instruction in reading.

*The first of these reforms* sought to enrich greatly the activities of the reading period. The chief aims of teaching that were adopted are in striking contrast to those that prevailed before 1910. They may be stated briefly as follows: to extend and enrich the experiences of children; to stimulate habits of good thinking and clear interpretation while reading; and to provide for the orderly development of attitudes and habits essential in various types of silent and oral reading. These aims are based on a clear recognition of the needs and interests of children and of the significance of intelligent reading in contemporary life.

The use of basal readers was gradually supplemented by various types of reading material, such as "story readers" and books to entertain, "silent readers" and books to promote habits of continuous, intelligent reading, "study readers" and related materials to lay the foundation of good study habits, "dramatic readers" and other books for use in cultivating habits of good oral interpretation, and numerous attractive library books adapted to a wide range of individual needs and tastes. The provision of such materials not only insures an enriched program of activities but cultivates early various reading attitudes and habits essential in modern life. Instead of a uniform program throughout a week or month the reading activities provided varied from day to day to serve different purposes. Furthermore, the content and methods used were adapted regularly to serve individual needs. It is apparent that such changes include types of teaching that are vastly superior to the formal training that prevailed earlier. They mark the beginning of a series of reforms of wide significance. As will be shown later, they represent an incomplete type of teaching. Many other changes are necessary before instruction in reading attains a high level of efficiency.

*A second and much broader type* of teaching is found in many schools which supplement an enriched program of activities during the reading period with provision for wide reading in other school

subjects and activities. The need for such reading is due to the fact that many of the experiences which children should acquire cannot be gained directly. A majority of them must be secured indirectly as boys and girls enter into the experiences of others by reading spirited and wellwritten accounts of them. To this end pupils in the lower grades read factual material from the blackboard, from mimeographed material, and from simple, interesting books during periods devoted to the social studies, health, science, and art. In the middle and upper grades and in the high school, a regular text is supplemented by much reference material of various levels of difficulty and by numerous library books. An obvious value of wide reading in various school subjects is that it greatly enriches instruction. In addition, it is an important means of stimulating permanent interest in various types of reading.

*The third reform* that will be described is a natural outgrowth of the second. As soon as pupils begin to read widely in various school activities, the types and purposes of reading required increase rapidly. As a result the need arises for specific guidance that will insure the development of appropriate reading attitudes and habits. Accordingly the teachers of content subjects in both elementary and secondary schools have given increased attention during recent years to guidance in the various forms and applications of reading required in their respective fields. For example, teachers of arithmetic have trained pupils to read and interpret arithmetic problems intelligently, teachers of history have trained pupils to think critically as they read widely in that field, and teachers of geography have trained pupils to see the relationships between human items and natural environmental items. The need for and validity of such training is fully supported by the results of scientific studies. It is obvious, therefore, that content teachers in both elementary and secondary schools are teachers of reading in the sense that they introduce pupils to a wide range of reading material, provide specific guidance in various types and applications of reading, and stimulate avocational reading interests.

*A fourth significant reform* is illustrated in the better schools of our country which organize the materials read around interesting units or problems. The general nature of such units is illustrated by the following titles: "Mother Goose and Her Family," in a first-grade reading class; "The History of Chicago," in a third-grade community life class; "Why Japan is the Britain of the Orient," in a fifth-grade geography class; and "The Characteristics of a Real Patriot," in a seventh-grade literature class. The organization of reading matter in coherent units, as suggested in the examples given, is intended to induce pupils to carry on while reading a train of thought that will aid in the interpretation of the printed page and in the organization of experience. All the advantages of the various types of teaching described earlier are attained today in many schools. To an increasing extent teachers are adding the new advantage of organized experience by planning teaching in terms of interesting units or problems.

*A fifth reform* includes provision in all school subjects and activities for pupils to engage in serious independent reading relating to problems that are of vital interest to them. The chief aim is to develop independence, initiative, and excellence in activities involving reading. It is obvious that we are now concerned with teaching of a distinctly superior order. Its advantages are numerous. It frees capable students at times from the restraints imposed on them by slower pupils when all are working on the same problem; it provides for rapid growth in ability to find and make use of valuable reading material; it promotes interest in discovery and in the thorough solution of problems; it promotes initiative and independence in reading activities similar to those that are required with increasing frequency as young people approach maturity; and it insures the development of reading attitudes and habits that will function all through life.

No school should be satisfied with its efforts to improve reading instruction until it has achieved all the advantages that may be contributed by the reforms that have been described.

**P**ARENTS anxious to give their children the best of everything should as resolutely pack away trash of all kinds as if it were poison. It is surprising that intelligent people anxious to do their best should not realize that no book ought to be left in the nursery that is inferior to *Robinson Crusoe*, *The Arabian Nights*, or Perrault's *Fairy Tales*. . . . Joseph de Maistre tells us that his mother used to recite Racine's verses to him when he was a little child and "his ears, having thus early drunk in such a nectar, ever after rejected sour stuff."—From *The Art of Thinking* by Ernest Dimmet.

# Understanding the Problem Child

CLARA BASSETT

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**A**FTER THE TEACHER has made certain that her attitudes in approaching the study of the problem child are such as to insure an auspicious beginning, the next difficulty which faces her is what to do next.

The tendency in the past has been to think of personality as something more or less static, a make-up which was perhaps inherited or which was expected to remain about the same from the beginning to the end of life. Thus, we constantly hear parents say of their children's unpleasant traits, "He is just like his father and I suppose he will never be any different," or "She has always been like that since she was a baby and always will be," or "He gets that from me—all our family had bad tempers." Traits of personality, whether good or bad, were accepted with a mixture of complaisance and resignation as inevitable, something decreed by fate and to be accepted with as good grace as possible. As a result of this static way of conceiving of personality traits, people were classified in rigid categories as honest or dishonest, truthful or untruthful, conscientious or slovenly, with a finality which took into account only an evaluation of that person's objective behavior.

Evidence of this way of cataloging personalities is best shown by our court and penal systems where certain types of misbehavior are rigidly classified and dealt with in an objective fashion, so that any person whose observed behavior may be classified as "breaking and entering" or as "grand larceny" receives almost automatically a prison sentence of a certain length, utterly regardless of all the vast differences in intelligence, in physical and mental health, in past history and social background, in attitudes and motives of the individual prisoners.

In the past, our handling of the problems of children was also based on this static, surface way of thinking of personality. The child who lied or stole was simply a "bad" child and was usually punished for lying or stealing. No one thought of looking more deeply into the matter. The unfortunate behavior was considered self-evident and was regarded as inexplicable perverseness on the part of the child which required appropriate punishment. Our understanding of per-

sonality has been revolutionized by our new knowledge of the dynamics of human psychology.

Detailed studies of the life histories of

**C**RIME can be stopped. To do so would save enough in waste and costs to pay every teacher in the United States \$10,000 a year. The method is relatively simple in principle. Have a teacher who understands sympathetically and thoroughly the growth problems in the life of the child and who is in a position to make those factors favorable. This means more teachers, perhaps one for every ten pupils. Why not? Machines and consolidation are replacing men so rapidly that there is unemployment on almost every side. More teachers would reduce unemployment, reduce crime, and help the child.—J. E. M.

hundreds of adults and children have clearly shown that the personality traits and behavior peculiar to any individual are not entirely due to some mysterious shuffling of the cards of fate; they are usually not "born that way" but are the logical result of their life experiences. Studies of children at various age levels have indicated that the kind of personality which any individual has and the kind of behavior which characterizes his adjustments in life are largely determined during the first weeks and years of life by the way in which the child has been handled by his parents, by the emotional relationships between the different members of the family, by the environmental conditions in the home and neighborhood, and by his school experiences and handling. Thus the child's future may be permanently warped by such things as constant quarreling and antagonism between the parents, by too much or too little affection and attention, by nagging and criticism in the home, by over-indulgence and over-protection on the part of parents and relatives, by jealousy of a successful brother or sister, by the fa-

voritisms of the parents toward individual children in the family, by bad neighborhood conditions which initiate the child into wrong habits, attitudes, and destructive experiences, by severe discipline or lack of understanding at school, by repeated experiences of failure, by wrong school placement, or by a hundred other subtle and complex causes.

Thus in considering any problem child, we think of him as an evolving, moving stream of energy, exquisitely sensitive to every influence which has played upon him, changing and adapting himself to the wishes and handling of those about him, imitating and absorbing or rebelling against their emotional attitudes and behavior, and often reacting blindly to inner needs and desires and irritations which neither he nor his parents clearly understand.

We no longer look upon unfortunate behavior as something for which punishment must be meted out. The wrong behavior, whether it is stealing, lying, stubbornness, timidity, immorality, or laziness is regarded merely as an external symptom, the hidden causes of which must be patiently investigated. These causes are often difficult to unravel, as a child is a very complex little creature and the successful search for these causes requires on the part of the searcher an understanding of the child's whole make-up and of his needs.

To gain any clear understanding of the underlying causes of the undesirable behavior, the child must be studied from several different angles.

The teacher, bent on understanding causes, must first learn something regarding the problem child's *physical condition*, since he is primarily a physical mechanism. When large numbers of school children have been given careful physical examinations, it has been found that the majority show one or more physical defects, so that it is seldom that a problem child is found to be entirely free from any physical burden. Nothing short of a very thorough physical examination is satisfactory, since the most diverse behavior symptoms may have a physical basis in defective sight, impaired hearing, malnutrition, blood disease, glandular imbalance, diseased tonsils and adenoids, and many other less obvious



conditions. If such a painstaking examination cannot be obtained through the school physician, the child should be taken to his family physician by his parents for this purpose. Investigation of children referred to child guidance clinics as special problems often reveals that physical defects have been regularly noted on the child's record for years prior to his appearance at the clinic. For instance, a child was referred for serious truancy and it was soon found that one of the major causative factors was defective eyesight, which had been noted year after year on his school card without having been taken seriously.

The first step, therefore, is consideration not only of the child's physical status but whether he has developed healthy habits of sleeping, eating, and elimination, for these are often directly related to the child's school behavior. One child referred for nervousness was found to sleep in the small apartment living-room in which his family regularly made merry with dancing and the radio until eleven o'clock at night or later. If the child has any physical handicaps, deformities, or other physical peculiarities, his emotional adjustment toward these should be a matter for concern, so he may achieve a healthy acceptance of these drawbacks, neither giving way to feelings of inferiority, selfdepreciation, and lack of selfrespect and selfconfidence nor utilizing the handicaps as an excuse for demanding special considerations, waiting upon, and sympathy, or as an escape from effort.

After the physical aspects of the child's life have been given due consideration, the teacher should turn her attention to the child's *intellectual status*. Various tests have been perfected which determine with fair accuracy the ratio of the child's mental age to his chronological age, his attention span, his memory and learning ability, his commonsense judgment, his motor control, his persistence and accuracy in given tasks, his progress in school achievement, his special talents, and special disabilities. If the teacher can call upon the public school system or some other local organization for such a psychological study, this should be done. However, if this is impossible, much helpful information which will aid him in forming a judgment relative to the child's intellectual equipment may be gained by study of the child's accumulative record card, conferences with previous teachers, careful observation and

analysis of his classroom work, reports from his home as to special interests and abilities, and perhaps careful information as to his age at walking, talking, teething, and habit formation to ascertain the possibility of general backwardness in these achievements. If the child is perhaps of dull or defective mentality, how

**THE VISITING TEACHER movement is one of the greatest constructive forces in American education. It is throwing new light on the forces and conditions that lie back of misbehavior. It is magnifying the worth of the individual child, however unfortunate his surroundings may be. It is pointing to a day when every school system, city or county, will have a staff of workers free from class routine who will give their talents to character development; to a time when every teacher will be in a position to know something of the home life of the child in his charge.**

may his program be organized to suit his needs so that he will be able to gain a feeling of successful achievement and so that demands are not made upon him which habitually exceed his ability to perform? If the indications are that he is brighter than the average, how may his school placement be changed and program enriched so that they will challenge his interests and stimulate his achievement?

But the child is, in addition to his physical and intellectual equipment, a *social and evolutionary product*. His personality is the product of the emotional relationships within the home, of his work and play life, and of all the things which have happened to him in his development. A scant cross-section of his school life is not enough for understanding his difficulties but these must be carefully traced back to their beginnings. For this reason, *it is essential that the teacher visit the home and, if possible, talk individually with each parent to find out what influences and methods of handling have produced the child's behavior symptoms*. This study should include the understanding of each parent, what kind of people they are, what life experiences have moulded them and their attitudes, their special problems, worries, and dis-

satisfactions, how they handle their children, the emotional relationships between the various members of the family, and something about the child's brothers and sisters. Information should be gotten, also, relative to the history of the child's health and habits, his past school life, his friends, recreation and special interests, any neighborhood and home living problems and the like.

But the child also has an *emotional nature*. He is a creature of loves and hates, jealousies, aspirations, resentments, fears, and disappointments. Only through friendly talks with the child alone, can this inner life of feeling be explored. These talks may reveal something of his fears and worries, his preoccupations, his secret experiences, his emotional attitudes toward himself and toward various aspects and events of his life, his feelings about his parents, his brothers and sisters, his school life, and toward his personal activities and behavior. An attempt should also be made to discover what aspirations, ambitions, and hopes for the future the child has and what he believes would help overcome his difficulties.

With as much information about the child as possible in hand, the teacher should next analyze the material in an attempt to pick out factors in the child's life and experiences which have contributed to producing the problem as these factors appear in the physical, psychological, emotional, and social aspects of his development. When these factors and their meaning are relatively clear, the next step is to evolve a plan of treatment which will as nearly as possible meet the outstanding needs in the situation.

Such treatment would arrange for the removal of physical handicaps, for better habit training, a better mutual understanding on the part of the child, the parents, the teachers, and others involved, and their continued cooperation in making any necessary changes in their attitudes and methods of handling. Treatment also involves removal or modification of the more serious irritations and special stresses and strains which have accentuated the difficulties. A better adjustment in school and in the demands made upon the child, so that these demands correlate in a healthy way with the abilities and capacities of the child, opportunities for more satisfactory and constructive recreational outlets for the child's energies, aid in making friends and in the development of new interests, all help in overcoming his difficulties.

# A National Survey of Teacher Training

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THE UNITED STATES Commissioner of Education included in the budget which he presented to the appropriations committee of Congress this year an item of \$50,000 with which to begin a national survey of teacher training. An appropriation of \$200,000 was made for three years work which will make it possible to carry on a study of teacher training on the same scale as the survey of land-grant colleges which is just being completed and the national survey of secondary education which was begun this year.

There has never been an adequate study of the supply of teachers and the demands for their services in the United States. Some individual states have attempted to determine how many teachers are needed to fill the vacancies which occur in that state each year and have attempted to control, in the light of the ascertained needs, the number of admissions to normal schools. Connecticut has perhaps been more successful than any other state in achieving in this way a balance between supply and demand. On the other hand, there are several states and many cities in which no such balance is maintained. In recent months large numbers of certificated teachers have been unable to find employment in such centers as New York City and parts of Massachusetts. Indeed, an oversupply of candidates for teaching positions has been reported in many parts of the country.

Some of the reports about oversupply give a wrong impression because there often exists side by side with an oversupply of candidates a highly unsatisfactory policy of employing untrained persons. School districts in many states are employing unqualified persons because these can be secured at low salaries. This is happening even where there are in these same states normal school graduates who are unemployed.

The whole program of teacher training in this country has developed without any serious effort to guide practise by scientific studies. Normal schools have not infrequently been established as political concessions to localities which never ought to have had them. Sometimes a dominant normal school in a state has prevented the establishment of new schools which are much needed. In-

dependent colleges have often undertaken the training of teachers when they had no proper equipment for the work.

All these facts should be brought to light in a forceful impartial survey such as the federal Office of Education can make. A national survey ought to furnish states with the information and principles which will prevent a continuation of the reckless and irrational type of legislation which has been all too common in the past.

A second line of inquiry which a national survey of teacher training may properly undertake will deal with the curriculum of normal schools and teachers colleges. At the present time there is the greatest confusion with regard to the professional courses which should be given and with regard to the relative amount and placement of liberal education and professional training. Normal schools and teachers colleges often exhibit a tendency to perpetuate certain traditions derived from the period when they were schools of secondary grade as when they overemphasize methods; or on the other hand, they exhibit in many cases an ambition to be like liberal arts colleges and tend to offer courses which have little, if any, direct value for teachers-in-training.

A national study of teacher-training curriculums will be of great value because it will compel faculties of normal schools and teachers colleges to make a critical study of their practises. At the present time normal school faculties are isolated—more isolated than any group of educators in this country. There are few avenues of communication between normal schools. The faculties of normal schools do very little writing for publication. There are very few textbooks prepared specifically for normal schools. The curriculums of normal schools and teachers colleges are determined in content largely from without. Anything which will throw on the faculties of these institutions the responsibility for a careful study of their teaching materials and compel a comparative examination of the organization of these materials will be highly advantageous.

A national survey will show how utterly inadequate the provisions are in this country for apprenticeship training of teachers. There are a great many

teacher-training institutions in which the number of pupils in the practise schools is less than the number of students who should receive apprenticeship training. There is no possibility of providing proper facilities for practise teaching in the great majority of small towns in which teachers colleges are situated. There will have to be developed in this country an entirely new system of apprenticeship training, one which will add to the facilities of the teachers colleges access to the public schools of the surrounding communities. This implies that the supervision in public schools will have to be improved so as to give proper oversight to beginners in the teaching profession. Furthermore, it will doubtless become evident in the course of a national survey that the development of this new policy cannot be left to be worked out through negotiations between the authorities of local school systems and the presidents of teacher-training institutions. The petty quarrels which have marked the history of such negotiations in the past make it perfectly clear that there is here a problem of public policy which cannot be left to the caprice of local school officers. The schools which need teachers must take some share in training teachers. States will have to persuade localities of their duty in this respect and a national survey will undoubtedly help to clarify the thinking of state legislatures and of state boards of education.

There are two important respects in which teacher-training institutions are deficient at the present time. The training of faculties is low and the teaching load which is imposed on members of the teaching staffs is excessive. Teachers colleges have been told repeatedly by standardizing associations that they will have to reform in these respects if they are to be recognized as institutions on a par with colleges and universities. The fact is that most heads of teacher-training institutions are themselves without complete academic training and they object, often vociferously, to the demand that they require the higher types of academic training of those whom they appoint to their faculties. One has only to attend the annual conference of the administrative heads of teacher-training institutions to learn how little respect



these leaders in the field of teacher training have for research and for the higher forms of scholarship. A president of a normal school is a peculiarly influential figure in the particular area in which he operates. He is often an absolute monarch. If his academic ideals are low, there will have to be some powerful force to push him along the road of progress. The Association of American Universities, the North Central Association of Colleges and Secondary Schools, and the other regional associations are applying some force to the reluctant administrators of teacher-training institutions. A number of reports have been prepared, showing how meager is the training of many members of the faculties of normal schools and teachers colleges. The difficulty is that the people of the various states do not see these reports and are, therefore, not aroused to demand reform. The people are told by presidents of their normal schools that the faculties of their state teacher-training institutions are the best that can be appointed. The public is thus misled into an attitude of complacency and in some cases, of actual pride. A national survey is likely to get more attention from the public than any of the re-

ports hitherto published. If that much-to-be-desired result is achieved, there is certain to be rapid movement in the direction of improvement.

The second item on which the public needs information is the excessive teaching load carried by members of the faculties of normal schools. It is very difficult to persuade some lay boards of the fact that an instructor's load is not to be defined by counting the number of hours he is functioning in the classroom. Many normal school boards think that 20 or 25 periods of class teaching a week constitute a trivial load. Perhaps a national survey can perform the useful function of educating the public in this matter. At all events, it can supply timid and effective administrators with the backing which they need in order to correct an intolerable situation.

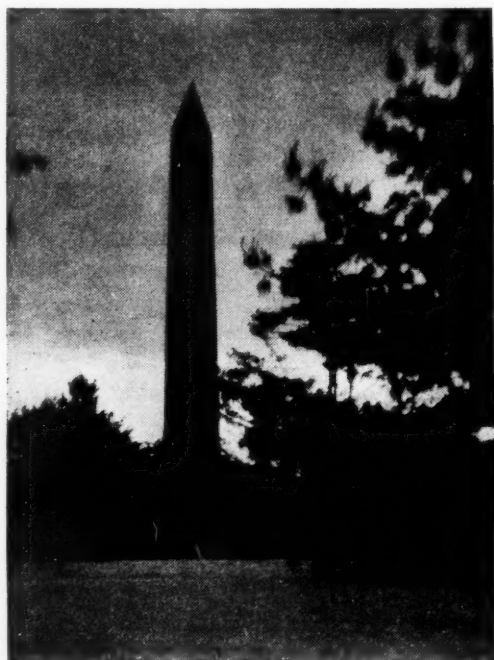
A national survey will help to tone up the internal administration of normal schools and teachers colleges. The great majority of these institutions do not have adequate records of their students. It has been the experience of the writer on state and institutional surveys to find again and again carelessly kept records. This situation is symptomatic of loose thinking and loose administration. Often nor-

mal schools and teachers colleges allow themselves to report statistics which are mere estimates. There are very few of these institutions which prepare annual reports.

The public has a right to know more about its teacher-training institutions. It is a very common result of a survey that new systems of records and new systems of reporting result from the experience which the survey brings. The survey trains institutions in methods of self-examination and makes clear the value of such self-examination. A national survey will undoubtedly accomplish much along this line.

Finally, a national survey will furnish the Office of Education with the basis for a continuing system of national reporting which will make it possible in the future to collect more useful information about normal schools and teachers colleges than is now collected and published in the reports of the Office of Education. One of the greatest aids to efficient public administration is regularly gathered and regularly published information on essential characteristics of institutions. A national survey is the first step in the establishment of a continuous system of valid national reporting.

## The George Washington Bicentennial



of continental planning looking ahead a century or two to when the finer values of life shall be elevated above every other consideration? Would not such a plan by its very magnitude inspire and unite our people as the struggle for liberty and freedom united the people of Washington's youth?—J. E. M.

**T**HE CELEBRATION in 1932 of the two hundredth anniversary of the birth of George Washington is an opportunity to fix in the minds of both children and adults the higher and finer values of citizenship. It is a time to arouse admiration for the traits of courage, foresight, endurance, and public service which are exemplified in the lives of the pioneer founders. It is a time to magnify personal character and fitness through biographical study of the lives of Washington and other makers of American history. It is a time to look ahead toward the greater nation of tomorrow even as Washington and his associates saw far into the future. It is to the eternal glory of George Washington that in the very beginning he arranged to have the city which bears his name laid out along generous and beautiful lines. No one who sees the development of this city in these later years can fail to appreciate the vision of the original plan. Is this two hundredth anniversary not a time when planning should be magnified? Is it not a time to appoint a national planning commission to cooperate with state, regional, and local planning commissions to see that the resources of America shall be so developed as to make the whole nation homelike and worthy of a great people? In an able address before the American Country Life Association at Madison, Wisconsin in October, Secretary Ray Lyman Wilbur of the Department of the Interior called attention to the need for continental conservation. Why not begin in 1932 a program

# The City of Los Angeles<sup>1</sup>

IT WAS a very tiny hamlet that was being established most formally on a September day in 1781 in Southern California, while the flag of Spain fluttered and polished helmets gleamed in the sunshine—a village of just 44 persons all told. So they gave it the longest name an American community has ever borne: El Pueblo de Nuestra Señora la Reina de los Angeles [The Town of Our Lady Queen of the Angels].

The village slumbered for nearly a century, while all but the last two words of its name disappeared. Apparently the missing terms were not lost but transmuted into the conviction that has surged in the breast of every Angelino for the past fifty years: that a town christened so magnificently must live up to its name. Rooted firmly by a hundred years of growth on its plain between the mountains and the sea, Los Angeles began to demand what it considered to be its inheritance. It reached for transcontinental railways. It reached out for more and more territory. It now embraces 442 square miles and thus, in area, is the world's largest municipality.

It reached 258 miles across mountains and deserts for the water that it needed if it were to grow to be a great city. And it is preparing to reach out 300 miles in another direction across other deserts and other mountains to the proposed Colorado River dam that it may treble and quadruple its water supply.

It reached eighteen miles to the sea and with steam shovels and dredges carved

for itself a huge harbor from a worthless salt marsh. And it reached into every state, probably into every county in the



*Courtesy, Atchison, Topeka, and Santa Fe R. R.*  
The Pacific along California's coast

United States, for the diverse population it has acquired.

Los Angeles seems to have drawn railways and highways to her breast as Arnold von Winkelried drew Austrian spears. And because the city lies almost across the continent from the great population centers, where a few extra miles make little difference, a traveler bound for Los Angeles can journey by rail over any one of a half dozen or more routes at approximately the same expense.

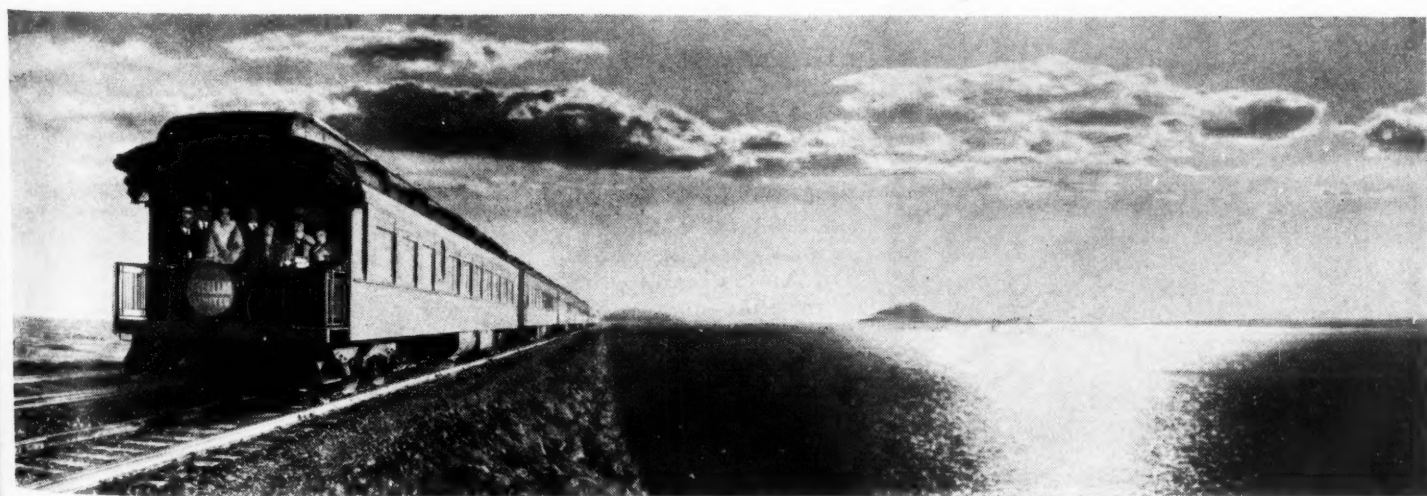
If one lives in the north or northeast he can travel west by the Canadian Pacific Railway, over the Canadian Rockies by way of Banff and Lake Louise or by the Canadian National Railways by way

of Jasper National Park and Mt. Robson Park to Vancouver and Victoria, thence to Seattle, and south through Washington and Oregon, through timbered and mountainous Northern California, pausing in San Francisco, and perhaps at Yosemite, and finally reaching Los Angeles after an incomparably beautiful ride along the precipitous shores of the Pacific.

If the traveler wishes to remain in the United States and still travel by a northern route he can go westward from Chicago over the Great Northern route which roughly parallels the border and taps Glacier National Park. From Seattle south his trip may be the same as by the Canadian route or he can take a sea trip down the coast to San Francisco and Los Angeles.

A bit farther to the south are the Chicago, Milwaukee, St. Paul and Portland, and the Northern Pacific lines which make possible a visit to Yellowstone National Park. These two routes also reach Seattle.

Still farther south is the "Overland Route" of the Union Pacific line by way of Cheyenne, Ogden, Reno, Sacramento, and San Francisco, which is over much of the route covered by the romantic Pony Express in the days before telegraph wires and steel rails tied California to the East. This system reaches Yellowstone National Park through the western entrance by way of Ogden and Salt Lake City to Los Angeles, making possible a visit to Grand Canyon National Park, Zion National Park, Bryce National Park, and Cedar Breaks.



The Overland Limited crossing Great Salt Lake on its way to the City of the Angels [Courtesy of the Union Pacific System]

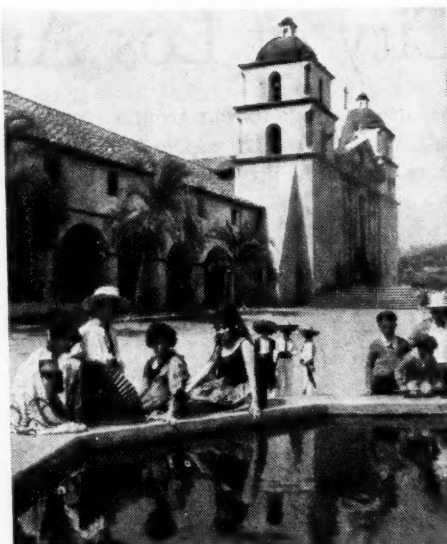
<sup>1</sup>Prepared especially for the JOURNAL of the National Education Association by the National Geographic Society.



The next possibility of crossing the Rockies by rail is up the Royal Gorge of the Arkansas River through Colorado. For this trip one may journey to Denver by the Union Pacific, Burlington, or Rock Island railways or to Pueblo by the Missouri Pacific and thence by the Denver and Rio Grande Western Railroad through the river canyon to Salt Lake City. From there one may take either the central route over the Western Pacific through Reno, down the scenic Feather River to Sacramento, and on by way of San Francisco; or he may journey over the direct route—the Los Angeles and Salt Lake line—that strikes straight from Great Salt Lake southwestward across the deserts of Utah, Nevada, and California to Los Angeles.

Even these do not exhaust the possibilities for a choice of roads to the City of the Angels. The Santa Fe Railway provides a south-central route by way of Kansas City, northern New Mexico and Arizona, and makes possible a visit in passing to the Grand Canyon of the Colorado.

If one wishes an all-southern route he may journey to New Orleans, either by water or rail and may there take the Southern Pacific Railway for a trip across Texas, New Mexico, and Arizona. From the east-central states this route may be varied by a trip to El Paso over the Texas Pacific lines, and over the Southern Pacific from there west. Both these latter routes make possible a stop



Courtesy, Atchison, Topeka, and Santa Fe R. R.  
The old Santa Barbara Mission, California

in El Paso for a visit to Old Mexico.

Travelers by automobile and bus will find highways paralleling practically every one of the rail routes mentioned and others besides.

One of the most delightful ways of reaching Los Angeles from the eastern seaboard is by the all-water route. In two weeks one can steam from New York to Panama, through the Canal and up the west coast to San Diego and Los Angeles. This trip affords visits to Havana and the Canal Zone.

Finally, one may fly to the City of the Angels by any one of a number of air lanes. The trip may be made wholly by air or by a combination use of airplanes and railway coaches.

Los Angeles is situated in the main on an alluvial plain, but to the unoriented newcomer, who, by means of automobiles and electric cars, is whisked over the vast municipal area in a few days, it seems that ridges of mountains and hills radiate like the fingers of a Titanic hand spread down on Los Angeles County and that the city is built between and around and over them.

From the north and west a prominent ridge is thrust into the edge of Los Angeles. This is the eastern end of the Santa Monica Mountains which, sweeping off in a semicircle, meet the Pacific at Santa Monica twelve miles west of the center of Los Angeles. In the mountain-rimmed crescent is enfolded Hollywood, motion-picture capital of the world, and in the foothills farther toward the ocean are Beverly Hills and its companion residence districts.

North of the Santa Monica Mountains, reached by a pass along the Los Angeles River, or by scenic highways that wind over the wooded heights, lies the San Fernando Valley, a veritable *rus in urbe*. The broad valley is completely inclosed by the city limits of Los Angeles and with its 225 square miles contributes more than half of the territory that gives the city its rank of *Number One Municipality*. In the valley are 110,000 inhabitants in a score or more of population centers. Between the latter are farms, citrus and other orchards, walnut and olive groves, poultry ranches, stock-breeding stations, and seemingly innu-



Viewing the colorful glories of the Grand Canyon from Bright Angel Point [Copyright, Gifford Scenic Studio]

merable country clubs and motion picture "lots," all part of the city of Los Angeles.

Less than ten miles north and northeast of the center of Los Angeles lie the loftiest of the mountains that hem in the city—the San Gabriels. Pasadena lies against their foothills and they rise rapidly to the summits of Mt. Lowe and Mt. Wilson, both more than a mile high. Up Mt. Lowe a cog railway lifts passengers from Pasadena. An automobile road winds up Mt. Wilson to the Solar Observatory maintained by the Carnegie Institution of Washington, where the famous 100-inch reflecting telescope is mounted.

Directly east of Los Angeles is a rough, hilly region. To the southwest are island hills between Culver City and Inglewood. Even straight southward to the sea the alluvial plain is broken and the highway to the Port of Los Angeles must thread its way among the Dominguez Hills, Los Cerritos, and Signal Hill near Long Beach where hundreds of derricks mark the location of one of the most famous of California oil fields.

Perhaps the most striking of the many hills of the Los Angeles area are the Palos Verdes that spring up at the shore of the Pacific directly south of the city. Although officially labeled "hills," these highlands rise steeply to an elevation of more than a quarter of a mile and to visitors from plains regions seem respectable mountains looking down on the sea.



*Courtesy, Atchison, Topeka, and Santa Fe R. R.*  
A busy street in modern Los Angeles

The business heart of Los Angeles differs little from that of half a dozen large cities of the United States. There is the same checkerboard of paved streets; the same heavy street-cars adding their rumble to the purr of motors, the screech of brakes, and the rasping warning of automobiles; the same towering blocks of masonry; the same hurrying throngs of workers, shoppers, and seekers for amusement.

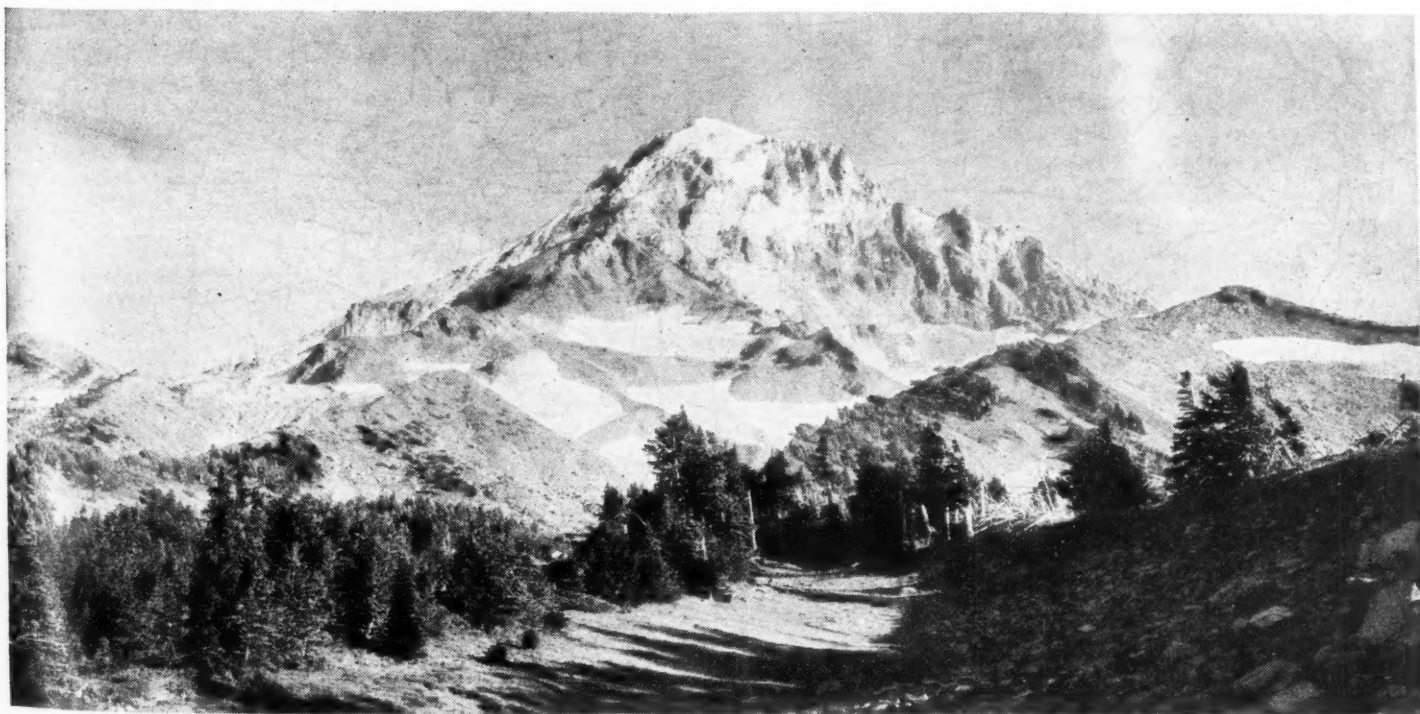
But in many ways Los Angeles is not like other cities. While most great American cities have grown reasonably slowly, taking advantage of inherent geographic and economic opportunities, Los Angeles seems to have grown first and to

have created its place values and industries out of the whole cloth. The outstanding fact in the development of the city has been the tremendous rate at which population has poured into it. Although a century old, it was little more than a village in 1880. By 1900 it was a city of a hundred thousand. In the next ten years it more than trebled its population. By 1920 its inhabitants numbered nearly six hundred thousand. And now it has a population of over one and a quarter million. It has become the fifth city of the United States, surpassed only by New York, Chicago, Philadelphia, and Detroit.

Examine a series of maps of Los Angeles, drawn a few years apart, showing the spread into new territory. You can fancy that you see the city forever flowing into more and more of its gridiron moulds like molten metal forming "pigs" on the casting floor of an iron foundry.

One of the most practical first steps that can be taken by a visitor to Los Angeles who wishes to orient himself before the varied and complex interests of the region begin to bombard his consciousness is to visit the great headquarters building of the Los Angeles Chamber of Commerce. There he will find spacious exhibits, huge maps, and motion pictures that will give him graphic suggestions for his expeditions.

Inside the city proper the visitor will not find a great deal to consume his time;



Mt. Hood, typical of snow-capped Western peaks, viewed from Eden Park, Oregon [Courtesy of the Union Pacific System]



rather, Los Angeles is an incomparable headquarters from which may be reached fascinating industries, astounding horticultural developments, the incomparable scenery of the high mountains, and the beauties of rolling hills, quiet sun-bathed sea beaches, and wave-thrashed cliffs. Hundreds of miles of excellent highways lead along the Pacific in the vicinity of the city, thread their way through tortuous canyons, and run dizzily along high ridges that command views from the mountains to the sea.

In the city one of the most fascinating spots is that covered by the La Brea asphalt pits from which have been taken extremely valuable fossils including those of the Saber-tooth Tiger. The pits are in the edge of South Hollywood and are now inclosed in a city park. Fossils recovered from this clever trap that Nature set are displayed in the Southwestern Museum and in the State Exposition Museum, both in Los Angeles.

Also in the city are two large colleges and numerous smaller though important educational institutions. The University of Southern California is on a 25-acre campus in the heart of Los Angeles. It has grown with the city and now has approximately 16,000 students. It has become so crowded that a comprehensive

enlargement program is under way.

Newer is "the University of California at Los Angeles," a branch of the State University at Berkeley. Its buildings began rising only a few years ago on a magnificent campus of 384 acres in the edge of the foothills west of Hollywood. Its ten million dollar building project is not yet complete but already it has an enrolment of about 7000 students.

The public school system of Los Angeles has grown as amazingly as the city itself. The First American school which was opened in 1851 has multiplied into more than 1200 in Los Angeles County today, manned by about 17,000 teachers.

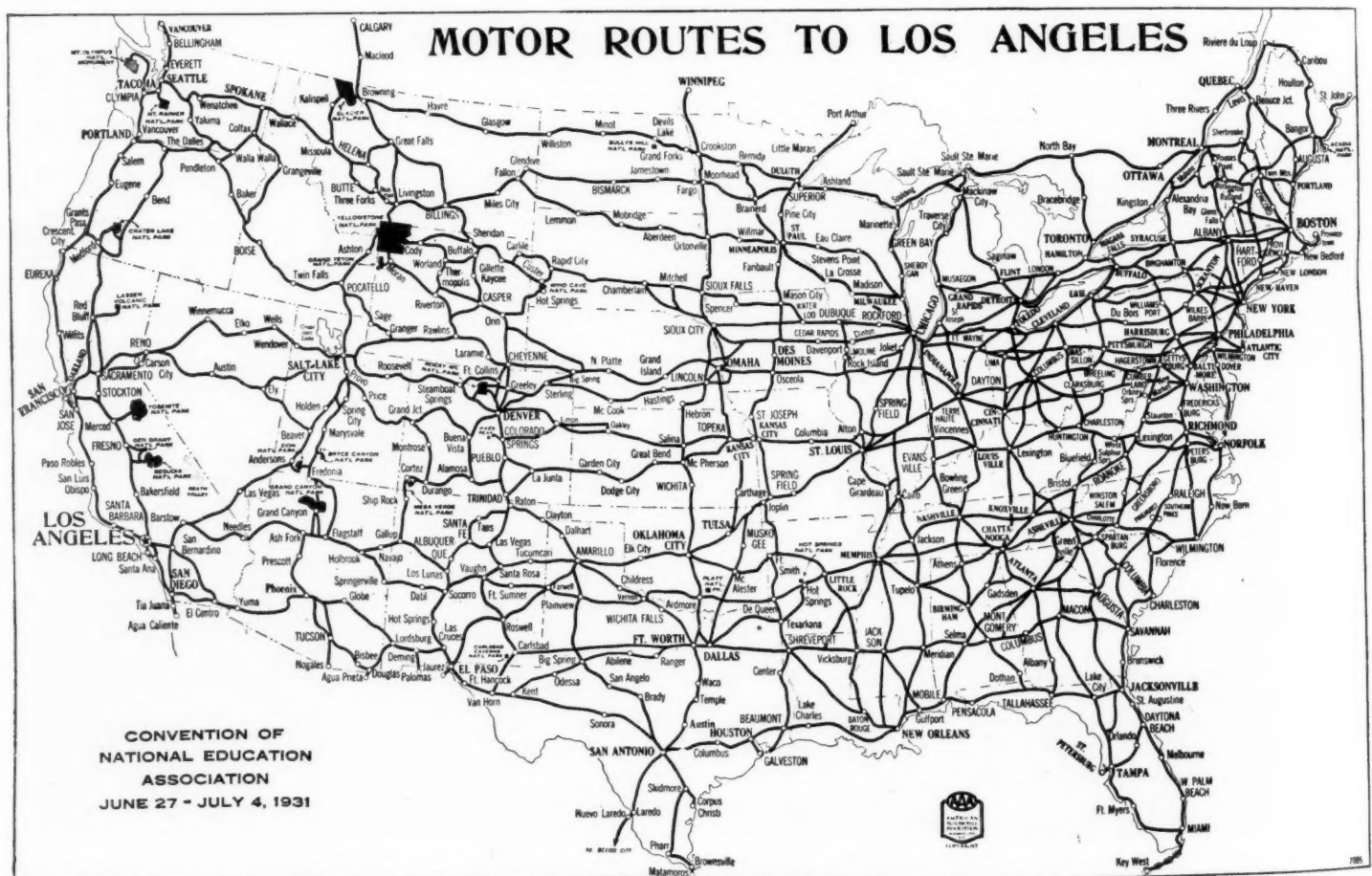
So numerous are the places worth visiting and the trips worth taking in the Los Angeles area, that merely to list all of them would be impracticable. The best that can be done perhaps is to suggest a few things that the visitor can hardly afford to leave undone if he would carry away with him something of the flavor of this unique region.

He should visit San Gabriel Mission, birthplace of Spanish Los Angeles; the orange orchards and nut groves of the nearby valleys and the scattered oil fields that help support the Los Angeles of today; the motion picture "lots" and villages

and ranches that have brought the city worldwide fame; the beaches and headlands of the Pacific. If possible he should invest forty-eight hours in a bus or motor drive to San Diego along the edge of the ocean through gleaming little Riviera-like towns. He should steam some day out to the enchanting, craggy little island of Santa Catalina, in whose waters, through glass-bottomed boats he can see an astounding, colorful world beneath the waves.

But even though these adventures are missed, there is one pilgrimage that should be made at all costs. Journey by cog-road or motor to Mt. Lowe when the day is drawing to a close.

After the sun has set over the Pacific, you see, from your vantage point a mile high, straggling lights beginning to outline the great city and its fellow municipalities. As you watch, a veritable lagoon of light takes form before you, its twinkling waves lapping the mountains on one side and merging into the sea on the other. It is a recapitulation of the rise of the City of the Angels. There in the region outlined in a few moments for you in fire has been poured in a brief space of years one-fiftieth of the people of the United States!



# Creative Listening

GRACE VAN DYKE MORE

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

THE FIRST OBJECTIVE of all teachers and supervisors of public school music is the enrichment of the lives of the children and youth who come into our classrooms, through a close association with much good music. We often state this in other words—that it is our chief aim to lead every child to become a real music lover. This is, indeed, the finest thing that we can do for the child, musically, and it is a thing that results from the more subtle and intangible phases of teaching—that demands real artistry from the teacher but, at the same time, that may bring the greatest amount of joy and satisfaction to the child.

You are doubtless suspecting that I am going to talk about music appreciation. You are right but I am hoping that I may be able to give you a little different idea concerning music appreciation from the one you have probably been cherishing. By "music appreciation," I mean enjoyment and understanding of music. The meaning of music appreciation is similar to the meaning of appreciation of any other form of art: of painting or sculpture, of dancing or dramatics, or of any form of good literature.

From the child's first day in school you are using every means at your disposal to interest the child in reading and in hearing others read beautifully written English. And you know how to achieve your goal! I am thinking of an especially clever second-grade teacher whom I know quite well, who sends the children out of her grade so "soaked full" of beautiful poetry within the range of their understanding, that they are eager for more and more poetry as they progress from grade to grade. You teachers know the technic of this sort of teaching—now let us apply this to the subject of music.

When I say that by music appreciation I mean enjoyment and understanding, I do not wish to imply a mere listening to good music—exposing the child to music

and hoping that it will "take." I have a much higher conception of music appreciation than that. I mean a pleasurable and intelligent response to music heard or to music in which the child is participating. How does this idea tie up to my title "Creative Listening"? In this way: if the listening is active, creative listening [and the music is properly chosen], it will bring a pleasurable response; and in order to be creative listening it must be concentrated and thoughtful enough to bring an intelligent response.

*What is creative listening?*—Creative listening might be called active or dynamic listening as distinguished from passive or inactive listening. It is as different from passive or inactive listening as the child's dramatization of a story is different from his silent reading of the same story; as different as the adult's participation in a game of golf is different from that adult reading an account of a game of golf while he sits before a cozy fire. Creative listening is the result of an attitude the opposite of that implied when a person sits down at a musical performance and says mentally, "Well, I'm here and waiting for you to thrill me or to sweep me off my feet," for this attitude requires activity only on the part of the music. Creative listening implies activity on the part of the listener—going out to meet and appropriate the music. It implies that the listener so makes the music his very own that, as he listens, he recreates it in his consciousness: he lives its story, he experiences its feeling, and its spirit breathes through him.

*Why do we want this creative listening?*—Why do we choose this creative listening as one of our chief objectives of the music work? Because we know that after the school years are over, the major musical activity of most of the children may be listening rather than participation, and if that listening is to

truly enrich the lives of the listeners it must be creative listening; hence, it is our duty as well as our privilege to train the children in this sort of listening during their school years.

Another reason of even greater importance is this: the training and development of the emotions is probably the supreme task of all education and music is one of the most potent means of reaching the emotions. However, it is entirely possible for the music simply to flow over the emotions and never really touch them at all. It is only through listening of this living, dynamic sort that the child's emotional development is effectively touched. And if music does not give aid in the proper emotional development of the child and the youth, it has failed in its greatest opportunity.

*How can we get this creative listening?*—This is the biggest question I am asking and the hardest to answer. In thinking about it, let us first recall the fact that is so often reiterated—that appreciation of music or of any other art is a taste, an interest, an attitude, and that we cannot teach tastes and interests and attitudes; that these very subtle but very important things are, perforce, by-products of our teaching. If this is true, and I suspect it is, I wonder if it isn't a case of the byproducts being more valuable than the main product.

We say, too, that appreciation cannot be *taught* but that it must be *caught*. This is true, also, at least to a certain degree. It is merely another way of saying that the successful teaching of appreciation depends to a large degree upon the teacher's personality and upon her own appreciation of the art that she is teaching.

It is certain that we cannot teach interests and attitudes as we teach the facts of history or the fundamental processes of arithmetic. In another sense we *can* teach them but in a way that makes the

CHARLES FULLERTON, who is doing such outstanding work with the children of the rural districts of Iowa, says that the foundation work of teaching all children to sing from patterns, in the records which they imitate, the appreciation of beautiful music which they are hearing through the records, may be classed as the stalagmites, reaching up from the bottom, while the marvelous concerts of the radio may be the beautiful stalactites, coming down from above to merge and grow into a column of joy eternal.—Francis E. Clark.



teacher's task immensely more difficult, more varied, and more meaningful than we have usually conceived it to be. If we think of the problem in this way it means that every music lesson we teach should be and can be a lesson in music appreciation. It means that each music lesson should stimulate the child's interest in and love for music, or it should quicken his powers of discrimination; or it should stimulate his musical imagination, or deepen his emotional response. *A music lesson in which a child merely learns some facts about music is a lost opportunity.* Every lesson should provide a personal contact with music itself—a contact so planned and directed that it will eventuate in a growth in skill or in emotional response to music. I will mention a few of the more important phases of music work that illustrate my point.

From the simplest rhythmic response of the child to songs he sings or to music he hears, on through the fascinating work with the toy band, with singing games, and with folk-dances, the child is encouraged and guided in every lesson to feel the music rhythmically, to think what the music tells him to do, and then to do it, with a considerable part of this work calling for free activity. This surely is promoting habits of creative listening, calling for such an intelligent listening that the child can really interpret the music through action.

Another illustration: music, like all

other arts, is a form of beauty—of beauty in tones. The child will never learn to love beautiful pictures unless he sees beautiful pictures and many of them. Neither will he learn to love beautiful tones unless he hears beautiful tones and is taught to sing beautiful tones. And so, from the first lesson in tone matching to the most difficult song that the children sing or hear sung, every lesson should be and can be a real lesson in creative listening—the teacher setting the pattern of beautiful tone and artistic interpretation and constantly, diligently encouraging the same sort of beauty of tone and artistry of interpretation from the children. To my mind, this is the most effective and the most necessary foundation for real creative listening that the teacher can help the children to form.

One more illustration: creative listening implies thoughtful, discriminative listening; indeed, we want this sort of listening to become a habit. Learning a rote song requires discriminative listening, else the child will not sing the song correctly; learning to recognize and sing accurately the various rhythmic and tonal problems that form such an important part of our work in sight-singing demands discrimination in listening; phrase sensing, meter sensing, discovering similar phrases and analyzing simple forms—all these activities of the regular music lesson encourage and require thoughtful, discriminative listening. We

could go on through all phases of the work, even the intelligent recognition and reaction to the major and the minor mode when heard or sung and to the pleasure in singing and recognizing the various harmonic effects encountered in the part-songs the children sing.

I have been speaking of the child's part in all these activities. But what of the teacher's part? That is where the skill and the artistry of teaching are needed—to stimulate the child's activity, then to guide it in the desired direction; to encourage where encouragement is needed; to promote initiative and self-expression even to the point of original composition by the group or by individuals; to set the stage, to see that the atmosphere is conducive to an appreciation of beauty, to give the information needed, but no more; and then to take oneself out of the picture and let the music speak to each child its own message of beauty and truth.

Are we skilful enough—nay, more, are we brave enough to undertake the task and the privilege of teaching creative listening in this way? Let us have our lessons devoted to listening to inspired music which is far beyond the child's ability to produce—this is needed; but let us conduct those lessons with the ideals of creative listening before us and then let us carry those ideals into every music lesson, whatever its immediate objectives may be.



THE TOWN OF BETHLEHEM IN THE PATHE SERIES, "A PILGRIMAGE TO PALESTINE". COURTESY OF PATHE.

O LITTLE TOWN OF BETHLEHEM,  
HOW STILL WE SEE THEE LIE!  
ABOVE THY DEEP AND DREAMLESS SLEEP  
THE SILENT STARS GO BY.....

# The Common Cold

HUGH S. CUMMING

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

WITH THE COMING of November the face of the school statistician takes on an anxious expression. The curve of absences from colds has risen steadily from the opening of school and that report will have a disquieting effect on the school authorities.

The classroom teacher is even more perturbed; for it may be a serious matter for a teacher's attendance record to go very low. She does not need a plotted curve to tell her that her attendance record is not what it should be and the multiplicity of coughs and sneezes points to the cause of the increase in absences. Colds cause more absence from school than any other disease and a lowered attendance sometimes affects both the teacher's work and the child's progress.

In view of these facts, it behooves the teacher to see that every child's habits include the measures that tend to prevent colds. The teaching of health habits and their practical application should be begun early in the school year.

On first thought it would seem that there are few of the child's health habits which the teacher can control. It is true she cannot regulate his time of going to bed, or of getting up, or his habits of bathing, eating, resting, or playing; but there is a great deal that school people and particularly the teacher can do.

The school child's environment, during a large part of five days in the week, is absolutely under the control of the school authorities. If he spends those hours in an overheated or underheated, poorly ventilated room, some of the school people are to blame and these persons may be anybody from the board of education, which authorizes the erection of unsuitable buildings, to the janitor, who exercises poor judgment in the handling of the heating plant. Whoever is to blame, the teacher and the pupils suffer.

If a condition of excessive temperature exists, the children will easily and quickly acquire the habit of living in overheated rooms, a habit which is usually considered provocative of colds. It is the teacher's duty so to regulate the temperature, if she can, that the pupils will not acquire a habit which is only too likely to result in repeated absences from school.

Where a correct room temperature

obtains, the teacher should endeavor to have every child remove his outer wraps. To go out of doors with the skin moist from overwarm clothing and without the protection of extra wraps is to invite the chilling which may result in a cold.

The teacher should also see that every child is provided with an individual drinking cup when no "bubble fountain" is provided; and strict requirements that each child have his own pencils, erasers, rulers, and other school equipment and use only his own, should be enforced as far as possible. No child should be permitted to acquire the habit of borrowing these things from other children.

Many of the personal health habits of the child, while they cannot be actually controlled by the teacher, can be greatly influenced by her teaching and example. It is of course understood that all modern schools teach the principles of health and that every child is taught the proper habits of diet, rest, sleep, exercise, exposure to fresh air and sunshine, bathing, clothing, and others which tend to promote health. All the aids of modern pedagogical methods have been brought to bear on the teaching of health. Every welltrained teacher will know the method best adapted to the age of her pupils.

Whatever may be her method of obtaining the result, no teacher can be considered successful unless she actually gets results in the field of health as well as in the fields of mathematics, history, or English. Each child is expected to know the "rules of the game" of health and to practise them in so far as the cooperation of the child and his parents can be secured.

The treatment of a cold does not come within the purview of the teacher's duties. In fact, the best treatment of a child with a cold is to send him home at the appearance of the first symptoms. Quiet, rest, and proper care cannot be obtained at school. And apart from the benefit to the child himself, his exclusion from school is one of the best methods of protecting the other pupils. Every teacher has probably noticed that when one or two children develop colds, a crop of coughs and sneezes will break out in every corner of the room.

This may be due to one or both of two

factors: Owing to healthful surroundings and careful hygienic practises, the pupils may be in a state of normal or even high resistance but succumb to the close and repeated exposure to infection which follows the appearance of the first few cases. On the other hand, unhealthful surroundings and unhygienic practises may be working in favor of colds in the case of all the pupils.

It is selfevident that every cough and sneeze should be covered and not allowed to spray and infect everything and everybody in its immediate vicinity. But if a child uses his hand to cover his nose and mouth, he will immediately thereafter infect everything he touches. It should be the duty of somebody to see that no child comes to school without a handkerchief. This may be a hard thing to bring about in some schools. The proud and triumphant air is recalled of a teacher in a mid-western school who one day finally succeeded in having every child in her class—and they were little children, too—produce a handkerchief at the morning inspection. That was a real achievement. Of course, a handkerchief does not necessarily mean a bit of embroidered linen. A clean rag will do just as well. If any child is not able to bring even a rag, the school will probably be able to provide a bit of gauze or cheesecloth. Few measures of equal simplicity will add more to the esthetic, to say nothing of the hygienic, side of life in a class of little children in that season of the year when colds are rampant and nasal secretions abundant.

While the teacher is bending every effort toward the prevention of colds among her pupils, she must not fail to take thought for her own health. She must remember that practically everybody seems to have some susceptibility to colds and that she must fortify herself in the same way that she is endeavoring to fortify her pupils. Overwork, lack of rest and sleep, too little fresh air and sunshine, and too many overheated rooms may also be her undoing. A teacher with a cold will be less likely to spread infection than the pupil, because she will probably be more careful to protect those about her; but the cold will make her a less efficient teacher and a poor example of positive health.



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[In one or two cases new presidents may take office before this Journal

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TEXAS  
Mrs. Noyes Darling Smith



UTAH  
Mrs. William Reid



WEST VIRGINIA  
Mrs. Donald Clark



WISCONSIN  
Mrs. W. J. Hubbard



WYOMING  
Mrs. J. H. Jacobucci

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February 17, 1897. Its first motive was  
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. The members of this great organization can do more  
izens generally an understanding of the steps by which  
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her movement in the locality, in the state, and in the  
Congress of Parents and Teachers is in the National Edu-  
t 1201 Sixteenth Street Northwest, Washington, D. C.

this Journal reaches its readers. No picture was received from North Dakota.]



# Keeping Christmas

**I**T IS A GOOD THING to observe Christmas day. The mere marking of times and seasons, when men agree to stop work and make merry together, is a wise and wholesome custom. It helps one to feel the supremacy of the common life over the individual life. It reminds a man to set his own little watch, now and then, by the great clock of humanity which runs on sun time. ¶ But there is a better thing than the observance of Christmas day and that is keeping Christmas. ¶ Are you willing to forget what you have done for other people and to remember what other people have done for you; to ignore what the world owes you and to think what you owe the world; to put your rights in the background and your duties in the middle distance and your chances to do a little more than your duty in the foreground; to see that your fellowmen are just as real as you are and try to look behind their faces to their hearts, hungry for joy; to own that probably the only good reason for your existence is not what you are going to get out of life but what you are going to give to life; to close your book of complaints against the management of the universe and look around you for a place where you can sow a few seeds of happiness—are you willing to do these things even for a day? Then you can keep Christmas. ¶ Are you willing to stoop down and consider the needs and the desires of little children; to remember the weakness and loneliness of people who are growing old; to stop asking how much your friends love you and ask yourself whether you love them enough; to bear in mind the things that other people have to bear on their hearts; to try to understand what those who live in the same house with you really want, without waiting for them to tell you; to trim your lamp so that it will give more light and less smoke and to carry it in front so that your shadow will fall behind you; to make a grave for your ugly thoughts and a garden for your kindly feelings, with the gate open—are you willing to do these things even for a day? Then you can keep Christmas. ¶ Are you willing to believe that love is the strongest thing in the world—stronger than hate, stronger than evil, stronger than death—and that the blessed life which began in Bethlehem nineteen hundred years ago is the image and brightness of the Eternal Love? Then you can keep Christmas. ¶ And if you keep it for a day, why not always? ¶ But you can never keep it alone.—Henry van Dyke in his book *The Spirit of Christmas*, copyrighted by Charles Scribner's Sons, 1905. Used by permission.

# Student Development Through Responsibility

LILLIAN K. WYMAN

*William Penn High School, Philadelphia, Pa.*

**S**TUDENT DEVELOPMENT through responsibility is the primary aim of a wellorganized high-school student government association.

A students association as a whole fosters the best kind of public spirit. It moulds public opinion along the right lines. It encourages high standards, establishes a definite purpose. It promotes the interests of student government and other worthwhile activities which represent the school. It emphasizes training in good citizenship and in sterling character. For a students association to function adequately, there are four absolutely fundamental essentials:

(1) The principal must be thoroughly in sympathy with the idea and ready always to give it his hearty support.

(2) The faculty must give constant cordial cooperation and constructive criticism.

(3) The faculty adviser or sponsor, chosen by the principal, should give all of his time to the work in any school of over a thousand students.

(4) The request for student government should come from the pupils themselves and be carried out by them, properly guided and supervised.

The failure successfully to establish student government, we have observed, has generally come from one or more of the following causes:

(1) Having the system imposed from above. It should come from below, enthusiastically backed by the students.

(2) Trying to impose on a school, not ready for it, a highly developed system, successful elsewhere but unsuited to local conditions.

(3) Uninterested or unsympathetic attitude of principal or faculty.

(4) Lack of any one person, a dean, adviser, sponsor, or whatever he may be called, who has at least some administrative and executive ability and sympathetic understanding of young folks, who is responsible for its success and who believes in it.

This last point is a vital factor. Failure of student government in some schools, especially in boys' schools, is due to the fact that often there is no one person appointed for this work, to carry on from term to term, from year to year. No

sooner does a teacher-leader get interested in the work, than he is snatched away and another person is put in with little or no

**A** DREAM that may come true. — Suppose the 25,000,000 boys and girls in our public schools today were learning under some form of selfgovernment—learning to govern themselves, to adjust themselves to their social environment, to acquire some technic in the art of human relations, to recognize the social, economic, industrial, and political problems of their own times, to be interested in these problems; and to be inspired to have a part in solving them. Then, indeed, our democracy would never again become stagnant, our political institutions would never again be controlled by demagogues and bosses, and we should never again be under the leadership of men selected by accident or political expedience — for we should have available in every community people who had the capacity and the training for leadership. Thus the dangers that beset democracy would be averted or minimized and its ideals approach realization. — From *Tomorrow's Americans* by A. O. Bowden and Ida Clyde Clarke.

provision on his roster for what is really a full-time job. I know of one school where the faculty adviser for the students association was a man who had no use for the idea. He spoke openly and sneeringly of its failures and inadequacies. He himself was the failure. He was inadequate and

inefficient in the face of a golden opportunity. Is it any wonder that, with such a leader, the boys alternately took the bit in their teeth and galloped roughshod over sensitive feelings and worthwhile traditions, or lay down on the job and said, "Aw, chuck it! What's the use?"

It is to be hoped that before very long all boards of education will see the need of establishing in each high school a definite full-time position to be filled by a trained, efficient, enthusiastic person to act in the capacity of adviser of girls or adviser of boys, or both—"two in one."

The student council or senate is a thoroughly vital factor in school life. From the central organization radiate lines of control by elected members, each over his own grade. And the young people show remarkable astuteness in their choice of leaders. Time and again, I have been in despair over the result of a certain election, feeling that the successful candidate had not the ability to fill the office. And time and again, I have seen the responsibilities of leadership so mould and develop that student, that it seemed as if a miracle had been wrought. It was no miracle. His constituents had seen the latent possibilities and the responsibilities of office did the rest. As one of the students said:

The holding of an office in the students association has materially affected my character. Having been entrusted with a certain responsibility, I feel the need of living up to the girls' estimation of my worth. That duty which I owe to the girls leads me, not only to do the right thing, but to do it well, for only by my best endeavors can I fulfil the promise I made upon entering office.

Another said:

I have noticed that girls who hold any office in the students association are better girls because of that fact. Their sense of responsibility and honor is quickened to the highest degree and they generally assume their positions with dignity and composure. There is an inspiration to do better work and to keep their records clean.

Their council members, or senators, carry out with amazing thoroughness

**H**ANNAH PENN Junior High School of York, Pennsylvania in teaching loyalty to the school, uses a school pledge written by Principal Edward A. Glatfelter. It may be suggestive to other schools: "I pledge my loyalty to the Hannah Penn Junior High School and to the ideals for which it stands, an institution impartial with opportunity and justice for all."



their executive and administrative duties; and in their specialization of grade projects in school welfare, there is an influence that is felt.

Responsibility is further assumed by the student court, which is actively engaged in carrying out measures for the betterment of the school. It concerns itself not only with the punishment but with the cure of offenders. A student court, wellmanaged, can attend to much of the discipline of the school. There should always be conferences with the sponsor or adviser over serious cases. At a formal trial, the sponsor should invariably be present; if possible, the principal as well, but both in the background—the court's the thing! Decisions of the court should of course be subject to the veto of the principal. Many cases formerly handled by teachers or sent to the principal can well be turned over to the court. A sense of justice combined with fellow feeling often effects a cure. Here is a paragraph from the last issue of our school newspaper:

The court is especially "on the job" this term. Many trials have taken place already and the results are most satisfactory. Several times in the cases of girls who are repeatedly absent and late, who have troubles with teachers, who have departed from the truth, or who even have been known to steal, suspension and expulsion have been recommended by the court. The principal, after looking carefully into these cases, has confirmed the opinion of the court and acted upon its recommendation. Other violations of regulations have been carefully followed up and the offenders dealt with. Later, Court Week is going to be observed, as it was last term.

The point that the court tries to impress on each offender is this [I am quoting verbatim a student officer]:

Student government invests its student citizens with certain responsibilities. It makes them realize that they, though individuals, are a vital part of the entire system and that they cannot shirk their jobs or commit some wrong without the whole system suffering. This is a big lesson, for if every citizen real-

ized his own importance as a member of the community, the government would run more smoothly.

There is still further specialization in responsibility by the house of representatives, composed of an elected delegate from each homeroom group. Deliberations and decisions of the house are reported in detail by each representative to her homeroom. It is a point of honor and pride with each representative to cultivate improvement in her group as to assembly-room manners, individual responsibility, unselfish behavior, getting down to the ultimate control expressed in the committee of one. One student said:

To me, the fundamental purpose of student government is to make us good American citizens. There are several ways to gain this end. Chief among them is the responsibility of the committee of one, each student keeping tabs, as it were, on his behavior and manners. Not to think, "I'm as good as you," but "you are as good as I am." Student government means to instill in us a respect and interest in our neighbor's welfare.

Responsibility may be still further vested in a large body of study-hall monitors. Study hall is a laboratory of democracy, a training camp for officers. There the need for individual selfcontrol is stressed in consideration of others. They learn to respect the rights of others.

The control of the mass when let loose from classroom discipline can be well-undertaken by recess officers or volunteers. They have the opportunity of encouraging democracy in the check line, the common or garden variety of manners. If they do their jobs well and manage to create an atmosphere even more permeating than the steam and odors from the hot-dish counter, there is a general absorption of the doctrine of the rights of the other fellow.

The staff of the school paper, especially the newspaper, exercises an influence that is felt. It actually does mould opinion. The paper generally has a large circula-

tion among the students and their friends and is widely quoted. The power of the press is no joke.

There can be an increasing sense of responsibility developed through student assemblies, wellconducted, wellmanaged, inspirational, each one planned with a definite purpose in view. Through these at times individual clubs have their opportunity to demonstrate the influence they play in teaching the right use of leisure as well as many other things. Indeed, each of their various phases of training in responsibility is a whole volume in itself.

Probably the one single occasion each term when the control of the students association can be most marked is at the ceremony of the installation of student officers, when nearly five hundred officers march in, take their pledges, and receive the insignia of office.

What development of a sense of responsibility do you think a students association has whose leading officers take the following pledge [an adaptation of the ancient Ephetic oath]:

I will strive for better student government ideals and for the uplift of the association and school, both alone and with others; I will obey and respect the laws and do my best to incite a like obedience and respect in others. I will strive to quicken the sense of responsibility among the students at large, so that we may transmit our student government inheritance, not less and worse, but greater and more beautiful than it was transmitted to us. And this I promise.

Finally, the students association is an agency for developing student responsibility through the ever increasing recognition in the individual of its benefits and a growing desire to contribute toward it and be a part of it.

To the individual, the gift of the student association in awakening through student government, community consciousness and a sense of responsibility, is that most priceless of all possessions—selfgovernment.

**W**HAT the civilized world has always needed, after it became civilized, was a new moral discipline, a new system of emotional attractions and aversions that would equip it for a life of prosperity. This is something that has never existed in the world and does not now exist so far as we can discover. It is particularly needed at the present time in this country; otherwise our civilization will go the way of all others and will last a shorter time than others because there will be no mass of poverty from which to recruit the prosperous classes. Therefore I do not hesitate to say that the most acute need of the world today, particularly in the United States, is a new set of values, a new moral discipline—or if you please, a new religion which will preserve us from extinction through prosperity, as some of the old sets of values, the old systems of emotional attractions and aversions, the old moral disciplines, and the old religions preserved certain branches of the human race from extinction through poverty.—PROFESSOR T. N. CARVER, Harvard Economist, in the *New York Times*.

# The Twofold Purpose of the Teachers College

H. L. DONOVAN

*President, Eastern Kentucky State Teachers College*

THE TEACHERS COLLEGE is a new institution. This may sound paradoxical since it is common knowledge that the first state normal school opened its doors at Lexington, Massachusetts, in 1839—nearly a century ago. But the teachers college is not a normal school with an extended curriculum possessing degree granting powers. It differs from the normal school as the full grown butterfly differs from the chrysalis. A metamorphosis has taken place—it is more than a change of name.

The normal school made its contribution to American education. In the days when only a limited amount of training was expected of teachers it supplied this training with remarkable success. These institutions possessed an evangelical devotion that almost amounted to a passion for teaching. But the liberal arts colleges constantly taunted them for their lack of emphasis on scholarship and their neglect of culture. It was charged by the academicians that "they teach teachers how to teach." There was just enough of truth in the assertion to possess a sting. The normal school's emphasis on an understanding of methods of teaching was not a substitute for scholarship and their earnestness and enthusiasm were no alternative for culture. Smarting under the sting of this criticism and in response to the demand for better trained teachers they were born again. This rebirth occurred shortly after the opening of the present century. The first state teachers college was established at Ypsilanti, Michigan in 1903. The great majority of these institutions, however, are in their first decade of existence. This renaissance brought into being a new institution unlike any college this country or Europe has ever known. It is of the purpose of this college I wish to write.

The teachers college is not only new—it is a unique institution. It occupies a peculiar position midway between the vocational school and the liberal arts college, partaking of the nature of each. The teachers college possesses a duality that other vocational schools do not have. The vocational school is interested largely in developing skill while the object of the liberal arts college is general training

or culture. The teachers college must have as its aim the development of both culture and skill in the technic of teaching. To emphasize one at the expense of the other is to fail to appreciate the twofold purpose of the teachers college. The proper balance is essential if the purpose of the college is to be realized. A few teachers colleges have followed the lead of the liberal arts colleges until they possess all the characteristics of that institution. Others have continued to over-emphasize the professional aspects and are consequently glorified normal schools. This new college must present a valuable content and, at the same time, cultivate the art of teaching. An appreciation of values is essential if its twofold objective is to be realized. Each of these objectives is of supreme importance.

Let us examine each of the purposes separately. In a teachers college, content—subjectmatter—is vocational. In no other college is this true. The student of the teachers college must acquire a mastery of such subjectmatter as the race should preserve, for the teacher is the chief agent for transmitting our racial heritage. Organized knowledge is the stuff with which he must deal in his effort to educate the child. It is the raw product which is used in the process of education. To be ignorant of that heritage which the scholars call good and the race deems worthy of preserving marks one as undesirable for teaching. It is easy to see that the very content of the curriculum of a teachers college is vocational even when the student is acquiring a mastery of the cultural and scientific information in that curriculum. It does not require great imagination to see that the product of the teachers college must possess a higher degree of scholarship and culture than that required of the graduates of other colleges. The teacher's position in the social fabric demands this superior training. No college should put greater emphasis on culture and general training than the teachers college. The student should find superior opportunities to acquire culture in this type of institution.

What does the mastery of subjectmatter in a teachers college imply? Certainly a degree of scholarship which may

be appraised as intellectual wealth. This scholarship, which the teachers college must insist that its graduates possess, implies a breadth of vision and an understanding of the history of mankind. A superficial knowledge of history will not suffice. It must be an ability to interpret man's efforts in his struggle to achieve civilization. This requires scholarly attainments in the field of history and government.

The teacher must transmit the culture of the world as expressed through literature, art, and music. He should know something of the ancient literature of the world and much of that which is current. He can not pass by the Bible, Homer, Virgil, Dante, Shakespeare, Milton, and other works monumental in character. A knowledge of the literature of contemporaneous civilization is essential if he would understand how people feel and think. He may not necessarily be a musician but he should be a connoisseur of good music. He need not be an artist but the columns of our buildings, the arches of our temples, and the spires of our churches should tell to him a story of the passions of the Greeks for beauty, the longings of the Romans for strength, and the strivings after God of the people of Western Europe during the middle ages.

Knowledge of the rudiments of mathematics is essential for all teachers. Mathematics has been made the handmaiden of science. Everything has been reduced to measurements and all measurements are the applications of mathematical formulas. A knowledge of both science and mathematics is a prerequisite requirement for teachers. The secrets of life lie hidden back of these fundamental subjects. He who has courage to venture into these unknown parts will be richly rewarded. By the application of the scientific method to the problems of life the unknown becomes knowable.

Likewise, the teacher must be acquainted with many other fields of learning—language, industrial and practical arts are all a part of the curriculum which he should pursue. All knowledge is our province. Teachers must know more than people engaged in other vocations. They are the guardians of the culture of the race. This has not always been true in



the past nor is it wholly true today. It will be true of the future. The teachers college graduate must be the finest product any college can produce. Scholarship, culture, character, a dynamic citizenship, vision, ideals, as well as professional skill, are required of him in the discharge of his duties.

Let us turn to the other phase of the duality to which we have previously referred.

One may have academic learning without the ability to teach. There never was a more absurd thesis than that frequently championed by the academician, namely, "if you know a thing, you can teach it." There is just as good basis for the proposition that though one may never have had a surgical instrument in his hand, if he knows thoroughly each step necessary for the removal of the appendix, has the organ definitely located, possesses an academic knowledge of the literature on operations of this character, he is capable of performing the operation of removing it. Even the poorest informed layman recognizes that such an operation would prove fatal. Yet, it is our custom constantly to place in charge of little children, people who have secured only a scant academic training and to call them teachers. *If we knew how to visualize the scars which they leave on the minds of those intrusted to their keeping as we can observe the scars of the bungling surgeon, the public would probably become deeply concerned.*

It is much more difficult to observe the mistakes of the crude teacher than it is the error of the ignorant physician. The teacher does not have the undertaker checking up on him but the mistakes in the realm of the mind are no less disastrous. *Who knows how fatal a wrong attitude may prove; what baneful results may follow the wrong habit; how expensive an imperfect skill may be; and how damnable the wrong ideal?* Yet these are the injuries constantly being inflicted upon plastic minds by those who may know the subjectmatter and not know how to teach. A high quality of teaching skill is probably one of the most

difficult arts to attain in the whole gamut of human achievements. How then can the public expect teaching skill to be acquired in any but a college whose business it is to perfect this skill in its students? To the teachers colleges of America is gradually being assigned the task of the preparation of the practitioners of that profession which has the greatest possibility of affecting human welfare. The public, as attested by the acts of legislatures in establishing and maintaining teachers colleges, is committed to the idea that teachers henceforth shall be educated in professional schools of college level. And very shortly, even within our lifetime, you are going to demand that every teacher of children be a college graduate. Presently, we are going to abandon the old notion which has so long been current that anyone who has a limited education can teach little children. The public will find out, as the profession has already discovered, that it really takes more teaching ability to teach young children than older ones.

The question has probably already arisen in your mind as to the manner in which this teaching skill is acquired. In the law school, skill in the practise of law is acquired to a degree in moot-courts and by the observation of actual court procedure. In the medical school, skill in the practise of medicine is acquired in the hospital which is always an integral part of the medical college. Likewise, the training school, which is the very heart of the teachers college, is the place where much of the technic of teaching will be learned. The student will acquire much skill through the observation of demonstration lessons artistically taught. We learn to do by seeing as well as by doing. Gradually, the student may be permitted to participate in the teaching but not until every detail of the performance has been demonstrated by experts. The training school then is one of the chief agencies of the teachers college for producing teaching skill but not the only one.

Psychology, principles of teaching, and method courses are usually referred to as the professional subjects of the teach-

ers college. The term professional course is, as Dr. Bagley has pointed out, a misnomer. Psychology, principles of teaching, and methods may be taught in an academic fashion and contribute nothing to the art of teaching. How often have we seen individuals wellacquainted with the rules of grammar butcher the English language! Unless the psychology is applied, the principles of teaching observed, and the methods practised, they are about as worthless as Hamlet's reading of words, words. When these subjects are taught in relation to the work of the laboratory, which is the training school, they have a very vital part to contribute to teaching skill.

A very potential source for developing teaching skill is in connection with the teaching of the traditional subjects. The point of view in presenting a subject in the teachers college will differ materially from that of an academic institution. The application to be made of the content which the student is learning must be constantly before both the teacher and the learner. The instructor will find it necessary frequently to pause and say, "Now in the teaching of this material to children, I would proceed in this manner." At other times, he will point out the fundamental principles of teaching or the method to be pursued with children.

The art of teaching is acquired through long and persistent effort on the part of the student as he passes through all the courses he pursues in the teachers college. Each effort of his will makes its ever so little contribution to professional skill. The content courses, the observations and practise in the training school, and the theory courses gradually build up within him a possession that will not pass away—and we call this gift the art of teaching.

These two phases—the attainment of scholarship and the art of teaching—constitute the duality of the teachers college. This duality is not a Dr. Jekyll and Mr. Hyde type of dualism. It is a twofoldness that implies no antagonism. These are the companionate purposes of the teachers college.

**T**HE TEACHERS COLLEGE is placing emphasis upon the individual. The importance of personality as an asset for teaching success has long been recognized. Since the teachers college is training definitely for service as a teacher, a fundamental part of its preparation is to discover or develop personality. To do this each student must be studied individually. Personnel work is rapidly becoming a major function within the college. A greater and more intelligent supervision of extraclass activities; more emphasis upon the physical environment in which the student lives, which in turn necessitates an institutional life above the average, are some of the points from which the teachers college is deriving its uniqueness.—From *Some Significant Trends in Teacher Training* by M'Ledge Moffett.

# The Report Card in Character Education

A. HELEN ANDERSON

Supervisor of Publications, Denver Public Schools

WHAT QUALITIES of character shall education seek to develop? How shall a choice be made? Who shall decide? What methods shall be used? These are questions basic to any program of character education.

It would require a brave if not a rash spirit to climb the steeps of Sinai and from that exalted summit, issue to the school children of America such edicts as "This is right; that is wrong." "This is true; that is not true." "This you shall do; and that you shall not do." No educator would care to trust his foothold to that perilous pinnacle. He knows too much of those battlefields upon which schools of philosophy have brought their controversies to a weary truce; he knows too well to what extent morals have been made from customs, what forces other than spiritual have contributed to the making of the folkways of a people.

Again, he will hesitate to defer his problem to the deliberations of philosophy and to await its statement of ways and objectives before he launches a program of character education. For long before philosophy had defined the educator's problem, the kindergarten child would have become the octogenarian, his path in life the story either of a fortuitous meandering through a brushwood of moral vicissitudes or of a series of bruising encounters with the taboos of society.

Nor can departments of research bring immediate aid since time must always be the essence of their investigations. Their assistance and that of philosophy, while factors in any program of character education for those generations yet to come, cannot determine the methods which are to mold the character of the children of today. Obviously, then, the educator who seeks to make a desirable social product from the seemingly riotous and sometimes lawless material sent today from home to school to be "educated, if you please" must assume an immediate and an independent position. Unwilling to ascend to a high seat among the prophets, he may at least remain on the ground with those humble seers who attempt to interpret the future in the light of the present and the past and on such common earth build his program. Hesitating to define either character or a path of con-

duct, he may, without sacrifice of caution or accusation of assuming an arbitrary authority, make some reasonable predic-

| CITIZENSHIP, HEALTH, AND CHARACTER EDUCATION                                                                                                                 |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| The following traits, such as habits and attitudes, are desirable for good citizenship. The teacher has marked only those which are particularly noticeable. |   |   |   |
| Well-developed traits are marked ..... W                                                                                                                     |   |   |   |
| Traits showing improvement are marked ..... I                                                                                                                |   |   |   |
| Home and school should cooperate to secure greater improvement in traits marked ..... C                                                                      |   |   |   |
| Marking Period                                                                                                                                               | 1 | 2 | 3 |
| <b>I. HEALTH</b>                                                                                                                                             |   |   |   |
| a. Is cleanly in person and dress                                                                                                                            |   |   |   |
| b. Observes health rules                                                                                                                                     |   |   |   |
| c. Sits, stands, and walks correctly                                                                                                                         |   |   |   |
| <b>II. THRIFT</b>                                                                                                                                            |   |   |   |
| a. Uses time to good advantage                                                                                                                               |   |   |   |
| b. Keeps books and property in good condition                                                                                                                |   |   |   |
| c. Is careful in the use of materials                                                                                                                        |   |   |   |
| <b>III. RELIABILITY</b>                                                                                                                                      |   |   |   |
| a. Is trustworthy                                                                                                                                            |   |   |   |
| b. Completes tasks at the appointed time                                                                                                                     |   |   |   |
| c. Is at the right place at the right time equipped for work                                                                                                 |   |   |   |
| d. Secures consent before using the property of others                                                                                                       |   |   |   |
| e. Perseveres in spite of difficulties                                                                                                                       |   |   |   |
| f. Exercises leadership in things worth while                                                                                                                |   |   |   |
| <b>IV. SOCIAL ATTITUDES</b>                                                                                                                                  |   |   |   |
| a. Takes pride in his group and in the school, and tries to foster the right spirit                                                                          |   |   |   |
| b. Works well in a group                                                                                                                                     |   |   |   |
| c. Gives and takes criticism in a courteous manner                                                                                                           |   |   |   |
| d. Is respectful and courteous to his associates                                                                                                             |   |   |   |
| e. Is tolerant of opinions and actions of others                                                                                                             |   |   |   |
| <b>V. CLEAR THINKING</b>                                                                                                                                     |   |   |   |
| a. Discriminates between essentials and nonessentials                                                                                                        |   |   |   |
| b. Keeps to the point                                                                                                                                        |   |   |   |
| c. Concentrates upon the task in hand                                                                                                                        |   |   |   |
| d. Is open-minded, revising opinions in the light of facts                                                                                                   |   |   |   |
| e. Takes the initiative in presenting new ideas                                                                                                              |   |   |   |

tion of the nature and demands of society a generation hence. On this basis, he may teach the child to assume and to maintain that moral posture which, to the best of his ability to predict, society will demand of him.

However, the educator's ability to make reasonable prediction will depend on his comprehension of society and its changing nature. While the educational theory of the day asserts that individual differences must be considered if successful learning is to be hoped for, *the educator must remember that similarities of individuals have made our social structure, that the gradual amalgamation of these human similarities into an integrated social masonry not only tells the story of the evolution of society but indicates the nature of it.*

The rate of change in society will, therefore, depend on the rate and manner in which these similarities of individuals change; hence the educator, in building his program of character education, knows that he will be called upon to gauge the rate at which these similarities are changing and to predict with reasonable accuracy the nature of those changes.

With something of this philosophy, a committee of principals and directors of the Denver schools evolved the report card now in use in the elementary schools, classifying under five main heads those qualities of character which, *to the best of their ability to analyze and to predict*, the society of which the child is now a member will continue to demand of him. [Dr. E. J. Ashbaugh, in a report card developed by him at Ohio State University, contributed materially to the work of this committee.]

For instance, it may be predicted, without danger of challenge, that society may be reasonably expected to continue to demand from the individual such qualities as thrift, reliability, approved attitudes toward society, clear thinking, observance of personal and public health rules.

Under these five major divisions, the members of the committee have accordingly framed twenty-two specific statements with regard to those qualities of character which they believe will continue to be demanded of the child in his modern world—despite radio advertising, cinema thrillers, air-mindedness, straw votes, and apartment hotels. The illustration in the center of the page shows that part of the report card which is devoted to these twenty-two statements.

Having framed these statements, the committee was next faced with the questions: How shall these qualities of character be taught? Can they be taught? In the end, the problem was left to the teacher with the instruction that the child be marked on the qualities named in only such instances as definite proof was available.

Despite the absence of more definite methods and guidance, the survey of character education in the Denver schools reveals significant results from the use of this report card.

However, any discussion of these results must include the enumeration of some very definite teacher criticisms of the card. These criticisms came in answer to a standardized question used in that part of the survey which called for intensive study of certain schools. The question was: Do you make any use of the report card for character education? These criti-



cisms were also prevalent in the diaries of character education experiences kept by a selected group of teachers during the week in which the survey was made. Couched in their own phraseology, these criticisms need no explanation.

No, I have little use for the card. The language is too pedagogical. The wording is in adult language. The child cannot understand it. Imagine a six-year-old 'discriminating between essentials and nonessentials.' Parents in poorer districts cannot understand the report card. No time or organization is provided for teaching the qualities named.

Such opinions carry vigorous indictments against the efficiency of the report card in achieving results hoped for; yet, judging from the results of the survey, these opinions are not likely to pass beyond the stage of mere accusations. If changes in the card are to be made, they will apply to phraseology and interpretation only; for, paradoxically enough, the teachers themselves in their work for character education have, as revealed in the survey, unconsciously given the card something of a permanent tenure. It will be recalled that the diaries referred to were kept for one week and contained the records of all school experiences, in and out of the classroom, which in the opinion of the teacher had a definite bearing on character education. No form or outline was used, the teacher using her own judgment with regard to content, interpretation, and manner of presentation. The 129 of the selected elementary school teachers invited to participate reported in these diaries no less than 1051 distinct incidents contributing to character education. Only nine of these incidents referred by word to the card. But a closer analysis of the 1051 incidents revealed that 871, or approximately 83 percent, pertained to those habits and attitudes enum-

erated on the card. Evidently the card has set up very definite objectives in the minds of the teachers and has centered the character education program on these objectives.

The following classification of the 1051 incidents indicates the influence of the card:

|                        |     |
|------------------------|-----|
| Social attitudes ..... | 348 |
| Reliability .....      | 242 |
| Thrift .....           | 117 |
| Clear thinking .....   | 91  |
| Health .....           | 73  |
| Miscellaneous .....    | 180 |

Total ..... 1051

Classified according to the twenty-two subdivisions and rearranged according to number of times mentioned, the table reads:

|                                                          |     |
|----------------------------------------------------------|-----|
| Respectful and courteous.....                            | 165 |
| Trustworthy .....                                        | 146 |
| Works well in group.....                                 | 109 |
| Keeps books and property in good condition .....         | 63  |
| Observes health rules.....                               | 43  |
| Uses time to good advantage.....                         | 41  |
| Discriminates between essentials and nonessentials ..... | 36  |
| Right place at right time.....                           | 34  |
| Tolerant .....                                           | 28  |
| Pride in school.....                                     | 27  |
| Perseverance .....                                       | 26  |
| Cleanly in person and dress.....                         | 25  |
| Initiative .....                                         | 24  |
| Gives and takes criticism courteously..                  | 19  |
| Concentration .....                                      | 14  |
| Consent for use of property of others..                  | 14  |
| Careful .....                                            | 13  |
| Completes task at appointed time.....                    | 12  |
| Openminded .....                                         | 12  |
| Leadership .....                                         | 10  |
| Sits, stands, and walks correctly.....                   | 5   |
| Keeps to the point.....                                  | 5   |
| Miscellaneous .....                                      | 180 |

Total ..... 1051

Though home, teacher, and pupil may fail to agree as to the meaning of the

terms involved, definite teaching for the character qualities named on the card seems to be going on.

Obviously the question of interpretation is more serious than the question of the effectiveness of the card. That problem, too, according to one elementary school in Denver located in a poor district where interpretation must always be a problem, can be solved. The principal of the school hit upon the plan of a pupil dramatization of the meaning of the card at an evening program. A veritable pageant of events moved briskly before a huge replica of the report card. Johnnie showed the correct way to brush teeth, Jean was leading lady in a thrift playlet, a demonstration lesson in arithmetic illustrated traits of accuracy and reliability.

The world today is not the world of yesterday; that of tomorrow will not be that of today. From every side prophetic voices send the word "change" to strike against tradition till the echoes and reverberations have awakened almost a fear of the future. What will a changing society do to the ideals and habits taught? Will society really continue to demand the attitudes for which a certain permanence is predicted?

In answer, the educator need not be disquieted. By teaching for known demands, he is actually determining the direction of change and thereby facilitating the work of predicting the nature of a future society. And he knows that if every school system were to agree upon the qualities of character to be taught, they would place themselves in the position of controlling, to some extent, the rate of change in civilization—and the fate of its ideals.



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# The Teacher Training Survey

THE THIRD NATIONWIDE SURVEY to be conducted by the United States Office of Education began July 1, 1930, after a Congressional appropriation of \$200,000 had been made for the purpose of studying the qualifications of teachers in the public schools, the relation between teacher supply and demand, and the facilities available and needed for teacher training in the United States.

The results of this survey will offer the most comprehensive picture of the American teacher that has ever been drawn. The inquiry forms sent out by Dr. Edward S. Evenden, associate of U. S. Commissioner of Education William John Cooper in the direction of the survey, will go to 1,000,000 teachers in addition to thousands of state, county, and city school officials.

The 71st Congress authorized this extensive analysis of some of the critical problems of the profession at the instance of the American Association of Teachers Colleges, a department of the NEA, and the Deans of Schools and Colleges of Education, and other educational agencies. Among the officials of the NEA invited to participate as members on the advisory committee of the survey are:

Helen Heffernan, chief, Division of Rural Education, California State Department of Education [president, Dept. Rural Education, NEA]

Louis E. Plummer, principal, Union High School and Fullerton District Junior College, Fullerton, Calif. [president, Dept. Secondary School Principals, NEA]

Willis A. Sutton, superintendent of schools, Atlanta, Ga. [president, NEA]

Norman R. Crozier, superintendent of schools, Dallas, Texas [president, Department of Superintendence, NEA]

Cassie F. Roys, principal, Walnut Hill School, Omaha, Nebr. [president, Dept. Elementary School Principals, NEA]

Caroline I. Townsend, instructor in education, University of California, Los Angeles [president, Dept. Kindergarten-Primary Education, NEA]

Miriam D. Eisner, Sanchez School, San Francisco, Calif. [president, Dept. of Classroom Teachers, NEA]

Emma S. Jacobs, director of domestic science, public schools, Washington, D. C. [president, Dept. of Supervisors and Teachers of Home Economics, NEA]

William Daniel Ellis, principal, Richmond Normal School, Richmond, Va. [chairman, Municipal Normal School and Teachers College Section, NEA]

The advisory committee will include, in addition to these, representatives of

various other organizations and agencies interested in the education of teachers.

The inquiry, which it is expected will take three years to complete, will throw additional light upon the pressing question of how many teachers educated to the extent of present standards are unable to secure teaching positions for which they are prepared or teaching positions in other lines.

From it, administrators of teacher-training institutions may more nearly anticipate how many new teachers are needed each year for the different kinds of teaching positions such as rural, primary, intermediate, and for each of the many subject positions in secondary schools. The survey will show insofar as possible to what extent the annual increase in the number of teachers is due to growth in population, addition of new subjects, increase in compulsory school age, or size of class. It will provide an explanation of our large annual teacher turnover. Practises growing out of the facts gathered will contribute to the permanence of tenure and the stability of the profession.

The most important questions which the inquiry will answer, however, are: How well are American teachers trained for their work? How much and what kind of academic education have they had? What training in methods of teaching, child psychology, and purely professional subjects have they been given? What opportunities have they had for practise teaching and observation of skilful teachers at work before they became certificated teachers themselves? How is the preparation of teachers related to their teaching after they secure positions?

Thus the survey will make a searching analysis of teaching as a profession. It will indicate strong and weak points, making possible a reconstruction of training procedures leading to a greatly improved service of education.

A recent investigation of the placement of graduates of liberal arts colleges indicates that approximately 45 percent of them become teachers. The Office of Education study will show what percent of teachers is trained in each of the following types of schools: secondary schools, normal schools, teachers colleges, universities, and liberal arts colleges. It will show the difference in the preparation offered by these several kinds of training institutions, with regard to such items as

courses of study, relative time spent on academic and professional subjects, and provisions for demonstration and practise teaching. It will also compare the qualifications of faculty members.

A significant part of the inquiry will deal with the relative effectiveness of the different kinds of schools now educating teachers. The inquiry will discover facts which can be used in the comparison of the several states with respect to the kind and amount of control exercised by state authorities over the various institutions which qualify teachers for certificates.

From the report of this study the public will get an appraisal of the American teacher. Patrons of all types of public schools, located in every geographical district from New England to the western plains, will see how their teachers compare with others in qualifications. It is planned to discover the variation in preparation for rural, village, and city teachers; for elementary and secondary teachers; and for teachers in different subjects such as English, history, art, and the like.

Benjamin Frazier, senior specialist in teacher training in the U. S. Office of Education, will officiate as assistant in this study. The following board of consultants will act as advisers:

William C. Bagley, Teachers College, Columbia University

W. W. Charters, Ohio State University

President George W. Frasier, Colorado State Teachers College

Dean William S. Gray, University of Chicago  
Dean M. E. Haggerty, University of Minnesota

Dean Henry W. Holmes, Harvard University  
State Superintendent John A. H. Keith, Pennsylvania

Dean William S. Kemp, University of California

President W. P. Morgan, Western Illinois State Teachers College

Shelton Phelps, George Peabody College for Teachers

President D. B. Waldo, Western State Teachers College

These men will advise with a large group of specialists who are now being chosen by Commissioner Cooper to work out the details of the survey. One of these is Frank W. Hubbard, assistant director of the Research Division, NEA headquarters staff.

Inquiry forms will go out to teachers principally through the state departments of education who are cooperating with the U. S. Office. Teachers are urged to respond promptly to these inquiries.



# Vitalized Commencements

**C**OMMENCEMENT—Caps and gowns, diplomas and scholarship prizes, proud parents and admiring friends, high hopes and long looks—how well do presentday superintendents and principals, supervisors and teachers, parents and citizens remember the glad occasion when *they* graduated. What recollections of happy school and youthhood days flood the memory of the men and women, who, now enroled as veterans in life, look wistfully back upon those gay and blithesome days.

Can one imagine scenes more impressive, delightful, and significantly symbolic than those of the commencement week? When in all the year is there a season in which pupil, teacher, parent, and community are so irresistibly drawn together in the interest and the joy of their one common institution—the free public school?

Regardless of how badly the commencement season is treated it retains its everpresent charm. The power of such an event should be capitalized. An eighty horsepower engine should carry an eighty horsepower load. Is the commencement achieving all it can?

**What is the commencement doing?**—Is it merely the end of the school year? Observation in many schools would lead one to this conclusion. Does it give the graduating class training for leadership? Usually not to any appreciable extent. Does it achieve any positive result? In many schools, except for the mechanical process of ejecting the graduates, this appears not to be the case. Does it interpret the work of the schools? Generally very slightly, if at all.

What, then, is it doing? If one honestly confronts the facts, it will be found that in the majority of cases it is merely a glorified, routinely traditional process whereby the graduates are formally acknowledged and presented to the community.

This latter is a good and an essential thing to do; so was the teaching of the three R's, but they are no longer considered sufficient. Educators still believe in and continue to teach them but the technics of teaching are vastly improved. The curriculum has been en-

riched—body has been placed upon skeleton. All agree that the new is better, more fruitful in its crop of welldeveloped children, and withal more beautiful than the old.

Is it not time that commencement procedures were also renovated by new methods and enlarged in scope, effectiveness, dignity, and strength with the addition of new tasks which, by the inherent nature of the occasion, the commencement can perform better, perhaps, than any other agency?

**How can the commencement be improved?**—(1) It can be planned by the graduates. (2) It can consist of a program by the graduates. (3) It can center about a program of interest to pupils, parents, and community. (4) It can be original and attractive. (5) It can be an opportunity for the graduates to train themselves in initiative and responsibility. (6) It can thus secure the active interest of the graduates and community. (7) It can interpret vital school activities to citizens. (8) Preparation can be started early in the year and carried out by many people. (9) It can utilize the resources of school, home, and community. (10) It can make a large contribution to the graduates, the school, and the community. (11) It can emphasize the importance of community planning for every phase of its life.

Here is an occasion when all the forces within and about the school are bound together by one common impulse. What an opportunity and challenge! Every parent and citizen is interested and even the usually disgruntled taxpayer is completely unarmed. It is too good an opportunity to be lost.

**Leisure and the 1931 commencement**—"The one eventual and adequate solution of the leisure problem is education," writes one author. A university professor contends that "if leisure is to be a blessing rather than a curse, education must come to the rescue." Leisure is a product of man's ingenuity. In America, at least, the problems of production and wealth are being solved. The need now is to turn attention more and more to the solution of the leisure problem.

Two methods for solving the problem

are necessary: (1) Organize communities to plan and provide means for occupying leisure time; (2) train the individual to spend his leisure so as to enrich, beautify, and strengthen his life.

The school can, if it sets itself to the task, play a decisive role in the first of the above methods. No other agency has an opportunity surpassing that of the school in the attack by the second.

Along with this opportunity there obviously comes the duty to discharge it effectively. Schools have ever worked at the leisure problem more or less unconsciously. The inherent nature of their task implies attention to it. The things they teach have carried over into leisure time—but the schools have not taught them with that objective in mind. On the contrary, they have taught them from the vocational and purely utilitarian standpoint.

Cornelia Cannon in the *North American Review* for September 1926, illustrates the point: "In our national recognition of the worth and dignity of labor, and in our devotion to its pursuit, we have neglected the uses and significance of leisure. Our educational system . . . has for years stressed vocational training. . . . Our commercial courses and our trade schools have been designed to feed, directly into industry, young people trained to the last detail. Those schoolmen who have protested against such rank utilitarianism have been denounced as old fogies, or have been mere voices crying in the wilderness."

Schools need now to educate for leisure just as much as they need to educate for vocations. And they need to make the effort just as definite!

Why not have the senior class of 1930-31 make a study of this question as it affects the community? Let their efforts culminate in the graduating exercises, when the results of the study can be presented to parents and patrons. It is conceivable that such a program may set in motion forces that will improve the whole community life.

**Programs wanted**—Send a copy of your program and a letter about it to the NEA Division of Publications. Your ideas will help others.

**T**HE COMMENCEMENT—What a chance to inform the people about their schools! What a soil in which to plant seeds of understanding and confidence!—From *Pennsylvania's Children*.

# Vitalized Commencements and Leisure

**W**HEN MAN PLAYS he becomes an artist. This suggests the great educational significance of recreation. . . . What man does in his leisure hours shapes his personality and moulds his character." Leisure has come to the masses. People now need to be educated for leisure as much as for vocation. Every community can profit by a study of this question in its local setting.

**Getting underway**—Much can be done early which will yield large results with little effort. No amount of effort toward the end of the year can accomplish as much. The following steps should be taken early in the school year:

- (1) Plans should be laid, the general plan being definitely outlined.
- (2) The patrons and general public should be made acquainted with the plans and the theme selected.
- (3) All community agencies such as churches, civic clubs, and chambers of commerce should be invited to participate in preparing the public for, and interesting people in the program. These agencies will be interested if the program is to be built around a topic of community significance.

**Practical hints**—The following suggestions are primarily suited to high schools but may also be adapted to the junior high-school advancement.

(1) *Survey of leisure facilities*—Let the graduating class make a survey of community facilities for leisure, the results to be woven into the commencement program. This survey could be carried on in a scientific manner and correlated with classwork especially in the field of the social sciences. Community clubs will be glad to listen to the reports of such surveys. Local newspapers will wish to give space to such a study.

(2) *Leisure and life*—Make a survey showing how wise use of leisure insures success in business or profession as well as in life. (1) Recall how wise use of extra time helped Lincoln, Roosevelt, and many others to succeed; (2) point out how the most successful men of the community and former graduates of the school spend their leisure; (3) does the outofschool time of the pupil affect his inschool record?

(3) *Helps for surveys and essays*—Useful points to take into consideration in making the above surveys and as topics for essays and addresses are the following: (a) what is leisure; (b) growth and spread of leisure; (c) economic aspects of

leisure; (d) cultural aspects of leisure; (e) what leisure means for the individual; (f) what leisure means for the com-

munity life of the student; (8) by providing extracurriculum activities such as athletics, forensics, music, and generous use of the library.

**Leisure and the community**—Here are suggestions as to how (f) may be subdivided: (1) Do the people in this community have leisure? (2) What do they do with it? (3) What could they do with it? (4) Are there sufficient leisure facilities — playgrounds, swimming pools, theaters, libraries, parks? (5) Is the community engaged in a concerted effort to make facilities available? (6) Who is working on the problem in this community? (7) Who should be?

(4) *Correlation*—This topic, and surveys and studies in connection with it, may be correlated with such subjects as the social sciences, English, physiology, debating, and the like. This will give the graduates a background which can be used to advantage in preparing the program.

(5) *Graduation week exhibit*—This could consist of posters, booklets of essays prepared by students and perhaps printed by the school's printing department, photographs of leisure facilities of the community such as parks, playfields, theaters; artists' conception of what the community might be made to look like if concerted action were taken; books on the subject which would be useful to parents and patrons; cartoons made by students.

(6) *The printed program*—(1) The best essays on the subject might be printed as a part of the program; (2) the paper stock and type should harmonize and contain dignity without dullness, simplicity being the goal; (3) the program might contain some bits of educational interpretation appropriate to the community; (4) it might state that the school is interested in community welfare and that it hopes by this commencement program, and the studies made in preparation therefor, to make a definite contribution.

(7) *The audience*—All parents and patrons are welcome, of course. In addition, it will pay to extend special invitations to city officials and civic leaders such as park commissioners, librarians, art patrons, and others who are in strategic positions to assist in improving the leisure life of the community.

(8) Many schools will wish to use other themes than "Wise Use of Leisure." This page is merely suggestive of how any topic decided upon may be utilized.—Lyle W. Ashby.

**T**HE JOURNAL of the National Education Association took the lead in calling attention to the civic and spiritual importance of the commencement season. The following references to earlier JOURNALS contain valuable help:

A Commencement Message for Teachers—editorial [June 1930, p169]

Education for the Wise Use of Leisure [June 1930, p194]

Vitalized Commencements in Chanute —L. H. Petit [April 1930, p121-2]

Vitalized Commencements and the Home [December 1929, p298]

Health in Vitalized Commencements [January 1929, p34]

A Movement to Vitalize Commencements—editorial [December 1928, p280]

The Hope of the Future—Calvin Coolidge [February 1928, p48]

Commencements in Doylestown [January 1928, p9-11]

Vitalized Commencements—editorial [December 1927, p286]

Commencement Time—editorial [June 1927, p180]

Spiritualizing the Facts—M. G. Clark [June 1928, p165-9]

Gifts for Graduation—Jesse Lee Bennett [June 1925, p193-4]

Commencement—editorial [June 1925, p173-4]

munity; (g) leisure and society; (h) leisure facilities lacking in our community; (i) the school's part in solving the leisure problem; (j) the home and leisure; (k) the church and leisure.

**How schools train for wise use of leisure**—Here is how (i) above may be subdivided: (1) By teaching reading, writing, and other basic skills; (2) by teaching appreciation of art, music, and other cultural fields; (3) by interesting pupils in civic and social welfare; (4) by helping the pupil in school to use spare hours profitably at the crucial age of his life; (5) by holding community functions such as lecture courses and musicals, which provide wholesome entertainment for all; (6) by providing playgrounds and play apparatus, and teaching games which may be continued in later life; (7) by teaching good manners and by giving a general cultural trend to the en-



# The Greatest Social Advance of Modern Times

**I**T IS safe to say that, other things equal, the nation that makes the greatest economy of its human resources—that is, that wastes the smallest proportion of its manpower or that economises and directs its manpower most economically—will outgrow in numbers, prosperity, and general strength the nation that does the opposite. So long as all the rival nations are wasting resources and manpower in drink, there may be no differential advantage in favor of any one of them or against any of the others; but when one nation such as the United States makes a definite advance in this form of economy, unless it indulges in some folly that will neutralize the advantage thus gained, there is no reason to doubt that it will gain on all others year by year, decade by decade, and century by century, and eventually dominate the civilization of the world. They who refuse to take this great step forward in the economy of human resources, whether they understand it or not, are definitely choosing to occupy a secondary position in the civilized world.—By Thomas Nixon Carver, noted economist, professor of political economy, Harvard University; former president of the American Economic Association. From *These Eventful Years: The Twentieth Century in the Making*. The Encyclopedia Britannica Co., London and New York.

# Vitalized Group Study and Faculty Meetings

**T**HE VITALIZED teachers' meeting, based on sound principles and carefully administered in details, becomes a group of professional students of education. It yields results in the improved quantity and quality of pupil learning which make of it an important agency in the progress of the school.—Superintendent Henry H. Hill, Lexington, Ky.

The guiding principles Superintendent Hill would emphasize are:

Professional faculty meetings should be planned about some definite activity or purpose of the school.

The topics selected should appeal to all members of the group as helpful and interesting.

The programs should provide for a contribution by each teacher.

The major topics should be planned a year, or a semester, in advance.

Each program should contribute to the next meeting.

The results of the meetings should be an improvement of teaching.

The careful administration of details is important. Superintendent Hill says:

The judicious use of sound principles will go far towards providing wellplanned and theoretically effective programs for teachers' meetings. But, like the successful operation which results in the patient's death, the successfully planned program may result in boredom to the teachers unless minor administrative factors are equally wellplanned. They are:

**Time**—The faculty meeting should be held at the most propitious time possible under existing limitations. If held after school, both principal and teachers should plan to be entirely free from other responsibilities. The meeting should come the early part of the week or, if the teachers are willing, in the evening or Saturday morning. All of these times may be tried, after which teachers may select the time which best suits the majority.

**Length**—No professional faculty meeting should last much over an hour. A lengthy meeting conflicts with the laws of psychology, physiology, and commonsense. There are no brilliant ideas conceived in a faculty meeting after the first hour.

**Place**—The place selected for the meeting should be comfortable and free from all outside disturbing influences. It is foolish to try to hold a professional meeting where there are frequent interruptions. To gather around a common table generally encourages discussion.

**Preparation**—Each teacher should make at least as much preparation for the faculty meeting as she makes for her daily teaching duties. Therefore the time, place, and program should be known to all at least two weeks in advance.

**Frequency**—Professional teachers' meetings are usually held monthly, bi-monthly, or at irregular intervals. The nature of the major

topic for the semester or year and the extra-teaching duties of the faculty should determine the frequency. Ordinarily, one or two meetings a month seem best.

**Refreshments**—When meetings are held in the afternoon or evening, simple refreshments, served before the meeting, provide relaxation and are an aid to success.

**Other suggestions** as to planning and helpful materials are given in the October JOURNAL, page 222 and the November JOURNAL, page 273. President Sutton of the Atlanta schools, had the October "Vitalized Group Study" page copied so that "it could be called to the attention of every one of my teachers."

As education becomes more specialized, it is increasingly important that teachers hold a few ideas and ideals in common. This highly selected central background is the mission of THE JOURNAL. U. S. Commissioner of Education William J. Cooper says: "Through THE JOURNAL the ideals of teachers are crystalized, professional service is interpreted to the public, and programs of action are explained."

The 39 journals of the state education associations reach more than 600,000 teachers. Every alert teacher wishes to keep informed about educational progress in his own state. The use of THE JOURNAL and your own state association helps to vitalize your meetings. William McAndrew, former superintendent of Chicago schools, learned of this plan of using the journals of state and national associations when he read the October 1930 JOURNAL, after an absence of 2 years abroad. After saying that the special articles in THE JOURNAL are distinctly high grade and timely, and the news handled in a most interesting fashion, he added:

A very forward step is the plan to have THE JOURNAL used as a text in schools. That's getting somewhere. We have been aiming at teachers long. A lot of the good things roll off us. But to get the propositions discussed by the young folks, that's the thing. It means, too, an obligation on THE JOURNAL to supply good stiff reminders to the youth that the most expensive outlay the country lays on them requires in common honesty a return. What are you doing, boy and girl, for your country? Not what maybe you are going to do sometime if there should happen to be a war. But, now, while you are getting, what are you giving?

The extracts from Secretary Crabtree's annual report are wellcalculated to give the teachers of America the large view that is es-

sential for everyone drawing pay from the people. You have gotten away from a too common narrowness of professional people and grasped the effect of public conditions on us.

Greenburgh No. 8 schools of White-plains, New York, have the idea of this larger view. The topics for their meetings as reported by Superintendent I. M. Kline are:

American Education Week Plans  
Linking School and Community Effectively  
Goals and Guidance  
Training for Increasing Leisure Time  
Satisfactory Bases for Salary Adoption  
What are the Ideals in Modern Education?  
The School's Responsibility for Law Observance  
The School's Relation to Mental Hygiene

Another source of vital material for group study is the publications of the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. including the "New Age Leaflets." The leaflets now available are:

Seven Point Lives  
Worthy Home Membership  
The School of Tomorrow  
Educating for Leisure

Readers of The Journal are finding practical help in its use for group study:

I take several educational magazines and can't read all the articles but I do find some of the best material in THE JOURNAL.—Elmer Cook, Fort Smith, Arkansas.

We have had this plan of using THE JOURNAL for some time as supplementary to our regular study groups.—J. Barrows, Berkeley, California.

The Atkinson school has already taken up group conference work. We meet regularly the second Tuesday of each month to discuss school problems.—J. O. Hull, Portland, Ore.

We have decided to follow your suggestion regarding the study of educational problems as presented in the NEA JOURNAL.—J. W. Pace, Hanover, Pennsylvania.

Reports from readers as to the 5 articles they like best in the October JOURNAL:

First, "To Grow an' Grow Forever 'n' Ever"; tied for second, "American Education Week" and "The New Teacher and the Principal" by Effie E. Smith; third, "The Future of America", editorial.

In this issue, the 4 page feature on rural education and the articles on radio are on subjects of supreme importance to national welfare. The variety of the other articles will appeal to the individual reader or to teachers for group study.



# Department Officers for 1930-31

**T**HE National Education Association has nineteen departments besides the National Council of Education. These groups hold meetings either at the time of the annual meeting of the Association or of the meeting of the Department of Superintendence.

## National Council of Education

President, Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Ind.  
Vicepresident, Mrs. Susan M. Dorsey, 1506 Arapahoe St., Los Angeles, Calif.  
Secretary, Adelaide Steele Baylor, chief, Home Economics Education Service, Federal Board for Vocational Education, Washington, D. C.

## Adult Education

President, L. R. Alderman, chief, Service Division, U. S. Office of Education, Washington, D. C.  
Secretary, Alonzo G. Grace, University of Rochester, Rochester, N. Y.

## American Association of Teachers Colleges

President, George W. Frasier, president, Colorado State Teachers College, Greeley, Colo.  
First Vicepresident, E. L. Hendricks, president, Central Missouri State Teachers College, Warrensburg, Mo.  
Secretary-Treasurer, Charles W. Hunt, dean, School of Education, Western Reserve University, Cleveland, Ohio

## Business Education

President, Helen Reynolds, School of Commerce, Ohio University, Athens, Ohio  
Vicepresident, B. Frank Kyker, Department of Business, Berea College, Berea, Ky.  
Secretary, Katherine Munkhoff, Grant High School, Cedar Rapids, Iowa

## Classroom Teachers

President, Miriam D. Eisner, 3098 California St., San Francisco, Calif.  
Vicepresident, Esther Helbig, 1033 Melrose Terrace, Dubuque, Iowa  
Secretary, Florence M. Dickinson, 249 Windsor Ave., Haddonfield, N. J.

## Deans of Women

President, Thyrsa W. Amos, dean of women, University of Pittsburgh, Pittsburgh, Pa.  
First Vicepresident, Jessie Gibson, dean of women, Pomona College, Claremont, Calif.  
Secretary, Floy Elliot, dean of girls, Central High School, Tulsa, Okla.

## Educational Research

President, W. W. Charters, director, Bureau of Educational Research, Ohio State University, Columbus, Ohio  
Vicepresident, P. T. Rankin, supervising director, research adjustment, Board of Education, Detroit, Mich.  
Secretary-Treasurer, William S. Gray, dean, College of Education, University of Chicago, Chicago, Ill.

## Elementary School Principals

President, Cassie F. Roys, 2609 Bristol St., Omaha, Nebr.  
First Vicepresident, Herbert C. Hansen, 315 Plymouth Court, Chicago, Ill.  
Secretary, F. H. Duffy, 1616 Ridge Ave., Steubenville, Ohio

**T**HE DEPARTMENTS of the National Education Association are of supreme importance. They deal with special problems. They develop leadership and cooperation. They afford opportunity for intensive work. They extend the activities of the Association to new fields. They afford special opportunities for discussion and the publication of significant materials. They are a training ground for the larger work of the Association as a whole. The officers listed on this page are pathfinders and pioneers.

## Kindergarten-Primary Education

President, Caroline I. Townsend, instructor in education, University of California, Los Angeles, Calif.  
Vicepresident, Lavinia McMurdo, president, California State Kindergarten-Primary Association, San Francisco, Calif.  
Secretary, Mrs. Florence K. Hampton, kindergarten teacher, Public Schools, Los Angeles, Calif.

## Lip Reading

President, Marion Spring Clark, 205 Mt. Auburn St., Somerville, Mass.  
Vicepresident, Coralie N. Kenfield, 617 Shreve Building, San Francisco, Calif.  
Secretary-Treasurer, Alice I. Putnam, 3610 Milam Ave., Houston, Texas

## Rural Education

President, Helen Heffernan, chief, Division of Rural Education, State Department of Education, Sacramento, Calif.  
Vicepresident, George Howard, University of North Carolina, Chapel Hill, N. C.  
Secretary, Mrs. Katherine M. Cook, U. S. Office of Education, Washington, D. C.

## School Health and Physical Education

President, Jay B. Nash, School of Education, New York University, New York, N. Y.  
Vicepresident, Mary E. Murphy, director, Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago, Ill.  
Secretary, James Edward Rogers, director, National Physical Education Service, 315 Fourth Ave., New York, N. Y.

## Science Instruction

President, Ralph K. Watkins, University of Missouri, Columbia, Mo.

Secretary, Charles L. Edwards, supervisor of nature study, Public Schools, Los Angeles, Calif.

## Secondary School Principals

President, Louis E. Plummer, principal, Union High School and District Junior College, Fullerton, Calif.  
First Vicepresident, C. H. Threlkeld, Columbia High School, South Orange, N. J.  
Secretary-Treasurer, H. V. Church, superintendent of Morton Secondary Schools, Cicero, Ill.

## Social Studies

President, Edgar Dawson, professor of political science and history, Hunter College, New York, N. Y.  
First Vicepresident, R. M. Tryon, University of Chicago, Chicago, Ill.  
Secretary-Treasurer, Bessie L. Pierce, University of Chicago, Chicago, Ill.

## Superintendence

President, Norman R. Crozier, superintendent of schools, Dallas, Texas  
First Vicepresident, Frank Cody, superintendent of schools, Detroit, Mich.  
Executive Secretary, Sherwood D. Shauckland, 1201 Sixteenth St., Washington, D. C.

## Supervisors and Directors of Instruction

President, Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minn.  
First Vicepresident, J. Cayce Morrison, assistant state commissioner for elementary education, Albany, N. Y.  
Secretary-Treasurer, James F. Hosc, professor of education, Teachers College, Columbia University, New York, N. Y.

## Supervisors and Teachers of Home Economics

President, Emma S. Jacobs, director of domestic science, Public Schools, Washington, D. C.  
Vicepresident, Helen C. Goodspeed, special assistant to director of home economics, Public Schools, Philadelphia, Pa.  
Secretary-Treasurer, Mary Buckley, supervisor of domestic science, Eastside High School, Paterson, N. J.

## Visual Instruction

President, W. W. Whittinghill, director, Visual Education Department, 9345 Lawton Ave., Detroit, Mich.  
Vicepresident, Charles Roach, director, Visual Education Department, 615 Braun Building, Los Angeles, Calif.  
Secretary-Treasurer, Grace Fisher Ramsey, associate curator, American Museum of Natural History, New York, N. Y.

## Vocational Education

President, Z. M. Smith, state director of vocational education, Indianapolis, Ind.  
Vicepresident, Ruth Freegard, state supervisor of vocational home economics, Lansing, Mich.  
Secretary, O. D. Adams, state director of vocational education, Salem, Ore.

# Builders of Our Profession

THE SERVICES of the National Education Association have never been more vital and necessary than at the present moment. Conditions in the schools demand the widest cooperation and the most powerful leadership if education is to hold its own in competition with other phases of American life. The individual teacher can do little. The organized teaching profession can do much. America is about to enter another period of increasing wealth and rapidly rising standards of living. These possibilities rest upon the foundations which the schools have laid and it is only justice and commonsense to pour back into better schools a fraction of the gains which spring from our high level of education.

## New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the November JOURNAL.

ARIZONA—Charles A. Carson.  
CALIFORNIA—Vincent I. Correll, Louis E. Plummer, Herndon Carroll Ray.  
CONNECTICUT—Roy S. Haggard.  
GEORGIA—T. A. Stanton.  
ILLINOIS—Bernice C. Eddy, Elizabeth S. McCauley, Sara C. Mann, Harlan Porter, Mrs. Caroline L. Reilly, Charles P. Rizer, Elizabeth Wells Robertson, George A. Schwebel.  
INDIANA—Mattie B. Fry, Clarence M. Morgan, Flora H. Smith.  
KANSAS—William R. Frazer, L. H. Petit, William D. Wolfe, Charles O. Wright.  
LOUISIANA—J. M. Johnson.  
MARYLAND—Charles F. Willis, S. Price Young.  
MASSACHUSETTS—John J. Mahoney, Hugh Nixon, S. Ernest Ober.  
MICHIGAN—H. T. Bailey, H. Nelson Boillotat, Floyd G. Slentz.  
MISSOURI—Roscoe V. Cramer.  
NEBRASKA—Alice M. Brown, Barton L. Kline, Dwight L. Williams.  
NEW JERSEY—R. B. Cunliffe, C. R. Foster, Jr., Cornelius R. Jaarsma, Edith L. Jackson, Gordon E. Matthews, Claudia O'Keeffe, William F. Richards, C. S. Wightman.  
NEW MEXICO—Stella Kiker, Donald W. MacKay.  
NEW YORK—Thomas C. Burton, A. B. Doig, Nicklaus L. Engelhardt, Elizabeth R. Pendry.  
NORTH CAROLINA—Mrs. B. N. Mann.  
OHIO—C. Francis Alter, Dorothy W. Bauer, Thomas L. Dotson, Herbert J. Finsterwald, Theodore F. Hotz, Sophia N. Kelly, F. H. Kendall, Laurence S. Weaver, William A. Wickline.  
OKLAHOMA—N. L. George.  
PENNSYLVANIA—Charles J. Henne, Norman Miller, Charles M. Moore, A. Angella Unverzagt.  
PORTO RICO—Carolina J. Gonzalez, Antonio Nieto Silva.  
TEXAS—Marguerite Brennan, Margaret E. Burke, Lois Clark, Alexander S. Corgill, Roy Glasgow, Blanche B. Grover.  
VERMONT—Natt B. Burbank.  
WEST VIRGINIA—Lloyd E. Sayres.  
WISCONSIN—Dora M. Rude.

## Completed Enrolments

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

### Twelve Years

GEORGIA—Americus, High.  
OHIO—Columbus, Fulton.

### Eleven Years

ARIZONA—Mesa, Mesa Public Schools, Franklin, Irving, Lincoln, Union High, Washington, Webster.  
CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.



RALPH T. O'NEIL, Topeka, Kansas, newly elected commander of the American Legion, which cooperates with the National Education Association in the observance of American Education Week.

ILLINOIS—Fairbury, Edison, Isaac Walton.  
MAINE—Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Mapleton, Mapleton Public Schools, High.  
NEW JERSEY—Bridgeton, Vine Street.  
VERMONT—Burlington, Adams.

### Ten Years

CALIFORNIA—San Francisco, Madison; South Pasadena, Marengo Avenue.  
ILLINOIS—Maywood, Lincoln, Washington.  
INDIANA—Hammond, Columbia, Edison, Kenwood, Morton, Riverside, Wallace, Woodrow Wilson.  
LOUISIANA—Grand Cane, High.  
NEVADA—Las Vegas, Elementary.  
OHIO—Cincinnati, Vine; East Cleveland, Mayfair; Massillon, Whittier; Toledo, Lincoln.  
OKLAHOMA—Okmulgee, Emerson, Franklin, Lee High, McKinley, Roosevelt, Webster, Wilson.  
VIRGINIA—Lynchburg, White Rock.

### Nine Years

ARIZONA—Tucson, Roskrue Elementary, Roskrue Junior High.  
CALIFORNIA—San Francisco, Golden Gate, Kate Kennedy.  
COLORADO—Longmont, Columbine.  
CONNECTICUT—East Hartford, Meadow.  
ILLINOIS—Waukegan, Glen Flora, Jackson.  
INDIANA—Terre Haute, McLean Junior High.  
IOWA—Burlington, Burlington Public Schools, Corse, Grimes, High, Lauman, Lincoln, North Hill, Perkins, Prospect Hill, Salter, Saunderson, Sunnyside, Washington.

### Minnesota—Duluth, Nettleton.

NEW JERSEY—Long Branch, North Long Branch.  
OHIO—Cincinnati, Pleasant Ridge; Mansfield, Hedges; Wooster, Bowman Street.  
OKLAHOMA—Muskogee, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier.  
WISCONSIN—Kenosha, Durkee School and Annex, Lincoln Elementary, Lincoln Junior High, Whittier.  
WYOMING—Casper, Lincoln.

### Eight Years

ARIZONA—Glendale, Glendale Public Schools; Jerome, Jerome Public Schools, Administration Building, Clark Street, High, Main Street, Walnut Gulch; Phoenix, Wilson.  
CALIFORNIA—San Jose, Hawthorne; Santa Ana, McKinley; Stockton, Lincoln, Monroe.  
COLORADO—Boulder, Whittier.  
CONNECTICUT—Darien, High, Holmes.  
DELAWARE—Wilmington, Public Number 21.  
GEORGIA—Americus, Furlow Grammar.  
ILLINOIS—DeLand, DeLand Township High; Springfield, Converse Grade; Waukegan, North, West.  
MICHIGAN—Grand Rapids, Finney; Hazel Park, Hazel Park Public Schools, Campbell Park, Martin Road, High, Hoover, United Oaks, Wanda; St. Joseph, St. Joseph Public Schools, Garfield, High, Lincoln, Washington.  
NEW JERSEY—East Paterson, East Paterson Public Schools, Fifty-fourth Street, Gantner Avenue, Gilbert Avenue.  
NEW MEXICO—Roswell, Washington Avenue.  
NORTH DAKOTA—Minot, Roosevelt.  
OHIO—Columbus, Eighth Avenue.  
PENNSYLVANIA—Berlin, Berlin Public Schools; Erie, Burns; Delaware County, Cardington-Stonehurst.  
SOUTH DAKOTA—Sioux Falls, Benjamin Franklin, Irving, Lincoln.  
VIRGINIA—Lynchburg, Garland-Rodes.  
WEST VIRGINIA—Clarksburg, Towers.  
WYOMING—Worland, Grade.

### Seven Years

ALABAMA—Birmingham, Hemphill.  
ARIZONA—Bisbee, Central; Tempe, Grammar.  
ARKANSAS—Wilson, High.  
COLORADO—Erie, Erie Consolidated; Teller County, Cripple Creek Elementary, Cripple Creek High, District Number One Public, Victor Elementary, Victor High; Trinidad, East Street, Park Street.  
CONNECTICUT—Darien, Baker, Royle.  
DELAWARE—Townsend, Grammar; Wilmington, Public Number 9.  
IDAHO—Boise, Garfield, Roosevelt; Idaho Falls, Eagle Rock, Eastside, Riverside; Pocatello, Jefferson.  
ILLINOIS—Maywood, Emerson; Naperville, Naperville Public Schools, Ellsworth, High; Napier; Rockford, Kent; Waukegan, Central, Andrew Cooke.  
INDIANA—Fort Wayne, Forest Park, Lakeside, Miner, Riverside; Hammond, Franklin Junior High, Technical-Vocational; Michigan City, Benjamin Harrison; South Bend, Elder, Linden, Henry Studebaker.  
IOWA—Waterloo, East Side, John Fiske.  
KANSAS—Cherryvale, Lincoln; Humboldt, High; Hutchinson, North Side; Leavenworth, Lincoln.  
MASSACHUSETTS—Melrose, Whittier.  
MICHIGAN—Detroit, Myra Jones, Pattengill; Grand Haven, Grand Haven Public Schools, Central, Ferry, High, Junior High; Hamtramck, Hamtramck Public Schools, Carpenter, Dickinson, Holbrook, Kosciuszko, Playfair, Pulaski, Senior High.  
MINNESOTA—Minneapolis, Harrison, Longfellow, Lowry.  
NEBRASKA—Fairbury, East Ward.  
NEW HAMPSHIRE—East Rochester, Public.  
NEW JERSEY—Bernardsville, Bernards High; Camden, Charles Sumner; Englewood, Franklin, Intermediate; Fair Haven, Fisk Street, Willow Street; Long Branch, Gregory; Middlesex County, Stelton; Newark, School for the Deaf; Rutherford, Lincoln, Pierrepont, Sylvan; Summit, Brayton, Junior High, Lincoln.  
NEW YORK—Oneida, Washington Avenue.  
OHIO—Barberton, Barberton Public Schools, Central, Hazelwood, Highland, High, High Street, Lincoln, Oakdale, Rose, Washington; Columbus, Fairwood,

SIMON BOLIVAR, the George Washington of South America, who liberated Venezuela, Colombia, Ecuador, Peru, and Bolivia from Spanish rule, died on September 17, 1830. Like the bicentennial of Washington this centennial will be observed throughout both Americas. Bolivar's fruitful and heroic life as a liberator is a fine tribute to his noble teacher, upon whose instruction his career was founded. He, too, was a *builder*. Biographical and bibliographical material on Bolivar will be supplied free to any school requesting it from the Pan American Union, Washington, D. C.



Fifth Avenue, Fourth Street, Medary Avenue, Reeb Avenue; *Cuyahoga County*, Berea Public Schools, Brook Park, Central Elementary, Fair Street, High; *East Cleveland*, Superior; *Lakewood*, Grant; *Mansfield*, Prospect, West Fifth Street; *Tiffin*, College Hill, Tiffin Junior High, Monroe; *Warren*, McKinley, South Park Avenue.

OKLAHOMA—*Pawhuska*, Pawhuska Public Schools, Century, Franklin, High, Lynn, Prudom, Separate, Union.

PENNSYLVANIA—*Erie*, Harding; *Lehigh*, Lehigh Public Schools, First Ward, High, Third Ward; *Delaware County*, Garrettsville, Keystone.

RHODE ISLAND—*Jamestown*, Carr, Thomas H. Clarke.

SOUTH DAKOTA—*Chester*, Chester Consolidated; *Sioux Falls*, Meredith.

UTAH—*Salt Lake City*, Washington.

VIRGINIA—*Lynchburg*, Miller Park; *Richmond*, Armstrong Elementary Normal, Armstrong Normal.

WEST VIRGINIA—*Sistersville*, High, Main Street.

WISCONSIN—*Madison*, Randall; *Wauwatosa*, Aetna Park.

WYOMING—*Casper*, Grant, Jefferson, Washington; *Midwest*, Grade; *Riverton*, Riverton Public Schools, Grade, High; *Sheridan*, Central, Custer Street, John S. Taylor.

#### Six Years

ALABAMA—*Birmingham*, Avondale.

ARIZONA—*Gilbert*, Gilbert Public Schools.

CALIFORNIA—*Hayward*, Muir; *San Francisco*, Hillcrest.

COLORADO—*Trinidad*, Centennial, Rice.

CONNECTICUT—*Bridgeport*, McKinley.

GEORGIA—*Atlanta*, Grant Park, Whiteford.

IDAHO—*Boise*, Central; *Gooding*, Gooding Public Schools, Lincoln, Junior-Senior High; *Idaho Falls*, Idaho Falls Public Schools, Central, Eagle Rock, Eastside, Emerson Elementary, Emerson Primary, High, Junior High, Riverside.

ILLINOIS—*Evanston*, Lincolnwood; *Jerseyville*, Jersey Township High; *Rockford*, Montague; *Sherrard*, Community High.

INDIANA—*Fort Wayne*, Harmer Intermediate, McCulloch; *Indianapolis*, Public Number 81; *South Bend*, Boys Vocational, Central Senior High, Colfax.

KENTUCKY—*Louisville*, I. N. Bloom.

MAINE—*Sanford*, Lincoln; *Waterville*, South Grammar.

MASSACHUSETTS—*Franklin*, Thayer; *Gloucester*, Forbes; *Plymouth*, Cornish-Burton, Hedge.

MICHIGAN—*Freeland Park*, Freeland Park Public Schools.

MINNESOTA—*Duluth*, Fairmount; *Minneapolis*, Bancroft, Webster.

NEVADA—*Reno*, Junior High.

NEW HAMPSHIRE—*Pittsfield*, Memorial.

NEW JERSEY—*Bernardsville*, Grammar; *Camden*, Beideman, McKinley, Parkside, H. C. Sharp; *Fair Haven*, Knollwood; *Long Branch*, Long Branch Public Schools, Broadway, Garfield, Grammar, Gregory, Junior High, Liberty Street, North Long Branch, Senior High, West End; *Maywood*, Public; *Middlesex County*, Sand Hills; *Morris Township*, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street; *North Plainfield*, Somerset; *Paterson*, Public Number 22; *Trenton*, B. C. Gregory.

NEW YORK—*Ardley*, High; *Kenmore*, Washington; *Oneida*, North Broad Street, Schenectady, S. B. Howe.

NORTH DAKOTA—*Minot*, Central, Lincoln, McKinley, Primary, Sunnyside.

OHIO—*Ashtabula*, Park Junior High; *Cleveland*, Landon; *Columbus*, Beck Street, Dana Avenue, Lane Avenue, Milo, Mt. Vernon Avenue, Southwood; *Lakewood*, Harrison, Roosevelt; *Lancaster*, High; *Lorain County*, Clearview High; *Mansfield*, Brinkerhoff, Bushnell; *St. Paris*, Johnson-St. Paris District Schools; *Tiffin*, Columbian High; *Warren*, Market Street, West Junior High; *Wood County*, Rossford Public Schools, Eagle Point, Rossford High, Walnut Street; *Youngstown*, Elm.

PENNSYLVANIA—*Abington*, Park; *Downington*, Industrial; *Erie*, Home; *Packerton*, Junior High; *Berks County*, Muhlenberg Township Public Schools, Hyde Park, Junior-Senior High, Rosedale, Temple; *Delaware County*, Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettsville, Highland Park, Junior High, Keystone, Primos Senior High, Stonehurst Hills; *Warren*, Jefferson.

SOUTH DAKOTA—*Belle Fourche*, Belle Fourche Public Schools, Departmental, Gray, High, Lincoln; *Mobridge*, Mobridge Public Schools, Beadle, Junior High, Lincoln, Senior High; *Nisland*, Nisland

**P**IONEERS organized the National Education Association in Philadelphia in 1857. Pioneers have guided its growth during the decades that have seen America rise from the weakness and division of the fifties to its supreme place as a power in world affairs. One generation after another of our best school people have put their minds, their hearts, and their energies into the building up of the Association until today it occupies a unique place in the life of the nation. This growth of professional influence and vision is of the utmost importance to every teacher. During the past decade the growth has been rapid. It will be rapid during the decade ahead because no teacher who considers himself professional can fail to appreciate the opportunity of sharing in the common tasks of his chosen vocation. Today the Association touches life at so many points and is engaged in so many projects that it would take volumes merely to describe them.

Public Schools; *Wilmot*, Wilmot Public Schools.

TENNESSEE—*Springfield*, High.

UTAH—*Murray City*, Murray City Public Schools, Arlington, Bonnyview, Junior-Senior High, Liberty.

VERMONT—*Brattleboro*, Green Street.

WEST VIRGINIA—*Martinsburg*, High.

WISCONSIN—*Madison*, Doty, Draper, Harvey, Lowell; *Wauwatosa*, Junior High.

#### Five Years

CALIFORNIA—*Anaheim*, Central; *Atascadero*, Grammar; *San Francisco*, Lafayette, Sanchez.

COLORADO—*Boulder*, North Side Intermediate; *Englewood*, Lowell; *Frederick*, Frederick Public Schools; *Julesburg*, Sedgwick County High; *Longmont*, Bryant; *Trinidad*, Sante Fe.

GEORGIA—*Macon*, Bellevue.

ILLINOIS—*Burlington*, Burlington Township High; *Downers Grove*, Lincoln; *East St. Louis*, Signal Hill; *La Grange*, Ogden; *Maywood*, Garfield; *Rockford*, Colonel Ellis, P. R. Walker; *Waukegan*, Washington; *Wheaton*, Wheaton Public Schools, Community High, Holmes, Junior High, Longfellow, Lowell, Whittier.

INDIANA—*Fort Wayne*, Nebraska, Rudisill; *Rushville*, Belle Gregg.

IOWA—*Council Bluffs*, Madison; *Sidney*, Sidney Public Schools.

KANSAS—*Atchison*, Martin; *Bonner Springs*, Bonner Springs Public Schools, Grade, Junior High, Lincoln, Senior High; *Hiawatha*, C. H. Janes; *Rolla*, Rolla Rural High.

MAINE—*Augusta*, Cony High; *Waterville*, North Grammar.

MASSACHUSETTS—*Springfield*, Thomas M. Balliet; *Winchester*, George Washington.

MICHIGAN—*Albion*, Albion Public Schools, Austin, Central, Dalrymple, High, Junior High, West Ward; *Dearborn*, Garrison; *Detroit*, Breitmeyer, Marcy, Philip, Peter Vetal; *Highland Park*, Highland Park Junior College.

MINNESOTA—*Duluth*, Irving; *Minneapolis*, Edith Cavell, Field, Margaret Fuller, Howe, Washington; *St. Paul*, Riverside.

MISSOURI—*St. Louis*, Edward Wyman, Roe.

NEVADA—*Carson City*, Carson City Public Schools.

NEW JERSEY—*Bridgeton*, Irving Avenue, Monroe Street; *Carney's Point*, duPont Number 1; *Dunellen*, Whittier; *West Deptford Township*, West Deptford Township Public Schools, Colonial Manor, Mantua Grove, Mantua Terrace, Red Bank, Thorofare, Thorofare (colored), Verga.

NEW MEXICO—*Roswell*, East Side.

NEW YORK—*Rome*, Gansevoort.

NORTH CAROLINA—*Durham*, South Side.

NORTH DAKOTA—*Minot*, Junior High.

OHIO—*Akron*, Allen, East High; Hotchkiss, Miller; *Alexandria*, St. Albans Township Public Schools; *Arlington*, Arlington Public Schools; *Ashtabula*, Columbus Grade, Division Street, High, Pacific Street; *Bowling Green*, Church Street, Ridge Street, South; *Cambridge*, Park; *Canton*, Dueber; *Cincinnati*, School for Crippled Children; *Columbus*, Felton; *Lakewood*, Garfield, McKinley; *Lancaster*, Lancaster Public Schools, Cedar Heights, East, High, North, South, Utica, West; *Mansfield*, Newman; *Maumee*, Maumee Public Schools, Fort Miami, High, Riverside; *Miamisburg*, Miamisburg Public Schools, Auditorium, Grade, High; *Powhatan Point*, Powhatan Village Schools; *Warren*, Laird Avenue, Frances E. Willard; *Youngstown*, Joseph G. Butler, Jr.

PENNSYLVANIA—*Delaware County*, Clifton Heights; *Gettysburg*, Gettysburg Public Schools, Franklin Street, High, High Street, Lincoln, Meade; *Erie*, Longfellow.

TEXAS—*Houston*, David Crockett, Park Place.

UTAH—*Salt Lake City*, Lafayette, Oquirrh.

VIRGINIA—*Lynchburg*, Fairview.

WASHINGTON—*College Place*, Public.

WEST VIRGINIA—*Elkins*, High; *Oak Park*, Triadelphia District High.

WISCONSIN—*Ashland*, Ashland County Normal; *Delavan*, Delavan Public Schools; *Kenosha*, Columbus, Jefferson, Washington Elementary, Washington Junior High; *Madison*, Longfellow; *Manitowac*, Cleveland, County Rural Normal, Garfield, Jefferson, Madison Junior High, McKinley, Roosevelt, Washington Junior High; *Wauwatosa*, Lincoln, Senior High.

#### Four Years

ALASKA—*Fairbanks*, Fairbanks Public Schools.

ARIZONA—*Bisbee*, Franklin; *Litchfield*, Litchfield Public Schools.

ARKANSAS—*Little Rock*, Woodruff.

CALIFORNIA—*Anaheim*, Broadway, Lincoln; *Bakersfield*, Beardsley; *Bonsall*, Union; *Los Angeles*, Eastman Street; *Santa Paula*, Briggs.

COLORADO—*Canon City*, Harrison; *Laird*, Laird Combined.

GEORGIA—*Atlanta*, Faith, Formwalt, James L. Key, Lee Street, Charles J. McLendon, Frank L. Stanton, Tenth Street, Anne E. West.

IDAHO—*Boise*, Washington.

ILLINOIS—*Downers Grove*, Washington; *Evanston*, Larimer; *Ramsey*, Ramsey Public Schools; *Rockford*, Blake, Church, Franklin, John Nelson.

INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Harding, Irving, Lincoln, Supervisors and Special Teachers Department, Washington; *Sullivan*, Junior High.

IOWA—*Dubuque*, Bryant.

**I**T IS of the highest importance that those entrusted with the education of youth and the increase of knowledge should not be held to abandon their calling by reason of financial pressure or to cling to it amid discouragements due to financial limitations. It is of equal importance to our future welfare and progress that able and inspiring young men and women should not for similar reasons be deterred from devoting their lives to teaching.—John D. Rockefeller.

KANSAS—*Girard*, Girard Public Schools, Emerson, High, Junior High, Lowell, Whittier; *McLough*, Rural High.

MASSACHUSETTS—*Athol*, Highland, Main Street; *Brookline*, Driscoll; *Stoneham*, South.

MICHIGAN—*Bellevue*, Bellevue Public Schools; *Detroit*, Harris, McKinley; *Fremont*, Fremont Public Schools; *Highland Park*, Liberty; *Lincoln Park*, Lincoln Park Public Schools, Goodell, Horger, Lafayette High, Raupp; *Royal Oak*, Longfellow, Northwood, Washington.

MINNESOTA—*Duluth*, Ensign, Morley Heights, Oneota, Washburn; *Minneapolis*, Audubon, Cooper, Trudeau; *Rochester*, Rochester Public Schools, Central, Edison, Hawthorne, High, Holmes, Lincoln, Northrop.

NEVADA—*Reno*, McKinley Park.

NEW JERSEY—*Bernardsville*, Olcott; *Boonton*, Boonton Township Public Schools; *Brigantine*, Brigantine; *Camden*, H. B. Wilson; *Hopewell*, Grammar; *North Plainfield*, Harrison Avenue; *Pennington*, Primary; *Vineland*, Vineland and Landis Township Public Schools, Butler Avenue, Central, Chestnut and East Street, Chestnut and West Street, Cooper's Mill, East Avenue, High, Kingman, Magnolia Road, New Italy, North Vineland, Oak and Main Street, Orchard Road, Park and East Street, Park and Second Street, Pleasantville, H. L. Reber, Seventh Street, South Vineland, Special, Spring Road, Trento Avenue, West Side.

NEW MEXICO—*Roswell*, Senior High.

NEW YORK—*Brookhaven*, Brookhaven School District Number 29; *Kenmore*, Harding, Lincoln.

OHIO—*Ashtabula*, Columbus Junior High; *Bremen*, Bremen Public Schools, Grade, Rushcreek Memorial High; *Canton*, Liberty; *Cleveland*, Mt. Pleasant, Columbus, Bellows Avenue; *Lockland*, Springdale; *Massillon*, Brookfield; *Smithfield*, Smithfield Public Schools; *Tiffin*, Miami; *Van Buren*, Allen Township Centralized Schools; *Warren*, East Junior High, Garfield; *Youngstown*, South Avenue.

OREGON—*Valseley*, Valseley.

PENNSYLVANIA—*Erie*, Emerson; *Holidaysburg*, Holidaysburg Public Schools, Central, Gaysport, Hillcrest, Junior-Senior High; *Plymouth*, Plymouth Public Schools, Central, Franklin Street, High, Junior High, Nottingham Street, Temperance Hill, Vine Street, Willow Street.

SOUTH CAROLINA—*Elloree*, Midway High.

SOUTH DAKOTA—*Brandt*, Brandt Independent School District Number 50; *Selby*, Selby Public Schools.

UTAH—*Juab District*, Juab District Public Schools, Levan Grade, Levan Junior High, Mona, Juab High, Nephi Central, Nephi Junior High.

VERMONT—*Rutland*, Park Street.

WASHINGTON—*Everett*, Longfellow.

WEST VIRGINIA—*Salem*, Junior High, Senior High.

WISCONSIN—*Madison*, Dudgeon; *Manitowac*, Manitowac Public Schools, Cleveland, County Rural Normal, Garfield, Jefferson, Lincoln High, Madison Junior High, McKinley, Roosevelt, Washington Junior High; *Shorewood*, Shorewood Public Schools, Atwater, High, Lake Bluff; *Wauwatosa*, Wauwatosa Public Schools, Aetna Park, Junior High, Lincoln, McKinley, Roosevelt, Senior High; *Whitefish Bay*, Whitefish Bay Public Schools, Henry Clay, Cumberland, Richards.

WYOMING—*Casper*, Roosevelt; *Laramie*, Fremont; *Rock Springs*, Junior-Senior High; *Sheridan*, Colleen Avenue.

### Three Years

ARIZONA—*Tolleson*, Union High.

CALIFORNIA—*Vallejo*, McKinley.

COLORADO—*Trinidad*, Columbian.

CONNECTICUT—*Darien*, Hindley; *South Windsor*, South Windsor Public Schools, Pleasant Valley, Rye Street, Union, Wapping.

DELAWARE—*Wilmington*, Palmer.

FLORIDA—*Mount Dora*, Grade and High; *Pensacola*, P. K. Yonge, Sarasota, High.

GEORGIA—*Atlanta*, Peoples Street; *Columbus*, City View, Waverly Terrace.

IDAHO—*Boise*, Lowell.

ILLINOIS—*Aurora*, Greenman; *Batavia*, High; *Charles-ton*, High, Jefferson, Washington; *Cicero*, McKinley; *Downers Grove*, Downers Grove Public Schools, Community High, Lincoln, Longfellow,

Washington, Whittier; *La Grange*, Cossitt; *Ma-scontah*, Community High, Grade; *Streator*, Sherman, Waukegan, Whittier.

INDIANA—*Indianapolis*, Public Number 47, Public Number 67.

THE National Education Association has given special attention to improving the status of teachers. It has insisted that the teacher must have a standard of living worthy of his calling in order that the child may have a fair chance. The Association has taken the lead in gathering facts about teachers' salaries and these facts have been used throughout the country to secure public appreciation of the need for paying teachers adequately. This public appreciation of the worth of teachers is the safeguard against confusion and false economy in times of uncertainty. Wise communities know that they prosper most when the standard of living is high and that the last thing they can afford to do is to reduce the living standard of teachers. There is increasing appreciation of the need for secure tenure and of the losses that grow out of the practise of making teachers tramps. The Association is working on that problem.

KANSAS—*Burdick*, Diamond Valley High; *Garnett*, High, Irving, Longfellow; *Merriam*, Shawnee Mission Rural High; *Wichita*, Park.

KENTUCKY—*Louisville*, Robert Fulton.

MAINE—*Presque Isle*, Gouldville; *Skowhegan*, Park; *Waterville*, Myrtle, Walnut Street.

MASSACHUSETTS—*Leominster*, Pierce.

MICHIGAN—*Detroit*, Amos, Cerveny, Doty, Field, Thomas Houghton; *Flint*, W. C. Durant, Homedale; *Greenville*, Greenville Public Schools, Grade, Junior High, Senior High; *Hamtramck*, Junior High; *Ironwood*, North Side; *Jackson*, Trumbull; *Muskegon Heights*, Muskegon Heights Public Schools, Central, Edgewood, Glendale, High, Oak Grove, Porter, South Park, West Park; *Saginaw*, Emerson, Hoyt.

MINNESOTA—*Duluth*, Adams, Kenwood, Lincoln Elementary, Longfellow, Monroe, Salter.

MISSOURI—*Maplewood*, Valley, West Richmond; *St. Louis*, St. Louis Training School Number 14.

NEBRASKA—*Fairbury*, Fairbury Public Schools, Central Ward, East Ward, Junior High, Senior High, West Ward.

NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, Dudley; *Ridgewood*, Union Street.

NEW MEXICO—*Roswell*, Junior High.

NEW YORK—*Kenmore*, Roosevelt; *Oneida*, Elizabeth Street; *White Plains*, Greenburgh High.

OHIO—*Cambridge*, Marquand, Oakland; *Cleveland*, Empire Junior High, Fowler Junior High, St. Clair; *Columbus*, Siebert; *Dayton*, Gorman School for Crippled Children; *East Cleveland*, Yorke; *Lorain County*, Brookside; *Massillon*, York; *Mt. Cory*, Union Township Centralized; *Preble County*, Camden Public Schools; *Tiffin*, Junior Order Home Schools; *Youngstown*, Roosevelt.

OKLAHOMA—*Okmulgee*, Checotah, Horace Mann.

PENNSYLVANIA—*Renfrew*, Penn Township High.

SOUTH DAKOTA—*Pierre*, Pierre Public Schools.

TENNESSEE—*Cleveland*, Central High; *Hamilton County*, Lookout Mountain; *Springfield*, Springfield Public Schools, High, Junior High, Main Street, Woodland Street.

VERMONT—*Enosburg Falls*, Enosburg Falls Public Schools.

WASHINGTON—*Everett*, Garfield, Jackson, Monroe, Parkland Lutheran Home; *Spokane*, Havermale Junior High, Libby Junior High; *Haugen*, Haugen State Graded.

WYOMING—*Casper*, Willard.

### Two Years

CALIFORNIA—*Alhambra*, Ynez Elementary; *Cambria*, Coast Union High; *Chico*, Chico Vecino; *Fortuna*, Union High; *Inglewood*, Kelo; *Los Angeles*, Aragon Avenue; *Nestor*, Southwest Junior High; *Santa Ana*, John Muir.

COLORADO—*Greeley*, Cameron, East Ward Platoon, South Ward; *Joes*, High; *Kim*, Kim Public Schools; *Las Animas*, Frey; *Olney Springs*, Olney Springs Public Schools; *Trinidad*, Trinidad Public Schools, High.

CONNECTICUT—*Bridgeport*, Hall.

DISTRICT OF COLUMBIA—*Washington*, Janney, Wesley Heights.

FLORIDA—*Pensacola*, Eliza Jane Wilson.

GEORGIA—*Atlanta*, S. M. Inman, Luckie Street, I. N. Ragsdale, William F. Slaton.

IDAHO—*Boise*, Hawthorne.

ILLINOIS—*Chicago*, Bradwell, Ebinger; *Evanston*, Willard; *Geneva*, Sixth Street; *La Grange*, Oak; *Maywood*, Irving, Roosevelt; *Rockford*, Kishwaukee; *Woodstock*, Dean Street.

INDIANA—*Connersville*, Maplewood; *Dunkirk*, High; *Elwood*, Junior High; *Indianapolis*, Public Number 48; *Pendleton*, Pendleton Public Schools; *Rensselaer*, Primary; *South Bend*, Benjamin Franklin, Girls Pre-Vocational.

IOWA—*Waterloo*, East Side, Roosevelt; *Waterloo*, West Side, West Side Waterloo Public Schools, Central, Edison, Emerson, Irving, Kingsley, Lowell, Sloan Wallace Junior High, Waterloo Junior High, West High, Whittier.

KANSAS—*Atchison*, Washington; *Eureka*, Eureka Public Schools, High, Mulberry Street, North Side, Random; *Manhattan*, Eugene Field, Roosevelt; *Wichita*, College Hill, Waco, Willard.

MAINE—*Dexter*, Cedar Street; *Skowhegan*, Garfield; *Winslow*, High.

MASSACHUSETTS—*Gloucester*, Haskell; *Norfolk*, Center; *Reading*, Lowell Street.

MICHIGAN—*Alma*, Hillcrest, Lincoln, Republic, Wright Avenue, Washington; *Detroit*, Alger, Campbell, Carleton, Fairbanks, Goldberg; *Flint*, Stevenson; *Grand Rapids*, Eastern Avenue; *Highland Park*, Barber; *Ironwood*, High, A. L. Norrie, Oliver; *Lansing*, West Junior High; *Manistee*, Woodrow Wilson; *Vassar*, Vassar Public Schools.

MINNESOTA—*Duluth*, Bay View Heights, Chester Park, Cobb, Endion, Lakeside, Munger; *Minneapolis*, Blaine, Garfield.

MISSISSIPPI—*Starkville*, High.

MISSOURI—*Maplewood*, Maplewood Public Schools, Junior High, High, Lincoln, Lyndover, Richmond Heights, Sutton, Valley, West Richmond.

MONTANA—*Glendive*, Lincoln; *Great Falls*, Franklin.

NEVADA—*Gardnerville*, Consolidated School District A.

NEW HAMPSHIRE—*Whitefield*, High; *Winchester*, Thayer High.

NEW JERSEY—*Basking Ridge*, Public; *Cumberland County*, Dividing Creek, Seabrook; *Lawrenceville*, Public; *Liberty Corner*, Public; *Middletown*, Public; *Moorestown*, Junior High, Lenola; *Old Bridge*, Public; *Paramus*, Farview; *Ridgewood*,

DAIRYING is one of our major industries. Its foundation lies in the Babcock test. More important than the cotton gin or the reaper, every teacher may draw inspiration from the fact that the Babcock test was developed by a teacher and given to the world without thought of gain. At the meeting of the American Country Life Association Professor Stephen M. Babcock of the University of Wisconsin was presented with the Capper award for distinguished service in agriculture.



Benjamin Franklin Junior High; Trenton, Jefferson; Wyckoff, Public.

NEW YORK—Poughkeepsie, S. F. B. Morse.

NORTH DAKOTA—Fargo, McKinley, Emerson H. Smith.

OHIO—Barberton, Johnsons, Portage; Brunswick, Brunswick Township; Cambridge, Lofland; Canton, Elizabeth Harter, Maple, Roosevelt; Cleveland, Memphis; Columbus, Eleventh Avenue, McGuffey, Olentangy, Open Air; East Palestine, East Palestine Public Schools, East North Avenue, Captain Taggart, West North Avenue, Wood Street; Kent, Kent Public Schools, Central, DePeyster, High, Junior High, South; Lorain County, East Carlisle Rural, Eaton Township, Grafton Township, Henrietta Township, Huntington Township, Markley, Penfield Township, South Amherst Village, Vincent, Wellington Village; Mantua, Mantua Public Schools; Maple Heights, Maple Heights Public Schools, Clement Drive, Maple Grove; Mechanicsburg, Mechanicsburg Public Schools; Monclova, Monclova Township Centralized; New Concord, New Concord Public Schools, Grade, High; Ottawa Hills, Ottawa Hills Public Schools; Preble County, Verona Public Schools; South Euclid, Green Road, Victory Park; Stryker, Stryker Public Schools; Troy, Forest, High, Kyle.

OKLAHOMA—McAlester, Junior High; Tulsa, Osage.

OREGON—Sweet Home, Sweet Home Union High School Number 2.

PENNSYLVANIA—Hughesville, High; Northampton, Northampton Public Schools, Central, Franklin, Junior High, Senior High, Washington, George Wolf; Susquehanna, Susquehanna Public Schools.

RHODE ISLAND—Longmeadow, Old Warwick.

TEXAS—Houston, Berry.

VERMONT—Rochester, High.

WASHINGTON—Everett, Lincoln, Roosevelt.

WEST VIRGINIA—Hiawatha, Public.

WISCONSIN—Brandon, Brandon Public Schools; Cudahy, South Side.

#### Current Year

ARIZONA—Duncan, Grammar.

CALIFORNIA—Livermore, Elementary; San Francisco, Burnett, Grant; Santa Ana, Jefferson, Woodrow Wilson; Santa Cruz, Grant.

COLORADO—Cheyenne Wells, Cheyenne County High; Englewood, Washington; Greeley, Junior High; Palisade, Palisade Public Schools; Sopris, Sopris Public Schools.

DELAWARE—Wilmington, Alfred I. duPont, Public Number 25.

GEORGIA—Americus, East Americus; Atlanta, Crew Street, Davis Street, English Avenue, Forrest Avenue, Goldsmith, Highland, Home Park, Inman Park, Jerome Jones, Kirkwood, Moreland, Morningside, Ella W. Smilie; Macon, Cross Keys, Fort Hawkins.

ILLINOIS—Congress Park, Public; Glen Ellyn, Benjamin Franklin, Hawthorne, Main Street; Hillsboro, Edison; Lake Forest, Lake Forest Public Schools, Everett, Gorton, Halsey; Shelbyville, Shelbyville Public Schools; Springfield, Converse High.

INDIANA—Dunkirk, Dunkirk Public Schools, High, Sutton; Garrett, High, North Ward; Indianapolis, Public Number 71; Lanesville, Franklin Township High; Rensselaer, Rensselaer Public Schools, Grammar, High, Primary; Vincennes, La Salle.

IOWA—Des Moines, Brooks; Dubuque, Lincoln; Fort Dodge, Duncomb, Pleasant Valley; Sumner, Sumner Public Schools; Waterloo, East Side, Alcott, Grant.

KANSAS—Holton, Holton Public Schools, Central, Colorado, High; Paola, Junior High, South.

KENTUCKY—Lexington, Maxwell.

LOUISIANA—New Orleans, McDonogh Number 23, McDonogh Number 31.

MASSACHUSETTS—Ipswich, Shatswell; Medford, Hervey; Newton Centre, Ward; North Andover, Union.

MICHIGAN—Alma, Junior High; Detroit, Clinton, Hancock; Flint, Coolidge, Hazelton, Parkland, Roosevelt; Inkster, Daly; Jackson, Bloomfield; Lansing, Walter French Junior High; Lincoln Park, Herbert Hoover; Ludington, Foster; Midland, High; Saginaw, Houghton, John Moore, Otto Roeder; St. Clair, St. Clair Public Schools, Grade, Senior High.

MINNESOTA—Duluth, Congdon Park, Grant, Madison, Merritt, Morgan Park Elementary, Norton Park, Riverside; Minneapolis, Harriet Beecher Stowe, Lowell, Motley, Prescott.

MISSISSIPPI—Lorman, Consolidated.

MISSOURI—Kansas City, Linwood.

MONTANA—Great Falls, S. D. Largent.

NEBRASKA—Grand Island, Lincoln; Northport, Northport Public Schools.

NEVADA—Carlin, Grade, High, Las Vegas, High.

NEW HAMPSHIRE—Rochester, Allen, School Street.

NEW JERSEY—Bloomfield, Liberty; Camden County, Delaware Township, Delaware Township Public Schools, Coles, Eriton, Hinchman, Sharp, Stafford, Still; Lawrence Township, Lawrence Township Public Schools; Dorchester, Leesburg; Fairton, Public; Morris Township, Alfred Vail; Northfield, Northfield Public Schools; Verona, Laning Avenue.

NEW YORK—Almond, High; Clinton, High; Johnson City, Roberts Street; Middleport, Union; Mansey, Elementary.

NORTH CAROLINA—Halifax County, Halifax County Public Schools; Spencer, Spencer Public Schools. NORTH DAKOTA—Bismarck, Bismarck Public Schools, High, Richholt, Roosevelt, Wachter, William Moore, Will-Junior High; Fargo, Agassiz, Lincoln, Roosevelt Platoon, Woodrow Wilson; Haynes, Haynes Public Schools; Mayville, State Teachers College.

OHIO—Akron, Henry; Avon Lake, Public; Canton, Clarendon Avenue; Cleveland, West Junior High, West Senior High; Cleveland Heights, Canterbury; Columbus, School for Crippled Children; Lakewood, High; Perrysburg, Perrysburg Public Schools, Elementary, High; Seville, Public; Spencer, Chatham; Tiffin, Noble; West Chester, Union Township Centralized.

OKLAHOMA—Oklahoma City, University Heights; Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, High, Lee High, Horace Mann, McKinley, Roosevelt, Webster, Wilson; Tulsa, Emerson.

OREGON—Boardman, Boardman Public Schools.

PENNSYLVANIA—Emporium, West Ward; Red Lion, Red Lion Public Schools, Grammar, Junior-Senior High.

SOUTH CAROLINA—Bennettsville, Neuffer; Kemper, Public.

SOUTH DAKOTA—Sioux Falls, Lowell.

TENNESSEE—Cleveland, Arnold Memorial.

TEXAS—Texarkana, Junior High.

VERMONT—Burlington, Champlain, Ira Allen.

VIRGINIA—Portsmouth, Sixth Avenue.

WASHINGTON—Seattle, Orillia; Wenatchee, Stevens.

WEST VIRGINIA—Clarksburg, Hepzibah; Fairmont, Jayenne Grade and Junior High; Salem, Salem Public Schools, East End, Junior High, Senior High, West End; Sistersville, Junior High.

WISCONSIN—Edgerton, Edgerton Public Schools; Kenosha, Edward Bain.

WYOMING—Casper, McKinley.

## 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.

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

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

THE JOURNAL is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

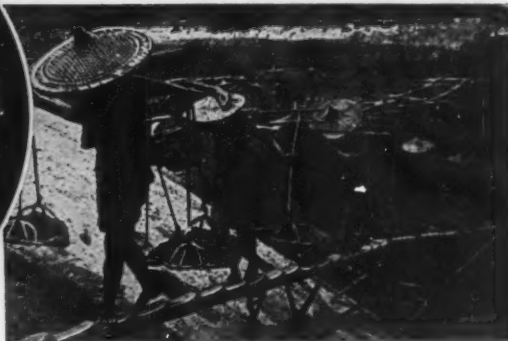
Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

JOY ELMER MORGAN, Editor Offices: 1201 Sixteenth Street N. W., Washington, D. C. HAROLD A. ALLAN, Business Manager

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



The ruffed grouse goes on dress parade. (From the Eastman Classroom Film, "The Ruffed Grouse.")



Borne on human shoulders, tin comes up from the mine. (From the Eastman Classroom Film, "Tin.")

# Stir the Imagination

*... and the words will come ...*

**A**N EASTMAN CLASSROOM FILM was shown to a group of pupils for the first time. Questions and discussion followed. The teacher was astounded at the unusual number of volunteers, and at the enthusiasm and comparative ease with which they expressed themselves.

Such is the power of visual experience to fire the imagination of children. Eastman Classroom Films, bringing the world's experience to the classroom in pictures brimful of life and action, inspire original *ideas* in the minds of pupils.

With ideas to express, the children eagerly *seek out* the words to express them. They progress *from visual experience to vocabulary*. They do not run the chance of going from meaningless words to visionary, inaccurate conclusions.

Thus, as their vocabularies

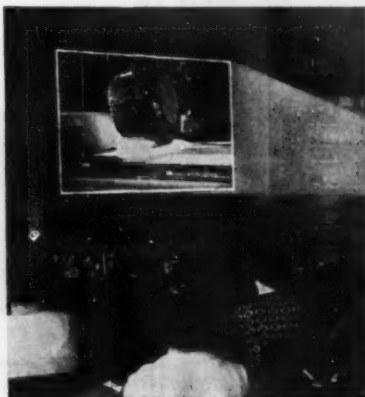
grow, the words are vivid and full of meaning ... the first and most important requisite for easy self-expression.

...

Eastman Classroom Films are not a substitute either for the teacher or for long established classroom methods and devices. School authorities are beginning to realize more and

more the significant value of these films in *supplementing* other teaching devices. As a result they are being widely used, not only in the United States but also in thirty foreign countries.

The makers of Eastman Classroom Films are glad to answer questions relative to the cost, application, subject matter and other phases of this modern teaching aid. On occasion practical demonstrations can be arranged. Write for full details.



The visual experience provided by Eastman Classroom Films arouses enthusiasm and stirs the imagination, supplying both the desire and the material for self-expression.

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## NOTES and ANNOUNCEMENTS

**A message from President Sutton**—On November 11, President Willis A. Sutton sent the following message to state superintendents and commissioners of education:

Let every member of the National Education Association lend active help to local commissions assisting the unemployed as you assisted Mr. Hoover in food conservation in 1918 and let every member use his influence to speed up public building projects. There is no better and more efficient body of workers in the nation than teachers whose lives are consecrated to a great cause.

**Stand firm for your profession**—Do you know that the present level of salaries, the gain in tenure and retirement allowances, were secured through the activity of the organized profession? Are you not also aware of the fact that it requires a larger and stronger organization to carry over the present critical period? Don't forget that each of us has

a very definite duty to perform along this line. Let all principals in your state back President Sutton in his great national campaign for the schools. Let their response be a supreme demonstration of the vision and loyalty of the teaching profession.—J. W. Crabtree.

**The Journal's tenth anniversary**—A special number in January, 1931, will celebrate the tenth anniversary of the first issue of THE JOURNAL of the National Education Association. The remarkable growth of the profession is suggested by the fact that *within the decade this periodical has grown a thousand percent in circulation*. It reaches into every county in this country and into every nation in the world.

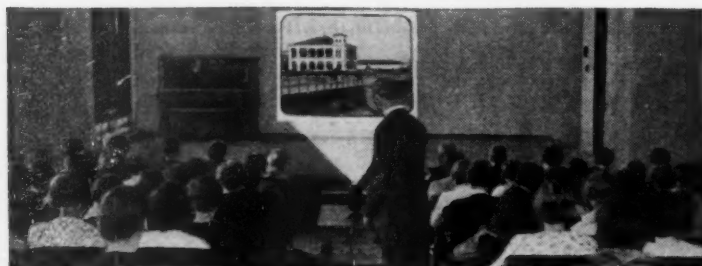
**A splendid achievement**—The Booker T. Washington school of Newport News, Va., is the first colored

school in that city to reach a 100% enrollment in the National Education Association. To endorse this movement on the part of his teachers, the principal, N. B. Clark, took out a life membership. This makes a total of seven life members for Newport News—five white and two colored—a record for the state.

**Proceedings available**—The Association volume of *Proceedings* is now off the press. It contains the addresses delivered at both the Atlantic City and Columbus conventions together with the minutes of the Representative Assembly and the Association's governing boards and committees. It is sent to all life and \$5 members. It may be purchased by others for \$3. The *Proceedings* furnish from year to year a continuing history of American education.

(Continued on page A-244)

## Use the Eye-gate to their minds



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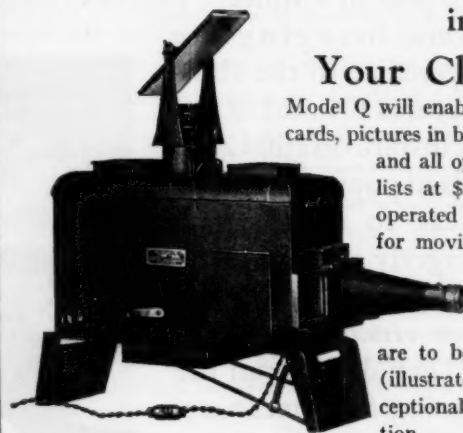
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## Typewriting Awards

The discontinuance of awards by four leading typewriter companies forces the schools to look elsewhere to secure material recognition of typing ability as an incentive for increased effort. The L. G. Balfour Company is pre-eminently fitted to continue where the typewriter companies left off, as all of the award emblems for Underwood and L. C. Smith have been made for eight years by Balfour. Also, some of the Remington and Royal awards have been Balfour made.

Full information may be secured by addressing the L. G. Balfour Company, P. O. Box 718, Attleboro, Mass.

Representatives cover every state in the country to serve the schools in the purchase of class jewelry, commencement announcements and club insignia. Branch offices are conveniently located. Wire or write either for service on class jewelry or typing awards.

The Life Membership pins, buttons and keys of the National Education Association are made by Balfour.



Making school history at the James Wilson Elementary School, Philadelphia, with a Filmo movie camera filming the Flag Salute Drill.

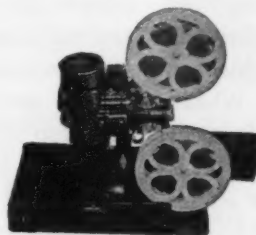
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## Health Education

Second Edition

251 Pages

A Program for Public Schools and  
Teacher-Training Institutions

First published in 1924, reprinted several times since, and now revised and enlarged by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

This report has been expanded from 164 pages to 251 pages. The subjects covered, as shown by the chapter heads, are the same as the original report but added space has been given to new developments. The references for teachers printed at the end of each chapter, together with the general bibliography at the end of the volume, have been thoroughly revised and will prove useful to teachers seeking up-to-date and authoritative information about the topics presented.

Paper Bound, \$1.25 each; Cloth Bound, \$1.75 each

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**NATIONAL EDUCATION  
ASSOCIATION**

1201 Sixteenth Street  
Washington, D. C.

**AMERICAN MEDICAL  
ASSOCIATION**

535 No. Dearborn Street  
Chicago, Illinois



(Continued from page A-242)

**Nationwide school printing project**—This project, sponsored by THE JOURNAL, will be especially attractive to schools where printing is taught. The copy to be used for the 1930-31 project is the *Pact of Paris*. This is a poster which should be on the wall of every schoolroom in the country. The materials were mailed a few weeks ago and should now be in the hands of all schools where printing is taught. Any teacher of printing who did not receive this material may obtain a copy without cost by writing to THE JOURNAL at 1201 Sixteenth Street N. W., Washington, D. C.

**Nationwide school cartoon project**—The Division of Publications of the NEA announces the second nationwide project in cartoon drawing by high-school students. In 1930, seventy-nine cartoons were submitted. Many of them exhibited great skill in drawing. Many uses may be found for cartoons in connection with the general program of keeping the public as well as the student alive to the significance of education. Any senior high-school art teacher may receive material by writing to the Division

of Publications at 1201 Sixteenth St. N. W., Washington, D. C.

**The rural problem**—The readjustment of rural life to the new conditions is one of the major problems of today. This field deserves special study by all teachers, more especially by teachers and school officers who are responsible for the leadership of rural life. THE JOURNAL hopes to bring together during the coming months the richest body of literature on rural life to be found anywhere.

**For rural teachers**—Schools wishing material on agriculture prepared especially for one-room schools may obtain a useful bulletin free on request by writing to *Successful Farming*, Des Moines, Iowa, asking for the *Rural Schools Bulletin*. This bulletin carries no advertising.

**To classroom teachers**—In a message to members of the Department of Classroom Teachers the president, Miriam D. Eisner of San Francisco, Calif., says:

The National Education Association is the greatest unifying force in American education. It would be difficult to estimate the

part it plays in improving the social and economic status of the teaching profession. The Classroom Teachers Department should be the most vital unit in the National Education Association. It will continue to grow in strength and influence exactly in proportion to the interest of the classroom teachers themselves.

**The national speech tournament**—The National Forensic League, a high-school honor society operated and controlled entirely by its component schools, will sponsor a national speech tournament for 1931. It is to include debate, oratory, declamation, and extempore speech. The entries will be limited to winners of state contests. For further information consult Bruno E. Jacob, secretary, National Forensic League, Ripon College, Ripon, Wisconsin.

**Of interest to teachers of geography**—The National Society for the Study of Education has invited the National Council of Geography Teachers to cooperate with them in the preparation of their 1933 yearbook. This volume of 400 to 500 pages will be devoted entirely to the subject of geography.

**A JOURNAL series satisfies a need**—I want to commend you for including

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THE NEW BUILDING will cost about \$350,000, the funds having been provided by the 3,800 life members. It will be one of the finest headquarters buildings in the National Capital. What a fine monument it is! But these life members together with 100 percent schools are building a higher and finer monument than this—the teaching profession.

LIFE MEMBERS and 100 percent schools give an enduring solidarity to the profession and prepare the Association for protecting education in a crisis. The present economic disturbances together with crop failures produce a serious situation which must be met. Let life members and all other leaders aid in averting the educational breakdown which would

undoubtedly take place were it not for active, efficient state and national associations.

Why not take this opportunity of becoming a life member before Christmas? 500 new members before January 1 would add a substantial amount to the Permanent Fund for furnishing and operating the new building.

Use this blank and ENLIST NOW

MR. J. W. CRABTREE, Secretary, National Education Association,  
1201 Sixteenth Street N. W., Washington, D. C.

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in THE JOURNAL the series of articles on mental hygiene by Clara Bassett, consultant in psychiatric social work for the National Committee for Mental Hygiene, New York City. I feel that most serious attention must be paid to the field of mental hygiene by our school people.—Herbert L. Spencer, principal, Henry Clay Frick Training School for Teachers, Pittsburgh, Pa.

#### An opportunity for winter study—

The Committee on Cultural Relations with Latin America, after a year's study on how the United States may become better informed on questions relating to her southern neighbors, has announced a *Seminar in the Caribbean*. The dates are Feb. 14-Mar. 4, 1931. For information address the above mentioned committee at 112 East 19th Street, New York, N. Y.

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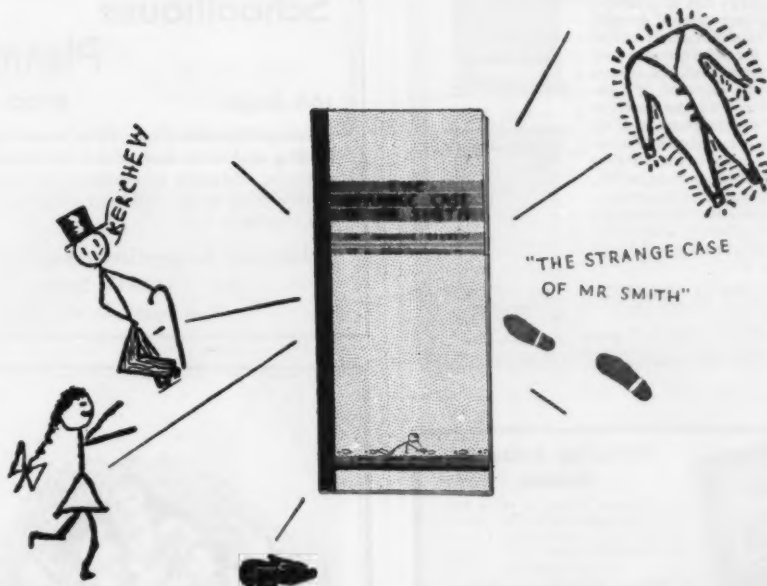
Funds for the year-round campaign against tuberculosis must be raised in the short period between Thanksgiving and Christmas by the sale of Christmas seals at one penny each. Make your Christmas packages doubly attractive by sealing them in this way.

**George Washington University adopts five-day working week for administrative staff**—The five-day week for members of the administrative staff of The George Washington University has been declared by the Board of Trustees of the University, "in light of the tendencies in the presentday social and economic system of America, in order that The George Washington University may sponsor leadership therein, and because of the splendid attitude on the part of our administrative staff." In announcing the adoption of this policy, Dr. Cloyd Heck Marvin, president of the University, said:

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**An encouraging report**—Stock market crashes and unemployment have failed to disturb the downward trend of infant mortality in the cities of the United States during 1929, according to a report just issued by the American Child Health Association, in which the figure of 66.2 deaths among each thousand births is announced. (Continued on page A-246)

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(Continued from page A-245)  
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(Continued on page A-249)

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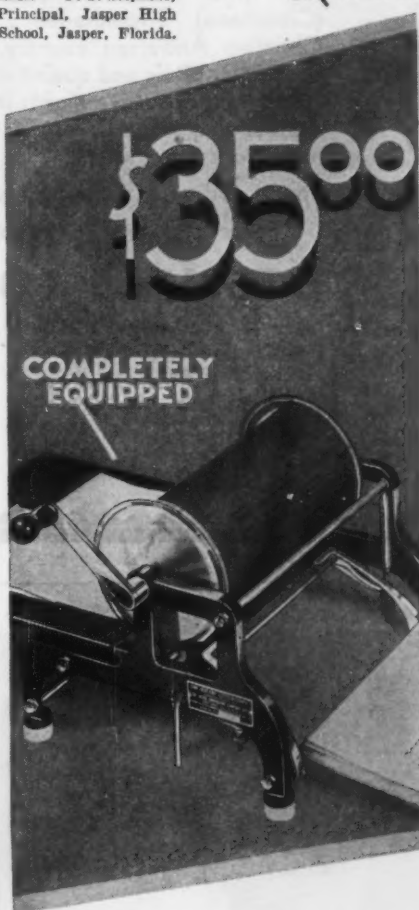
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(Continued from page A-246)

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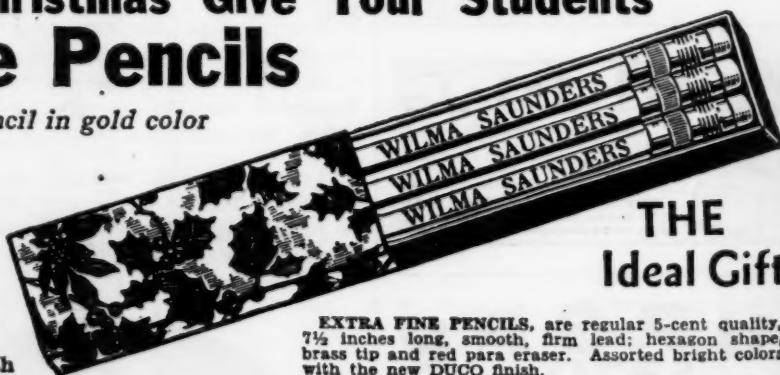
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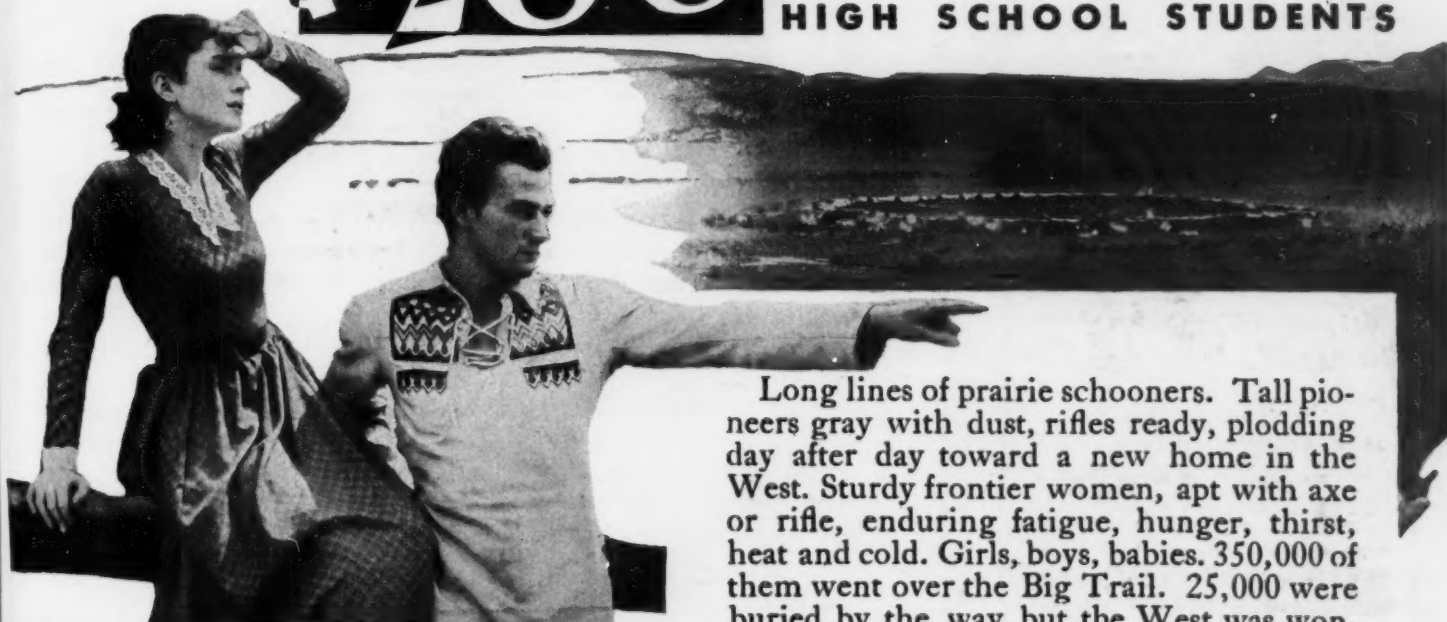
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