DEC 29 1930

VOL. 20 JANUARY, 1931 No. 1

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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PUBLISHED MONTHLY, EXCEPT JULY, AUGUST, AND SEPTEMBER, BY THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS 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.

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FOR TEXTBOOKS

The Ideal Teacher

GEORGE HERBERT PALMER

THE NOBLEST WEALTH of a nation is not in its mines, its soil, or its forests but in the idealism, the affections, and the energies of its teachers. When nations spend more for teaching than for fighting the turning point in human affairs will have come and the world will move forward to the finer and richer things of life at a pace hitherto unknown. That turning point may come in America within a decade if we choose to have it so. It is fitting, therefore, to celebrate this tenth anniversary of the first issue of THE JOURNAL of the National Education Association by publishing this justly famous essay—"The Ideal Teacher."

George Herbert Palmer is himself one of the most gifted teachers of the world. He has quickened the minds of several generations of students at Harvard. His essay, *Self Cultivation in English,* which appeared in 1897, is brilliant and helpful. He has written generously, including a biography of another great teacher, his wife, the famed Alice Freeman Palmer. Born on March 19, 1842, and still living in Cambridge, his life, like that of Dr. A. E. Winship, spans one of the most fascinating epochs of human history. Great teachers such as Dr. Palmer and Dr. Winship are the soul of the profession.

It is fitting to publish along with Dr. Palmer's essay the introduction as it appears in the *Riverside Educational Monographs* from the pen of Henry Suzzallo, now president of the Carnegie Foundation for the Advancement of Teaching.

The best teachers will read this essay again and again—once for the perfection and beauty of the whole; once to establish the framework more firmly in mind; many times a page or so at a time to enlarge thinking and ennoble feeling.

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INTRODUCTION—On the whole the American people are sincerely and deeply appreciative of their schools and teachers. The teachers themselves are for the most part contented in their work, strenuous and baffling as it may be. And whatever may be said of the shortcomings of teaching as a life, they stand loyally by it. In spite of moments of pessimism, they seldom change to another work, so tenacious are its ultimate attractions.

EVERY TEACHER *is honored by this beautiful marble shaft done by the famous teacher sculptor, Lorado Taft. This memorial stands in the public park in White Hall, Illinois, "in memory of Annie Louise Keller who saved sixteen children but sacrificed her own life, when a tornado demolished Centerville school building April 19, 1927."*

But it would be quite wrong to assume that either the public or teachers have no just criticism to make upon the life and the product of schools. The educational ideals, and consequently the expectations of both, are too high to permit a smug satisfaction with things as they are. The layman wants better service from teaching. The teacher wishes a happier life in his work. They will probably continue to demand these till the end of time, though the schools grow constantly better. There is no ungratefulness in this attitude; it is part of the idealism that attaches to the work of schools and keeps them forever progressive.

It is for the body of teachers to strive earnestly to do their part to achieve both these ends—to increase the social service of their teaching and to perfect their joy in the work. This is what we mean when we say that we should make of teaching both a profession and a fine art.

Teaching will be a profession when we have learned the need of thorough scholarly equipment and singleminded devotion to our daily and hourly duties in the schoolroom, under the guidance of those larger ideals which the world has set up for the protection of its cherished values. Nothing less than expert knowledge, tempered by a spirit of reverent ministry to those placed under our tuition, will ever make us professional teachers.

Teaching will be a fine art when the situations of schoolroom life are made to call for the best in teacher and pupil. In such a soil of noble motivation the highest powers of human beings thrive. The teacher who drives or is driven, who forces himself or his children through stated tasks, without any sense of their significance, will not find teaching congenial. He will never know that absorption which is the essence of art. Half-heartedly he will teach, his other, more imperious impulses beckoning him away to another life. And while he stays, he will know only that pain of conflict which destroys the possibility of happy work. To achieve real success, teaching must be kept an interesting business, where the free impulses of children and teachers are so used as to accomplish useful things happily.

Ideal teaching, then, will be at the same time professional and artistic, socially useful and personally pleasant. It will always be a goal which we constantly approach but never reach, its approximation whetting our hunger after perfection and giving us the satisfaction of a thousand victorious adjustments in every school day. Such an ideal is not for laggards or the indifferent. Only the man of fine qualities can enter the lists and joyously achieve. What these qualities are, how they are to be developed, and how used, will be told in this volume.—Henry Suzzallo.

THE IDEAL TEACHER—In America, a land of idealism, the profession of teaching has become one of the greatest of human employments. In 1903-04 half a million teachers were in charge of sixteen million pupils. [In 1931 it is a million teachers and nearly thirty million young people.] Stating the same facts differently, we may say that a fifth of our entire population is constantly at school; and that wherever one hundred and sixty men, women, and children are gathered, a teacher is sure to be among them.

But figures fail to express the importance of the work. If each year an equal number of persons should come in contact with as many lawyers, no such social consequences would follow. The touch of the teacher, like that of no other person, is formative. Our young people are for long periods associated with those who are expected to fashion them into men and women of an approved type. A charge so influential is committed to nobody else in the community, not even to the ministers; for though these have a more searching aim, they are directly occupied with it but one day instead of six, but one hour instead of five. Accordingly, as the tract of knowledge has widened and the creative opportunities involved in conducting a young person over it have correspondingly become apparent, the profession of teaching has risen to a notable height of dignity and attractiveness. It has moved from a subordinate to a central place in social influence and now undertakes much of the work which formerly fell to the church. Each year divinity schools attract fewer students, graduate and normal schools more. On school and college instruction the community now bestows its choicest minds, its highest hopes, and its largest sums. During the year 1903-04 the United States spent for teaching not less than $350,000,000.

Such weighty work is illadapted for amateurs. Those who take it up for brief times and to make money usually find it unsatisfactory. Success is rare, the hours are fixed and long, there is repetition and monotony, and the teacher passes his days among inferiors. Nor are the pecuniary gains considerable. There are few prizes, and neither in school nor in college will a teacher's ordinary income carry him much above want. College teaching is falling more and more into the hands of men of independent means. The poor can hardly afford to engage in it. Private schools, it is true, often show large incomes; but they are earned by the proprietors, not the teachers. On the whole, teaching as a trade is poor and disappointing business.

When, however, it is entered as a profession, as a serious and difficult fine art, there are few employments more satisfying. All over the country thousands of men and women are following it with a passionate devotion which takes little account of the income received. *A trade aims primarily at personal gain; a profession at the exercise of powers beneficial to mankind.* This prime aim of the one, it is true, often properly becomes a subordinate aim of the other. Professional men may even be said to offer wares of their own—cures, conversions, court victories, learning—much as traders do and to receive in return a kind of reward. But the business of the lawyer, doctor, preacher, and teacher never squares itself by equivalent exchange. These men do not give so much for so much. They give in lump and they get in lump, without precise balance. The whole notion of bargain is inapplicable in a sphere where the gains of him who serves and him who is served coincide; and that is largely the case with the professions. Each of them furnishes its special opportunity for the use of powers which the possessor takes delight in exercising. Harvard College pays me for doing what I would gladly pay it for allowing me to do. No professional man, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities.

The idea, sometimes advanced, that the professions might be ennobled by paying them powerfully, is fantastic. Their great attraction is their removal from sordid aims. More money should certainly be spent on several of them. Their members should be better protected against want, anxiety, neglect, and bad conditions of labor. To do his best work one needs not merely to live but to live well. Yet in that increase of salaries which is urgently needed, care should be used not to allow the attention of the professional man to be diverted from what is important—the outgo of his work—and become fixed on what is merely incidental—his income. When a professor in one of our large universities, angered by the refusal of the president to raise his salary on his being called elsewhere, impatiently exclaimed, "Mr. President, you are banking on the devotion of us teachers, knowing that we do

AND WHAT OF TEACHING? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they to whom it is dear for its own sake are among the nobility of mankind. ¶I sing the praise of the unknown teacher. ¶Great generals win campaigns, but it is the unknown soldier who wins the war. ¶Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. ¶Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enroled in a democratic aristocracy, "king of himself and servant of mankind."—From *The Unknown Teacher*, by Henry van Dyke.

not willingly leave this place," the president properly replied, "Certainly, and no college can be managed on any other principle." Professional men are not so silly as to despise money; but after all, it is interest in their work and not the thought of salary, which predominantly holds them.

Accordingly in this paper I address those only who are drawn to teaching by the love of it, who regard it as the most vital of the fine arts, who intend to give their lives to mastering its subtleties, and who are ready to meet some hardships and to put up with moderate fare if they may win its rich opportunities.

But supposing such a temper, what special qualifications will the work require? The question asked thus broadly admits no precise answer; for in reality there is no human excellence which is not useful for us teachers. No good quality can be thought of which we can afford to drop. Some day we shall discover a disturbing vacuum in the spot which it left. But I propose a more limited problem: what are those characteristics of the teacher without which he must fail and what those which, once his, will almost certainly insure him success? Are there any such essentials and how many? On this matter I have pondered long; for, teaching thirty-nine years in Harvard College, I have each year found out a little more fully my own incompetence. I have thus been forced to ask myself the double question, through what lacks do I fail and in what direction lie the roots of my small successes? Of late years I think I have hit on these roots of success and have come to believe that there are four of them—four characteristics which every teacher must possess. Of course he may possess as many more as he likes—indeed, the more the better. But these four appear fundamental. I will briefly name them.

First, a teacher must have an aptitude for vicariousness; and second, an already accumulated wealth; and third, an ability to invigorate life through knowledge; and fourth, a readiness to be forgotten. Having these, any teacher is secure. Lacking them, lacking even one, he is liable to serious failure. But as here stated they have a curiously cabalistic sound and show little relation to the needs of any profession. They have been stated with too much condensation and have become unintelligible through being too exact. Let me repair the error by successively expanding them.

The teacher's art takes its rise in what I call an aptitude for vicariousness. As year by year my college boys prepare to go forth into life, some laggard is sure to come to me and say, "I want a little advice. Most of my classmates have their minds made up about what they are going to do. I am still uncertain. I rather incline to be a teacher, because I am fond of books and suspect that in any other profession I can give them but little time. Business men do not read. Lawyers only consult books. And I am by no means sure that ministers have read all the books they quote. On the whole it seems safest to choose a profession in which books will be my daily companions. So I turn toward teaching. But before settling the matter I thought I would ask how you regard the profession." "A noble profession," I answer, "but quite unfit for you. I would advise you to become a lawyer, a car conductor, or something equally harmless. Do not turn to anything so perilous as teaching. You would ruin both it and yourself; for you are looking in exactly the wrong direction."

Such an inquirer is under a common misconception. The teacher's task is not primarily the acquisition of knowledge but the impartation of it—an entirely different matter. We teachers are forever taking thoughts out of our minds and putting them elsewhere. So long as we are content to keep them in our possession, we are not teachers at all. One who is interested in laying hold on wisdom is likely to become a scholar. And while no doubt it is well for a teacher to be a fair scholar—I have known several such—that is not the main thing. What constitutes the teacher is the passion to make scholars; and again and again it happens that the great scholar has no such passion whatever.

But even that passion is useless without aid from imagination. At every instant of the teacher's life he must be controled by this mighty power. Most human beings are contented with living one life and delighted if they can pass that agreeably. But this is far from enough for us teachers. We incessantly go outside ourselves and enter into the many lives about us—lives dull, dark, and unintelligible to any but an eye like ours. And this is imagination, the sympathetic creation in ourselves of conditions which belong to others. Our profession is therefore a double-ended one. We inspect truth as it rises fresh and interesting before our eager sight. But that is only the beginning of our task. Swiftly we then seize the lines of least intellectual resistance in alien minds and, with perpetual reference to these, follow our truth till it is safely lodged beyond ourselves. Each mind has its peculiar set of frictions. Those of our pupils can never be the same as ours. We have passed far on and know all about our subject. For us it wears an altogether different look from

FOR THOSE WHO FAIL—A little sketch will serve to point a moral and adorn a tale. The early career of Sir Edwin Arnold, famous poet and savant, was marked by an alluring teaching experience. One day as headmaster of a school, while taking a stroll, a lad across the hedge spoke to him saying, "I am called a dunce, but I am not a fool." The lad had been classified and tagged. He had reached the fifth proposition in Euclid, the isosceles triangle, and it was for him the *pons asinorium* [the bridge of donkeys]. Sir Edwin sat down with the boy and used the isosceles triangle as a figure merely to talk about other matters. After restoring confidence in this boy in the little episode, something was said about the fifth proposition. Sir Edwin remarked: "Are you going to let that old baldheaded mathematician of Alexandria lick you?" Pretty soon the boy said "Oh, I see it." Some years afterward Sir Edwin was traveling in Canada. At the approach of a very remarkable bridge across a mighty river he noticed a large isosceles triangle displayed, bearing the legend, *My First Bridge*. The master engineering feat was the bridge across the stream. A tablet on it bore the inscription, *My Second Bridge*. The lad was Tompkins, who became the famous bridge-building engineer. Somehow in that spirit we mean to carry on, regardless of the protest that democracy is a thing infirm and a thing that lacks efficiency. Tompkins was labelled a dunce, but he was not a fool.—From *Creative Thinking and Learning*, by Harold Lloyd Miller.

that which it has for beginners. It is their perplexities which we must reproduce and—as if a rose should shut and be a bud again—we must reassume in our developed and accustomed souls something of the innocence of childhood. Such is the exquisite business of the teacher, to carry himself back with all his wealth of knowledge and understand how his subject should appear to the meager mind of one glancing at it for the first time.

And what absurd blunders we make in the process! Becoming immersed in our own side of the affair, we blind ourselves and readily attribute to our pupils modes of thought which are not in the least theirs. I remember a lesson I had on this point, I who had been teaching ethics half a lifetime. My nephew, five years old, was fond of stories from the Odyssey. He would creep into bed with me in the morning and beg for them. One Sunday, after I had given him a pretty stiff bit of adventure, it occurred to me that it was an appropriate day for a moral. "Ulysses was a very brave man," I remarked. "Yes," he said, "and I am very brave." I saw my opportunity and seized it. "That is true," said I. "You have been gaining courage lately. You used to cry easily but you don't do that nowadays. When you want to cry now, you think how like a baby it would be to cry or how you would disturb mother and upset the house; and so you conclude not to cry." The little fellow seemed hopelessly puzzled. He lay silent a minute or two and then said, "Well no, Uncle, I don't do that. I just go sh-sh-sh, and I don't." There the moral crisis is stated in its simplicity; and I had been putting off on that holy little nature sophistications borrowed from my own battered life.

But while I am explaining the blunders caused by selfengrossment and lack of imagination, let me show what slight adjustments will sometimes carry us past depressing difficulties. One year when I was lecturing on some intricate problems of obligation, I began to doubt whether my class was following me and I determined that I would make them talk. So the next day I constructed an ingenious ethical case and, after stating it to the class, I said, "Suposing now the state of affairs were thus and thus and the interests of the persons involved were such and such, how would you decide the question of right, Mr. Jones?" Poor Jones rose in confusion. "You mean," he said, "if the case were as you have stated it? Well, hm, hm, hm—yes—I don't think I know, sir." And he sat down. I called on one and another with the same result. A panic was upon them and all their minds were alike empty. I went home disgusted, wondering whether they had comprehended anything I had said during the previous fortnight and hoping I might never have such a stupid lot of students again. Suddenly it flashed upon me that it was I who was stupid. That is usually the case when a class fails; it is the teacher's fault. The next day I went back prepared to begin at the right end. I began, "Oh, Mr. Jones." He rose, and I proceeded to state the situation as before. By the time I paused he had collected his wits, had worked off his superfluous flurry, and was ready to give me an admirable answer. Indeed in a few minutes the whole class was engaged in an eager discussion. My previous error had been in not remembering that they, I, and everybody, when suddenly attacked with a big question, are not in the best condition for answering. Occupied as I was with my end of the story, the questioning end, I had not worked in that double-ended fashion which alone can bring the teacher success; in short, I was deficient in vicariousness—in swiftly putting myself in the weak one's place and bearing his burden.

WITHIN every young life is a divine spark. To find that spark and to fan it into flame is the supreme achievement of the teacher. This celestial fire is nurtured in the affections. It finds itself in creative work. Its power is so great that, once kindled, the whole life is oriented and energized by it. An individual or a nation which is to be strong needs this divine fire and appreciates it. That is why America is so full of the prophetic quality—it has 30,000,000 young people in school and college searching to find the light under the guidance of a million teachers.—J. E. M.

Now it is in this chief business of the artistic teacher, to labor imaginatively himself in order to diminish the labors of his slender pupil, that most of our failures occur. Instead of lamenting the imperviousness of our pupils, we had better ask ourselves more frequently whether we have neatly adjusted our teachings to the conditions of their minds. We have no right to tumble out in a mass whatever comes into our heads, leaving to that feeble folk the work of finding in it what order they may. Ours it should be to see that every beginning, middle, and end of what we say is helpfully shaped for readiest access to those less intelligent and interested than we. But this is vicariousness. *Noblesse oblige.* In this profession any one who will be great must be a nimble servant, his head full of others' needs.

Some discouraged teacher, glad to discover that his past failures have been due to the absence of sympathetic imagination, may resolve that he will not commit that blunder again. On going to his class tomorrow he will look out upon his subject with his pupils' eyes, not with his own. Let him attempt it and his pupils will surely say to one another, "What is the matter today with teacher?" They will get nothing from that exercise. No, what is wanted is not a resolve but an aptitude. The time for using vicariousness is not the time for acquiring it. Rather it is the time for dismissing all thoughts of it from the mind. On entering the classroom we should leave every consideration of method outside the door and talk simply as interested men and women in whatever way comes most natural to us. But into that nature vicariousness should long ago have been wrought. It should be already on hand. Fortunate we if our great-grandmothers supplied us with it before we were born. There are persons who, with all goodwill, can never be teachers. They are not made in that way. Their business it is to pry into knowledge, to engage in action, to make money, or to pursue whatever other aim their powers dictate; but they do not readily think in terms of the other per-

WHY TEACH?—Nothing that is good is too good for the child; no thought too deep; no toil too great; no work too arduous, for the welfare of the child means happier homes, better society, a purer ballot, and the perpetuity of republican institutions.—Francis W. Parker.

son. They should not, then, be teachers.

The teacher's habit is wellsummed in the Apostle's rule, "Look not every man on his own things, but every man also"—it is double—"on the things of others." And this habit should become as nearly as possible an instinct. Until it is rendered instinctive and passes beyond conscious direction, it will be of little worth. Let us, then, as we go into society, as we walk the streets, as we sit at table, practise altruistic limberness and learn to escape from ourselves. A true teacher is always meditating his work, disciplining himself for his profession, probing the problems of his glorious art, and seeing illustration of them everywhere. In only one place is he freed from such criticism and that is in his classroom. Here in the moment of action he lets himself go, unhampered by theory, using the nature acquired elsewhere, and uttering as simply as possible the fulness of his mind and heart. Direct human intercourse requires instinctive aptitudes. Till altruistic vicariousness has become our second nature, we shall not deeply influence anybody.

But sympathetic imagination is not all a teacher needs. Exclusive altruism is absurd. On this point, too, I once got instruction from the mouths of babes and sucklings. The children of a friend of mine, children of six and four, had just gone to bed. Their mother overheard them talking when they should have been asleep. Wondering what they might need, she stepped into the entry and listened. They were discussing what they were here in the world for. That is about the size of problems commonly found in infant minds. The little girl suggested that we are probably in the world to help others. "Why, no indeed, Mabel," said her big brother, "for then what would others be here for?" Precisely! If anything is only fit to give away, it is not fit for that. We must know and prize its goodness in ourselves before generosity is even possible.

Plainly, then, beside his aptitude for vicariousness, our ideal teacher will need the second qualification of an already accumulated wealth. These hungry pupils are drawing all their nourishment from us, and have we got it to give? They will be poor, if we are poor; rich, if we are wealthy. We are their source of supply. Every time we cut ourselves off from nutrition, we enfeeble them. And how frequently devoted teachers make this mistake! dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year. We all know the "teacher's face." It is meager, worn, sacrificial, anxious, powerless. That is exactly the opposite of what it should be. The teacher should be the big, bounteous being of the community. Other people may get along tolerably by holding whatever small knowledge comes their way. A moderate stock will pretty well serve their private turn. But that is not our case. Supplying a multitude, we need wealth sufficient for a multitude. We should then be clutching at knowledge on every side. Nothing must escape us. It is a mistake to reject a bit of truth because it lies outside our province. Some day we shall need it. All knowledge is our province.

THE MOST important work of men and women is to care for boys and girls, to give them a happy childhood, and to equip them for a successful life. Our task is to give every child the opportunity to grow up with a healthy body, a trained mind, a disciplined character, a cheerful faith in himself, and a devotion to our form of government. The public school system is America's distinctive and magnificent ally of the home in this most precious trust.—Greetings from President Herbert Hoover to the National Education Association, July 4, 1930.

In preparing a lecture I find I always have to work hardest on the things I do not say. The things I am sure to say I can easily get up. They are obvious and generally accessible. But they, I find, are not enough. I must have a broad background of knowledge which does not appear in speech. I have to go over my entire subject and see how the things I am to say look in their various relations, tracing out connections which I shall not present to my class. One might ask what is the use of this? Why prepare more matter than can be used? Every successful teacher knows. I cannot teach right up to the edge of my knowledge without a fear of falling off. My pupils discover this fear and my words are ineffective. They feel the influence of what I do not say. One cannot precisely explain it but when I move freely across my subject as if it mattered little on what part of it I rest, they get a sense of assured power which is compulsive and fructifying. The subject acquires consequence, their minds swell, and they are eager to enter regions of which they had not previously thought.

Even, then, to teach a small thing well we must be large. I asked a teacher what her subject was, and she answered, "Arithmetic in the third grade." But where is the third grade found? In knowledge or in the schools? Unhappily it is in the schools. But if one would be a teacher of arithmetic, it must be arithmetic she teaches and not third grade at all. We cannot accept these artificial bounds without damage. Instead of accumulated wealth they will bring us accumulated poverty and increase it every day. Years ago at Harvard we began to discuss the establishment of a Graduate School; and I, a young instructor, steadily voted against it. My thought was this: Harvard College, in spite of what the public imagines, is a place of slender resources. Our means are inadequate for teaching even undergraduates. But graduate instruction is vastly more expensive; courses composed of half a dozen students take the time of the ablest professors. I thought we could not afford this. Why not leave graduate instruction to a university which gives itself entirely to that task? Would it not be wiser to spend ourselves on the lower ranges of learning, covering these adequately, than to try to spread ourselves over the entire field?

Doubting so, I for some time opposed the coming of a Graduate School. But a luminous remark of our great president showed me the error of my ways. In the course of debate he said one evening, "It is not primarily for the graduates that I care for this school; it is for the undergraduates. We shall never get good teaching here so long as our instructors set a limit to their subjects. When they are

THE COMMON SCHOOL is the greatest discovery ever made by man. Other social organizations are curative or remedial; this is a preventive and antidote. *They* come to heal diseases and wounds; *this* to make the physical and moral frame invulnerable to them.—Horace Mann.

called on to follow these throughout, tracing them far off toward the unknown, they may become good teachers; but not before."

I went home meditating. I saw that the president was right and that I was myself in danger of the stagnation he deprecated. I changed my vote as did others. The Graduate School was established; and of all the influences which have contributed to raise the standard of scholarship at Harvard, both for teachers and taught, that graduate work seems to me the greatest. Every professor now must be the master of a field of knowledge and not of a few paths running through it.

But the ideal teacher will accumulate wealth, not merely for his pupils' sake but for his own. To be a great teacher one must be a great personality and without ardent and individual tastes the roots of our being are not fed. For developing personal power it is well, therefore, for each teacher to cultivate interests unconnected with his official work. Let the mathematician turn to the English poets, the teacher of classics to the study of birds and flowers, and each will gain a lightness, a freedom from exhaustion, a mental hospitality, which can only be acquired in some disinterested pursuit. Such a private subject becomes doubly dear because it is just our own. We pursue it as we will; we let it call out our irresponsible thoughts; and from it we ordinarily carry off a note of distinction lacking in those whose lives are too tightly organized.

To this second qualification of the teacher, however, I have been obliged to prefix a condition similar to that which was added to the first. We need not merely wealth but an already accumulated wealth. At the moment when wealth is wanted it cannot be acquired. It should have been gathered and stored before the occasion arose. What is more pitiable than when a person who desires to be a benefactor looks in his chest and finds it empty? Special knowledge is wanted, or trained insight, or professional skill, or sound practical judgment; and the teacher who is called on has gone through no such discipline as assures these resources. I am inclined to think that women are more liable to this sort of bankruptcy than men. Their sex is more sympathetic than ours and they spend more hastily. They will drop what they are doing and run if a baby cries. Excellence requires a certain hardihood of heart, while quick responsiveness is destructive of the larger giving. He who would be greatly generous must train himself long and tenaciously, without much attention to momentary calls. The plan of the Great Teacher, by which he took thirty years for acquisition and three for bestowal, is not unwise, provided that we too can say, "For their sakes I sanctify myself."

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a lifework, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal. There never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized. It would seem as though the whole world were trying to lift itself to a higher plane of thought.—William Lyon Phelps.

But the two qualifications of the teacher already named will not alone suffice. I have known persons who were sympathetically imaginative and who could not be denied to possess large intellectual wealth, who still failed as teachers. One needs a third something, the power to invigorate life through learning. We do not always notice how knowledge naturally buffets. It is offensive stuff and makes young and wholesome minds rebel. And well it may; for when we learn anything, we are obliged to break up the world, inspect it piecemeal, and let our minds seize it bit by bit. Now about a fragment there is always something repulsive. Anyone who is normally constituted must draw back in horror, feeling that what is brought him has little to do with the beautiful world he has known. Where was there ever a healthy child who did not hate the multiplication table? A boy who did not detest such abstractions as seven times eight would hardly be worth educating. By no ingenuity can we relieve knowledge of this unfortunate peculiarity. It must be taken in disjointed portions. That is the way attention is made. In consequence each of us must be to some extent a specialist, devoting himself to certain sides of the world and neglecting others quite as important. These are the conditions under which we imperfect creatures work. Our sight is not worldwide. When we give our attention to one object, by that very act we withdraw it from others. In this way our children must learn and have their expansive natures subdued to pedagogic exigencies.

Because this belittlement through the method of approach is inevitable, it is allimportant that the teacher should possess a supplemental dignity, replacing the oppressive sense of pettiness with stimulating intimations of high things in store. Partly on this account a book is an imperfect instructor. Truth there, being impersonal, seems untrue, abstract, and insignificant. It needs to shine through a human being before it can exert its vital force on a young student. Quite as much for vital transmission as for intellectual elucidation, is a teacher employed. His consolidated character exhibits the gains which come from study. He need not point them out. If he is a scholar, there will appear in him an augustness, accuracy, fulness of knowledge, a buoyant enthusiasm even in drudgery, and an unshakable confidence that others must soon see and enjoy what has enriched himself; and all this will quickly convey itself to his students and create attention in his classroom. Such kindling of interest is the great function of the teacher. People sometimes say, "I should like to teach if only pupils cared to learn." But then there would be little need of teaching. Boys who have made up their minds that knowledge is worthwhile are pretty sure to get it, without regard to teachers. Our chief concern is with those who are unawakened. In the Sistine Chapel Michael Angelo has depicted the Almighty moving in clouds over the rugged earth where lies the newly created Adam, hardly aware of himself. The tips of the fingers touch, the Lord's and Adam's, and the huge frame loses its inertness and rears itself into action. Such may be the electrifying touch of the teacher.

But it must be confessed that not infrequently, instead of invigorating life through knowledge, we teachers reduce our classes to complete passivity. The blunder is not altogether ours but is suggested by certain characteristics of knowledge itself; for how can a learner begin without submitting his mind, accepting facts, listening to authority, in short, becoming obedient? He is called on to put

aside his own notions and take what truth dictates. I have said that knowledge buffets, forcing us into an almost slavish attitude and that this is resented by vigorous natures. In almost every school some of the most original, aggressive, and independent boys stand low in their classes, while at the top stand "grinds"—objects of horror to all healthy souls.

Now it is the teacher's business to see that the onslaught of knowledge does not enfeeble. Between the two sides of knowledge, information and intelligence, he is to keep the balance true. While a boy is taking in facts, facts not allowed to be twisted by any fancy or carelessness, he is all the time to be made to feel that these facts offer him a field for critical and constructive action. If they leave him inactive, docile, and plodding, there is something wrong with the teaching. Facts are pernicious when they subjugate and do not quicken the mind that grasps them. Education should unfold us and truth together; and to enable it to do so the learner must never be allowed to sink into a mere recipient. He should be called on to think, to observe, to form his own judgments, even at the risk of error and crudity. Temporary one-sidedness and extravagance is not too high a price to pay for originality. And this development of personal vigor, emphasized in our day by the elective system and independent research, is the great aim of education. It should affect the lower ranges of study as truly as the higher. The mere contemplation of truth is always a deadening affair. Many a dull class in school and college would come to life if simply given something to do. Until the mind reacts for itself on what it receives, its education is hardly begun.

The teacher who leads it so to react may be truly called "productive," productive of human beings. The noble word has recently become Germanized and corrupted and is now hardly more than a piece of educational slang. According to the judgments of today a teacher may be unimaginative, pedantic, dull, and may make his students no less so; he will still deserve a crown of wild olive as a "productive" man if he neglects his classroom for the printing press. But this is to put first things second and second things first. He who is original and fecund and knows how to beget a similar spirit in his students, will naturally wish to express himself beyond his classroom. By snatching the fragments of time which his arduous work allows he may accomplish much worthy writing and probably increase, too, his worth for his college, his students, and himself. But the business of book-making is, after all, collateral with us teachers. Not for this are we employed, desirable though it is for showing the kind of mind we bear. Many of my most productive colleagues have printed little or nothing, though they have left a deep mark on the life and science of our time. I would encourage publication. It keeps the solitary student healthy, enables him to find his place among his fellows, and more distinctly to estimate the contributions he is making to his subject. But let him never neglect his proper work for that which must always have in it an element of advertising.

Too long I have delayed the fourth, the disagreeable, section of my paper. Briefly it is this: a teacher must have a readiness to be forgotten. And what is harder? We may be excellent persons, may be daily doing kindnesses, and yet not be quite willing to have those kindnesses overlooked. Many a man is ready to be generous, if by it he can win praise. The love of praise—it is almost our last infirmity; but there is no more baffling infirmity for the teacher. If praise and recognition are dear to him, he may as well stop work. Dear to him perhaps they must be, as a human being; but as a teacher, he is called on to rise above ordinary human conditions. Whoever has followed me thus far will perceive the reason. I have shown that a teacher does not live for himself but for his pupil and for the truth which he imparts. His aim is to be a colorless medium through which that truth may shine on opening minds. How can he be this if he is continually interposing himself and saying, "Instead of looking at the truth, my children, look at me and see how skilfully I do my work. I thought I taught you admirably today. I hope you thought so too." No, the teacher must keep himself entirely out of the way, fixing young attention on the proffered knowledge and not on anything so small as the one who brings it. Only so can he be vicarious, wholehearted in invigorating the lives committed to his charge.

Moreover, any other course is futile. We cannot tell whether those whom we are teaching have taken our best points or not. Those best points, what are they? We shall count them one thing, our pupils another. We gather what seems to us of consequence and pour it out upon our classes. But if their minds are not fitted to receive it, the little creatures have excellent protective arrangements which they draw down and all we pour is simply shed as if nothing had fallen; while again we say something so slight that we hardly notice it but happening to be just the nutritive element which that small life then needs, it is caught up and turned into human fiber. We cannot tell. We work in the dark. Out upon the waters our bread is cast and if we are wise we do not attempt to trace its return.

On this point I received capital instruction from one of my pupils. In teaching a course on English Empiricism I undertook a line of exposition which I knew was abstruse. Indeed, I doubted if many of the class could follow; but there on the front seat sat one whose bright eyes were ever upon me. It seemed worthwhile to teach my three or four best men, that man in particular. By the end of the term there were many grumblings. My class did not get much out of me that year. They graduated and a couple of years later this young fellow appeared at my door to say that he could not pass through Cambridge without thanking me for his work on Locke, Berkeley, and Hume. Pleased to be assured that my

MEETING THE CRIME WAVE

There are twenty-seven children in Miss Murphy's second grade,
And she loves them with a mother's overflowing heart;
Shows them how to solve life's problems, comes to everybody's aid,
Teaches them how daily living can be made the highest art.

There are forty-seven boys and girls in Miss McMurtry's class,
And she tries to be a mother to them every one;
But there are so many that the crowded school days pass,
Leaving much that she would like to do, undone.

There are thugs and thieves and burglars from our crowded public schools;
There are boys upon probation with the prison gates ahead,
Boys who came from crowded classes and are neither knaves nor fools;
And the teachers might have saved them if instead

Of a horde there had been thirty, twenty-five, or even less,
Teacher knowing each child's problems and helping him learn how
To live up to his highest. It's true, finances press,
But let's use the future prison fund to pay more teachers now.

Laura Bell Everett.

questionable methods were justified and unwilling to drop a subject so agreeable, I asked if he could tell precisely where the value of the course lay. "Certainly," he answered. "It all centered in a single remark of Locke's. Locke said we ought to have clear and distinct ideas. I don't think I got anything else out of the course."

Well, at first I was inclined to think the fellow foolish, so to mistake a bit of commonplace for gospel truth. Why did he not listen to some of the profound things I was saying? But on reflection I saw that he was right and I wrong. That trivial saying had come to him at a critical moment as a word of power; while the deep matters which interested me and which I had been offering him so confidently day by day, being unsuited to him, had passed him by. He had not heard them.

To such proper unthankfulness we teachers must accustom ourselves. We cannot tell what are our good deeds and shall only plague ourselves and hinder our classes if we try to find out. Let us display our subjects as lucidly as possible, allow our pupils considerable license in apprehension, and be content ourselves to escape observation. But though what we do remains unknown, its results often awake deep affection. Few in the community receive love more abundantly than we. Wherever we go, we meet a smiling face. Throughout the world, by some good fortune, the period of learning is the period of romance. In those halcyon days of our boys and girls we have a share and the golden lights which flood the opening years are reflected on us. Though our pupils cannot follow our efforts in their behalf and indeed ought not—it being our art to conceal our art—yet they perceive that in the years when their happy expansion occurred we were their guides. To us, therefore, their blind affections cling as to few beside their parents. It is better to be loved than to be understood.

Perhaps some readers of this paper will begin to suspect that it is impossible to be a good teacher. Certainly it is. Each of the four qualifications I have named is endless. Not one of them can be fully attained. We can always be more imaginative, wealthy, stimulating, disinterested. Each year we creep a little nearer to our goal, only to find that a finished teacher is a contradiction in terms. Our reach will forever exceed our grasp. Yet what a delight in approximation! Even in our failures there is comfort, when we see that they are generally due not to technical but to personal defects. We have been putting ourselves forward, or have taught in mechanical rather than vital fashion, or have not undertaken betimes the labor of preparation, or have declined the trouble of vicariousness.

Evidently, then, as we become better teachers we also become in some sort better persons. Our beautiful art, being so largely personal, will at last be seen to connect itself with nearly all other employments. Every mother is a teacher. Every minister. The lawyer teaches the jury, the doctor his patient. The clever salesman might almost be said to use teaching in dealing with his customer and all of us to be teachers of one another in daily intercourse. As teaching is the most universal of the professions, those are fortunate who are able to devote their lives to its enriching study.

REST

Rest is not quitting
The busy career;
Rest is the fitting
Of self to one's sphere.

'Tis the brook's motion,
Clear without strife;
Fleeting to ocean,
After its life.

'Tis loving and serving
The highest and best;
'Tis onward, unswerving,
And this is true rest.

—Goethe.

FROM the beginning THE JOURNAL has emphasized the ideals and human possibilities of teaching. The following volume and page numbers refer to some of the more outstanding materials beginning in January, 1921:

A Platform of Service—W. C. Bagley. 10:1-4
The Ideal Teacher—L. C. Lord. 10:73
The True Teacher—Manchester. 10:186-7
Why Should I Teach?—C. L. Dentler. 11:138
Serve Democracy's Greatest Need. 11:211
Why I Teach—Louis B. Woodward. 11:348
The Teacher—W. H. McCreary, 12:106
The Teacher's Ideal—C. J. Hawkins. 12:372
Opportunity—Blynn Edwin Davis. 14:12
A Sketch of Alice Freeman Palmer—Margaret Romer. 14:153-4
Teachers of Mankind [box]. 14:182
A Toast to Teachers [box]. 14:242
The New Teacher—Editorial. 15:67-8
The Teacher's Faith—H. MacCracken. 15:142
The Challenge Eternal—Lewis. 15:206-08.
The Woman Who Was Forgotten—Bess Streeter Aldrich. 16:37-40
The Teaching Spirit—Bernard Brodie. 16:134
My Trust [poem]—C. S. Woodruff. 17:44
Love One Another—A. L. Walker. 18:309-10
A Prayer for Teachers—Glenn Frank: 19:54

PERHAPS one of the most appreciated services of THE JOURNAL has been its early emphasis on professional ethics.

Ethics for Teachers—Pa. Ed. Assn. 10:92-3
Ethics for Teachers—Mich. 10:140
Ethics for Teachers—Editorial. 10:143-4
Ethics for Teachers—Batavia, Ill. 11:148
Ethics for Teachers—N. Y. 11:219-20
Ethics for Teachers—J. W. Wayland. 11:364
Ethics for the Teaching Profession—George Gailey Chambers. 11:401-03
Training Teachers in Ethics. 12:100-01
Ethics for Teachers—Natl. League of Teachers Assns. 13:65
Professional Ethics—NEA Res. 13:237-8
Ethics for Teachers—Wickey. 13:261-3
The Teacher's Code. 17:209
Ethics of the Teaching Profession. 18:260-1

The gems of thought which have been included in boxes and panels on the preceding pages are the work of many cooperating friends who have sent in their favorite quotations. To choose the best from an embarrassment of riches has been the aim of the editors.

FROM A PERSONAL LETTER TO THE EDITOR—The circumstances associated with our publication of the monograph by Professor Palmer—"The Ideal Teacher"—were these. Mr. Franklin S. Hoyt, of Houghton, Mifflin Company, had heard Professor Palmer give this address to the Indianapolis teachers. I also had heard him give it before the teachers at Hartford, Connecticut. ¶Some time after, we were formulating the plans for the *Riverside Educational Monographs*. Both Mr. Hoyt and I felt this should be one of the very first issues. With the kindly cooperation of Professor Palmer the address was slightly modified and published in this form. It had previously been published in a volume of essays by George Herbert Palmer and Alice Freeman Palmer under the general title, "The Teacher, Essays and Addresses on Education." ¶This will give you the background facts that led to this most influential distribution of Professor Palmer's analysis of the professional and social service of the teacher. Yours very cordially—Henry Suzzallo.

The County Superintendent

J. T. Anderson

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In the hope that a little more light may be thrown on the rural school situation in matters of supervision and administration, the writer attempted in this study to find out something of value regarding (1) the professional training, educational experience, tenure, and salary of Nebraska county superintendents and (2) the system under which they serve. An attempt is made to analyze the qualifications of those holding the office of county superintendent in Nebraska and to determine, if possible, those qualities which are successful and those points of weakness which hinder the development of public education.

Data for the study were obtained from a questionnaire sent to the 93 county superintendents of Nebraska, from the Nebraska Educational Directory, and from University of Nebraska records. Seventy-one of the 93 county superintendents of the state answered the questionnaire.

Findings—In the 71 counties from which reports were received:

The number of school districts range from 9 to 215.

The number of teachers range from 30 to 328, not including Lancaster and Douglas counties in which are located the cities of Lincoln and Omaha.

Of the county superintendents reporting:

45.6 percent have office assistants.

None have assistant supervisors.

84.5 percent have had 4 years of *high-school training,* 7 percent have had none and *the average is 3.6 years.*

83 percent have had some college training and the average is 2.4 years.

45 percent report no training in school administration and supervision and 16.9 percent have had less than 5 semester hours in these fields.

42.2 percent have no college credit in educational psychology and the average is 6.9 semester hours.

47.7 percent have had no training in other educational courses and 8.4 hours is the average amount of other educational work that those taking such courses have had.

33.8 percent hold college degrees, whereas 80.2 percent of the city superintendents in the same county seats hold college degrees.

93 percent have had teaching experience in rural schools, 1.4 percent have had 10 or more years of such teaching experience, and the average is 4.6 years.

71.8 percent report high-school teaching experience and the average number of years taught in high school is 4.

4.9 years is the median tenure of county superintendents, whereas 3.7 years is the median tenure of city superintendents in the same county seats.

The county superintendent is the key to the problems of rural education. Where he is able, welltrained, wellpaid, secure in tenure, and a real leader of the people of his county, reforms needed in rural education quickly come about. Rural life is now facing a terrific crisis. It is imperative that it be given the highest leadership through the development of a rural education that will equip youth to face the new day intelligently and courageously.

$1825 is the median salary paid county superintendents. The median salary for city superintendents in the same county seats is $2963.63.

73 percent of the county superintendents are women; only 4.3 percent of the city superintendents in the same county seats are women.

On the basis of this study and his own experience as a county superintendent, the writer has reached the following conclusions:

The duties of the county superintendents are varied and scattered. The fact that each one-room school is a unit of organization in itself and each has its complexity of problems and also the fact that the superintendent is both an administrator and a supervisor adds to the multiplicity of duties to be performed by the superintendent who must travel over a whole county in performing them.

Under the present system there is lack of uniformity and definiteness of purpose. Schools and counties are of different sizes; tax levies within the same county vary from one to twenty-five mills; superintendents' training varies from merely satisfying the legal requirements to the doctor's degree; one group of school officials and patrons purpose to have the best school in the country and another is satisfied merely to "get by."

Systematic organization and vigorous execution are hardly possible under the present system where one person must be responsible for so many duties scattered over so large a territory.

As compared with city superintendents, county superintendents are poorly prepared by training for their work.

The tenure of county superintendents is slightly longer than that of city superintendents. The tenure of county superintendents in Nebraska is fixed by law at four years with the privilege of reelection to as many terms as the public sees fit.

The salaries of county superintendents in Nebraska are too low, if the salaries of city superintendents may be used as a basis for comparison, and hardly justify one in spending four or five years in college preparing for the position when the salaries of city superintendents are so much more attractive.

Since 73 percent of the reporting county superintendents of Nebraska are women, it is evident that the position attracts women very much more than it does men.

One of the chief handicaps of the one-room rural school undoubtedly is inadequate supervision. If supervision is to aid in the improvement of instruction, it certainly must mean more than an annual visit by the county superintendent who, because of the number of schools he must visit and the territory over which he must travel in reaching them, can in most cases remain in a school for only a brief time.

The district system of Revolutionary War days has served its purpose remarkably well. One can hardly imagine any other system which could have better provided for the education of pupils of pioneer days. It has fulfiled its aim admirably but present educational demands require a new system capable of keeping pace with the times.

One would judge from reading presentday educational literature that more people than ever before are thinking in terms of democracy in education; but there is little chance for equality of educational opportunity under the district system, which makes it necessary for one district to tax itself from ten to twenty-five times as heavily as another, in order to support the same kind of school; or where the supervision is so unequally administered as it is in rural and city schools.

The present trend seems to be toward the larger unit of organization, with enough trained supervisors to supervise instruction adequately and efficiently in all the schools of the county. Through the larger unit an attempt is made to apply the business principles of the best city school systems to rural school administration.

Some of the advantages of the larger unit advanced by its advocates are:

It makes possible better administration of rural schools due to the larger organization which in itself adds dignity and strength.

It makes possible the selection of more able members of the board of education which in turn makes for greater efficiency in the determination and execution of educational policies.

It gives the people an opportunity to place credit or blame for the management of the school where it belongs.

It makes possible the elimination of politics from the selection of county superintendents.

It gives the board of education a chance to select a superintendent from a larger group. More people will prepare for such positions and more educators will be attracted to the office when the fear of defeat in a political campaign is removed.

It tends to raise in dignity and influence the office of county superintendent to that point where the public will appreciate its importance and follow its leadership.

It makes possible better supervision through assistant supervisors.

It tends to increase the tenure of teachers, which gives an opportunity for organizing and executing to a successful completion an educational program of merit.

It secures efficiency in instruction by attracting superior teachers.

It makes possible a desirable salary schedule for teachers.

It tends to provide adequate equipment and supplies.

It gives opportunity for uniform physical education and may provide general medical care where needed and desired.

It encourages the transportation of pupils which insures better daily attendance and greater punctuality.

It provides for an economical business administration of the schools and hence a saving to the taxpayers.

It tends to equalize school support by placing a uniform burden over a large area.

It tends to encourage state and federal financial participation which will equalize school support.

The larger unit of organization is not an attempt, as some fear, to remove control of the school from the people and to centralize power in the hands of a few. It is an honest attempt to secure to rural schools the best advantages of excellent city school organizations. City school systems are no longer subdivided into wards for the purpose of taxation and administration. The whole city is subject to the same tax levy and is under the administrative authority of one superintendent. A single board of education represents all the schools of the entire city in the selection of teachers and expenditure of funds. The superintendent is not required to be a voter in the city in order to be eligible to the office of city superintendent. On the other hand the board of education is free to go to any city or any state to select its superintendent.

No progressive city would be satisfied to have one of its ward schools housed in a poorlyequipped building, manned by inferior teachers, and operated for only eight months, when the remainder of the city had wellqualified teachers, uptodate equipment, and nine months of school. Yet that is what is taking place in most counties under the old district system. Rural children are entitled to the same educational advantages that city children enjoy.

Rural Life and the Rural School

RURAL LIFE in America is now passing through one of the crucial turning-points in its development. The problems which now press for solution cannot be put off. They require immediate attention. There is no simple or easy solution. These problems can be solved only by vigorous action along many lines, by men and women of vision, energy, and courage.

The elementary school in the rural community is fundamental to the solution of the farm problem. If that school is poor the high schools will be hampered in their work and the intellectual habits of farm people will be so inefficient that the efforts of scientific agriculture and rural sociology will be largely wasted because of weakness in the fundamental education of the people. There was a time when the rural teacher could get along with a meager education. Now nothing less than full college training can give to the teacher who is to be the intellectual leader of the rural community that breadth of knowledge, that information about rural sociology and scientific agriculture, that skill in the teaching art, that sense of responsibility as a citizen which is essential to the solution of the pressing problems of farm life.

There is especial need for trained leadership and supervision in the various counties. It is not easy to find a solution for this problem. The county superintendency is often imbedded in politics and the pitiful salaries will not attract competent people. Is there not a national approach to this problem? We have a Naval Academy to train leaders for the navy and a West Point to train leaders for the army. In 1917, when we faced a war emergency, we created officers training camps and obtained remarkable results. We now face a peace emergency no less farreaching than the issue of the war period. Why not create a special training agency to prepare leaders for the rural education of tomorrow? Why not a United States college for county superintendents and rural-school supervisors? Let this college be financed by the federal government. Let it be under the direction of the United States Commissioner of Education. Let it be located in or near the city of Washington. Let its instructional staff be drawn from counties which are now doing notable work, from the state departments of education, the United States Office of Education, the United States Department of Agriculture, the Children's Bureau, the United States Public Health Service, and from other colleges and universities. Let the students of this college be selected by the state departments of education at the rate of one from each county. Let these students come with all expenses paid plus a small salary, following the plan of West Point. A student at West Point receives $780 a year and it costs about $292 to provide his subsistence. This is approximately $1000 per year. Let us assume that it would require another $1000 a year to provide faculty and overhead, making a total of about $2000 per year per student. There are 3073 counties in the United States. Assuming that there would be one student from each county, there would be a total enrolment of 3073 students. Multiplied by $2000 the total cost would reach only $6,146,000. Such a college would begin immediately to pour into the stream of rural life a group of men and women with a national vision, with an understanding of the newer problems of rural sociology, with a firsthand appreciation of the great work of the Department of Agriculture, with a knowledge of cooperative marketing and the work of the Farm Board which would simplify the task of that important body. There would be an opportunity to compare the problems of rural education as they are being worked out in the different states and these leaders who would come back into the counties would command the respect and confidence of the whole people.—J. E. M.

Methods in Character Education

A. Helen Anderson

Supervisor of Publications, Denver Public Schools

Shall character education be left to indirect methods? Shall it be taken care of as situations arise? Or shall Johnnie Junior's morals, as though they were akin to decimals, be "attended to" at a certain period of each school day, set aside for that specific purpose, during which time his present sins, both actual and suspected, are discussed and all those he may be expected to commit anticipated by admonition, preachment, and golden text?

If left to indirect methods wherein desirable habits are hopefully assumed to be the derivatives of classroom activities, no new contribution to character education could be claimed, since multiplication processes, the mysteries of latitude and longitude, the algebraic equation, and the Latin verb were the iron-handed disciplinarians of the children of the old red schoolhouse as well as of the volatile youth of today. In fact, the influence of these disciplinarians has been lauded for so many generations that administrators of curriculum revision the country over are finding it almost impossible to remove certain archaic and wellnigh motheaten elements from the courses of study because of the golden virtues of mental discipline and perseverance which teachers stubbornly contend to be the handmaidens of these subjects.

To confine character education, then, to indirect methods would be merely a matter of letting well enough alone, of announcing that the schools are taking care of this need and doing nothing at all about it. Obviously, then, any program of character education must be direct; and the only question to be considered is: shall this direct method be formal or informal?

So far as the elementary schools of Denver are concerned, the supporters of the informal direct method seem to have the better of the argument, despite the report card in use in the Denver schools [discussed in the previous article] the very phraseology of which could be expected to result in a definite formal direct program. The reason is simple: The vast majority of the teachers seem to find not only that the informal direct approach is all that is necessary but that the most effective character education experience is that which grows out of actual situations.

The diaries kept by the elementary school teachers during the week in which the survey of character education was made, listed 1051 incidents and situations having definite character education values. Not more than fifty of these were of the formal direct type. Among these fifty were definite plans to teach the character values listed on the report card and others not so enumerated by such direct means as planned discussions, selfrating sheets, blackboard statistics, and systems of awards.

The remaining 1000 incidents were of the informal direct type. Evidently no teacher keeping a diary was sufficiently optimistic to assume or to discuss character values resulting from indirect methods.

The common characteristic of the 1000 incidents of the informal direct type was definite teaching for character in situations and incidents accompanying the routine of the school day. Subjectmatter provided 582 such incidents; classroom management, 273; and such extracurriculum activities as clubs, class meetings, homeroom discussions, color guard, and lunchroom provided 146.

The following classification of subjectmatter experiences is of interest:

English	186
Health	130
Social Science	82
Art	81
Mathematics	36
Auditorium	35
Music	24
Home economics	3
Science	3
Industrial arts	2
Total	582

English, social science, and health education, according to the one week's survey made in Denver, are the subjects most likely to stimulate character-building situations.

A few typical examples might be cited.

English—"Our reading lesson today involved a story about dogs," writes a third-grade teacher. "Very definite training in kindness to animals, especially kindness through care, was involved. Many children decided that their dogs should have more fresh water and cleaner dishes to eat from."

From another elementary teacher we hear, "Our reading today included two of Aesop's fables, *The Dog in the Manger* and *The Dog and His Shadow*. Many interesting comments were made about these stories and the lesson was learned from each without holding the moral too plainly. I hope it was easy for the children to decide that the dog was selfish, that he lost all by wanting too much. Later in the day when Jack found Willard hiding a library book on the way to the auditorium, he said to him, 'You will be like the dog in the manger if you do that.' The book was immediately returned."

Social science—"We are beginning a new topic in social science, *Heroes of Peace and Progress*," writes one teacher. "When I asked who were the heroes they could name, the answer was as usual, Washington, Lincoln, Lindbergh, and a few other conquerors and historical figures. Some had included such names as God, Henry Ford, Jack Dempsey; and one little girl gave the name of the doctor who took out her tonsils. I then suggested that many people were great conquerors and had conquered enemies of man working quietly and alone. I told the story of Jenner and vaccination for smallpox. The implication was recognized immediately and Pasteur was mentioned. Enthusiasm was aroused. I launched on a new topic, the heroes of science in medicine, art, and engineering. I feel that many opportunities for character education must lie in this sort of discussion—the clarifying of ideals, study of the fine attributes of character—courage, romance, bravery, patience."

One unit in the work of 6B is the study of manufacturing, and a social science teacher writes, "The subjects under consideration today were: *the changes that have been brought about by extensive manufactures* and *a comparison of our advantages, due to extensive manufacturing, with those of the colonists.* A fair sense of appreciation was shown in the following answers: 'We have better homes and furnishings, more improvements in heating and lighting.' 'It's easier to get our clothing and it's prettier.' 'We can go more places because of our roads, trains, autos, and airplanes.' 'We know more about the people and the world because of newspapers which get their news through mails, telephones, telegraphs, and radios.' 'We have more pleasures due to better transportation, better education, shows, books, more ways of making money, musical instruments, and better-built and heated churches.' 'They knew more about the Bible because they had no outside recreation.'"

Health—"Each morning we have health inspection." So say practically all the diaries. "When the chairs were in their proper places and the children seated," one homeroom teacher writes, "I remarked about their posture. We discussed our nicely combed hair, clean hands, teeth, faces, and displayed clean handkerchiefs. Some of the children told what

they had eaten for breakfast. This led to the discussion of things that 'help us to be healthy so we won't miss school.' "

In another diary we read, "In a class in health education the children were divided into groups and numbered. Each morning the captain inspected the inspectors. Each inspector did likewise for the children in his row. One row seemed always to be checked because two boys did not comb their hair. The inspector of that row brought this matter up before the group, saying that those boys were not only injuring their own record but also that of the whole group. Considerable discussion followed, and the next day both boys came with combed hair and shining faces."

It may be argued that such incidents as those mentioned have always been the concomitants of subjectmatter experiences —that education can hardly claim a contribution to character building in such examples. However, further study of the 1051 incidents, subjectmatter and otherwise, related in the diaries, reveals the fact that the outstanding contribution being made to character education lies in the character-building values inherent in the newer philosophy of education as a whole and in the newer technics which have given us the activity, the project, the platoon school, the socialized recitation, and the theory of the child-centered school. Fully seventy-five percent of the incidents described were the result of this newer thought in education and would have been highly improbable occurrences in the days of the subject-centered school where character education was either limited to indirect methods or was a feat of holding the squirming juvenile in his seat during the process of traditional inquisition methods.

The newer education speaks of cooperation, initiative, fair play, teamwork, sportsmanship, courage, justice; the older philosophy could rightly claim little more than discipline and control. It might be reasonably concluded, then, that the school system seeking to develop a character education program may relinquish the formal direct type in favor of the informal direct to the extent to which it develops the technics, methods, and organization of contemporary educational thought, since character-building experiences are the very life of these methods and this organization.

Clyde, a problem case, gets hold of himself as the chairman of an auditorium group.

Billie, a "sore loser" in gymnasium games in health education classes, learns the desirability of good sportsmanship.

A platoon-school library with a monthly circulation of 1800 books promotes the wise use of leisure time.

A platoon school section at work on reports on bird life in the library learns to its sorrow that it may not buzz, talk, and laugh to the disturbance of others.

A scientific club discusses the question: "What character habits are essential to a student who would succeed in the field of science?"

A platoon-school section in social science breaks the reindeer made for an Eskimo village, a project of another group, and learns that some restitution must be made.

A homeroom section divides into groups to choose their own activity for a half-hour's work.

John's citizenship improves because of membership in the color guard.

Willard learns the art of apology as a result of rudeness during a health club program.

Three B is building a miniature apartment house as a social-science project and learns the fine art of cooperation.

Such character-building experiences of the 1931 schoolroom could hardly have accompanied the educational procedures of a generation ago.

An educational organization providing such experience must surely find a formal direct method of character education a superfluous addition to its program. At least the teachers in the Denver elementary schools seem to have found the routine of the school day so rich in opportunities for character education that they must lend their support to an informal direct program.

The Masonic Temple, Detroit, Michigan, where the Department of Superintendence will meet in February

When Children Perform in Public

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THE GRADE TEACHER is apt to sigh profoundly when a public performance is proposed and yet, deep down in her heart, she realizes the value of it. She knows that the public performance may furnish a strong motivation for the children's work through a period of several weeks or even months. She sees the children gain in poise and initiative and selfreliance as they work out the various parts of the program they are to give and as they appear on the stage. She rejoices over the increased interest of the parents in the work of the school and over the willing cooperation of the mothers in the making of costumes. Finally, she is as thrilled as the children over the lovely things that can be done for the school with the money that has been earned through this public performance and feels amply repaid for all the careful planning and strenuous work.

The public performance by children is worthwhile, if it is properly planned and prepared and presented; but it may be utterly worthless and almost a pernicious thing, if it is not of the right sort and is not worked out and given in the right way. Perhaps I can tell you what I mean best by describing what I consider an ideal public performance.

There are three requirements: first, it must be childlike and spontaneous; second, it must be enjoyed by the children themselves in the giving; and third, it must be as much as possible an outgrowth of the regular classroom work of the children.

In contrast to this, it will not require an elaborate stage-setting and several changes of scene; it will not require elaborate, expensive costuming; it will not be given by a small cast of a chosen few; it will not contain long speeches nor grownup sounding conversation by children; it will not contain solos to be sung by children; it will not call for difficult dances nor dances of a grownup sort; it will not have a plot of a kind foreign to children's interests; and it will not require the children to do and to say things in a stiff, exact way.

The ideal public performance by children is a program, a play, a song-play, a festival, or a pageant built up by the children and the teacher so far as possible out of the materials of their daily work; perhaps based upon a story they have read and enjoyed and wanted to dramatize, using songs they have learned in their regular music hour, using costumes and stage-settings planned and made by the children so far as possible, and finally, being rehearsed as little as possible. Doubtless you are surprised at the last phrase but it is fatal to insist that children learn the lines perfectly and say them over and over until they come to "parrot" them in a mechanical, meaningless fashion that takes all the naturalness and spontaneity out of the performance. After all, what does it matter if the child changes the exact wording of the lines, so that he keeps the meaning the same and manages to give the cue to the next speaker?

Another reason for rehearsing as little as possible is to prevent killing the children's enjoyment in giving the affair. If it is over-rehearsed the children become tired of it and will give it with an air of wearily doing their duty instead of having a gorgeous, good time. The rehearsals that are necessary should, according to my ideal, be group rehearsals whenever possible, so that the children will not be familiar with the parts of the performance in which they do not appear. That gives them a fresh delight in it when they see the complete performance, perhaps for the first time, when it is presented to the public. This also helps to make a free, spontaneous performance.

The children's enjoyment of what they are doing, reminds me of an excellent example of this that came to my notice recently. In a song-play given by a large number of children, a certain small group of third-grade children were Brownies and a part of their performance was dancing the Nixie Polka. They were always eager to do this and on the night of the final performance they had such a good time and laughed so much and so spontaneously that the director of the song-play greatly feared that the dance would end in a riot of laughter and confusion! But it didn't—it was a great success—entirely spontaneous and, of course, enjoyed by the audience as thoroughly as by the children! Would that we could have had every moment of the performance as free and as happy!

The participation of *all* the children in the public performance is important. If we use but the talented few—the best singers and speakers, the most graceful dancers, the prettiest girls and the handsomest boys—we are defeating our most important objectives. We are depriving the very children who most need the experience of a chance to gain poise and self-confidence, of their opportunity; we are stifling any tiny spark of initiative that may be beneath the surface in the most unpromising appearing child. If the public performance has any value in the development of the child, we are surely not justified in denying that value to any child in the group. It may be difficult to contrive something worthwhile for every child to do but it can be done. Perhaps it may not be on the stage at all but helping as a stage-hand, selling or taking tickets at the door, ushering or handing out programs. The clever teacher knows her class so well that she can decide what task will best develop any latent talent or ability that the child may possess. First of all, every child should be given a chance in his own classroom to try out for many parts—sometimes the teacher is surprised with the unexpected initiative of some child who is stirred to his best efforts by this chance at selfexpression as nothing else has stirred him.

When I speak of public performances I am thinking of all sorts—from the simple assembly program given by the children of one grade for the other classes in the school to enjoy or the program prepared for the meeting of the Parent-Teachers Association, to the most elaborate performance given by all the children of the school with an admission fee charged. The ideals of which I have spoken should be before us in every case.

You may be thinking, "This sort of public performance sounds as if it were an outcome of an activity program." That is the ideal situation but is not always possible. However, if you cannot carry out a real activity program to this end, you can at least manage to motivate a great deal of the children's work through

your plans for a public performance.

It is especially wise for a group of teachers to make their plans together—usually helped and guided by the help of the music teacher and the physical-education teacher. The program may be built around a central theme chosen for its timeliness or for the children's special interest and it may eventuate in a play, a song-play, a festival, or a pageant. Such a project frequently provides an opportunity for the upper-grade classes or even the high-school classes to do some reading and research on the subjects chosen, then to show their skill in planning the scenes and in writing the dialog to be used. In the meantime the music teacher is choosing the songs to be used and the physical-education teacher is selecting the games and dances that will fit best in the whole production. Perhaps this planning and preparation takes several months and involves the interest and work of the teachers and children of many classes—so much the better, for you are building a real school interest and will produce a real all-school project.

The market is flooded with all sorts of plays and operettas for children and young people—some of them good, some bad, and others of various degrees between these two extremes. May I suggest that before you decide to use one of the published operettas or plays you measure it beside the standard of the three requirements mentioned near the beginning of this article? Is it childlike and spontaneous in its story, its dialog, and its music? Will the children enjoy working on it or will they get tired of it before the time of its presentation to the public? Can a large part of it be made an outgrowth of the regular classwork or will it require a great deal of extra time for drill and rehearsals? If you can find published material that will meet these tests successfully, you are entirely justified in using it.

If you cannot find such material then you should consider very seriously the idea of building your own program, with all the help you can get from other teachers, including the teachers of special subjects. Two concrete examples may serve to stimulate your thinking along this line.

First—an illustration of a simple classroom activity. A certain second grade worked out a delightful program as an outcome of their study of the circus. While they were reading about and discussing the circus they asked for some songs about the circus and were given several, including one about toy balloons and one about popcorn. In the clever and joyous dramatization of a circus which they finally worked out they sang all these songs and also used a toy band to lead the circus parade about the corridors of the building. Various stunts of rope-walking, riding of hobby horses, and funny tricks by the clowns were used and both toy balloons and popcorn were on sale.

A more elaborate sort of program was a song-play in which almost two hundred children took part, which was given on a large stage and used as a money-making project. It was based on the idea of May-Day in a beautiful garden where happy children played all the day but where, after the sun had set and the Sandman had put the flowers to sleep, wonderful things happened. Then the garden was peopled with brownies, and fairies, and fireflies, and even little gray mice scampered about among the sleeping flowers, while the helpful brownies trimmed the throne for the May-Queen. On May-Day the garden became a gathering place for troops of happy children who crowned their chosen queen and played games and danced in merry measure in honor of her, finally reaching the climax of their day in the dancing about and winding of the May-pole.

The music teacher worked out the little story and selected and taught the songs; the physical-training teacher chose and taught the dances; the art teacher designed the costumes which were made by the grade teachers and the mothers and designed the stage-setting. Most of the rehearsals were by groups only—just two rehearsals were held on the large stage and with all the children and when it was given all the children who were not on the stage were seated behind the scenes and were singing all the songs. The children who did not sing well were in certain games in which they did not need to sing and the other children were singing for them. The children enjoyed every minute of the song-play and were eager to repeat it. The result was spontaneous, happy performance by the children, a large sum of money made, and nobody tired-out or out-of-sorts through overwork with costuming and rehearsals.

Permit me to wish for you and the children in your charge, in your next public performance, the thrill that comes from successful selfexpression, the joy of giving real pleasure to your watching friends, and the deep satisfaction that comes from doing an artistic, worthwhile piece of work in a fine fashion.

IT WAS with enjoyment and appreciation that I read the article in the November JOURNAL of the National Education Association on the training of children's voices by Grace Van Dyke More. It emphasized methods which for ten years have been followed in preschool groups under my observation where there are twenty-five or more four year old children each year. With them the most popular period through the morning is the "Singing Time."

The songs used are carefully chosen Mother Goose songs, simple action songs with few tones, or short songs with few words and simple rhythm. The content of the songs must, in some way, come close to the everyday life of the little child.

The singing, clapping, tapping, and repetition of words is done with as little noise as possible. The words are repeated slowly and evenly, so that the children may hear the rhyme words and understand the new words.

That the singing is a constructive exercise is demonstrated by the fact that the teachers passing our door ask to come in, visitors ask to come again, and the entire school loves the "Singing Time" more than recess or any other period. The older groups gain in poise, rhythm, and apparently in concentration after a visit to this group. Instead of leaving the room in a tense or nervous condition the children go away with relaxed faces and most often in a receptive frame of mind.

Apart from the choice of songs and the method we feel that the beauty of the room increases the love of good music and music as an art. The value of a quietly managed music group cannot be estimated.

Little ones knowing only one tone at the start are able before Christmas to sing songs of six tones. Often one-toned children of September sing songs of six or seven notes by the New Year. The use of words helps, too, with tone work. Velvet, soft, silky, sweet, warm, cold, these words cause the children to make tones velvet, soft, sweet, warm, or cold. Carefully chosen and spoken words used in the songs help with clear diction and use of words in the older groups later. The love of good music begun in the early years is a most valuable influence through life.—Lane Van Hook, director of Van Hook Studios of Fine Arts, Atlanta, Ga.

Great Nature had a million words,
In tongues of trees and songs of birds,
But none to breathe the heart of man,
Till Music filled the pipes o' Pan.

Henry van Dyke

School Success, An Element in Mental Health

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ANYONE who has studied the patients who pass through a mental clinic is impressed by the frequency with which deep feelings of inadequacy, chronic discouragement and worry, lack of selfconfidence, and a profound sense of inferiority are found to play a prominent role in the maladjustment of the individual. Although some of these patients are found to be normal or superior in their endowment, the symptoms described are most frequently associated with actual physical and mental handicaps.

Upon closer investigation it is found that it is not so much the actual handicap which has proved the stumbling block as the emotional attitude of the patient toward it. The truth of this is evidenced by the fact that others handicapped to the same degree are happily succeeding in the community while these individuals are failing. In securing the histories of the patients, it is usually found that the beginnings of these attitudes can be traced back to their childhood, to the early years of their school life.

The fact that there are enormous variations among children in their innate intellectual capacity is known to all teachers. However, the emotional problems connected with these variations are not so wellappreciated either by the home or by the school. As a matter of fact, so little attention is yet paid to these variations in intelligence that the majority of school systems in the country still have curriculums geared to the needs of the average child, into which all children are expected to fit or not as their ability permits, with little attention paid to the resulting emotional problems. Some children, when faced with continued demands at school and at home for success in work which is quite beyond their mental capacity, react to the pressure upon them by delinquent behavior.

Thus, Ralph, aged 14, was referred to the clinic by his school principal because of truancy and running away from home. Although 14, Ralph was in the lowest section of 6B. His school record showed that he had repeated 1A and 2A each once and 5A and 6B twice. In 6B, his work was carefully and neatly done and his teacher reported his conduct excellent; he was truthful and very dependable, responding well to responsibility but with an inclination to be silent and withdrawn. He had executed several complicated errands for her in a highly satisfactory manner and until the last summer had seemed obedient and docile, more or less unnoticed at school because of his quiet compliance to rules and regulations.

During the past summer his mother had found work for him as clerk in a grocery and he had bought with the money he earned a $75 violin and a new suit of clothes for school. The remainder of the money was placed in his school savings account. The boy was allowed 25 cents a week for spending money but the expenditure of this small sum was strictly supervised by the mother. She felt it was "foolish for him to buy candy with it," as she bought a small bag of candy each week for the children and Ralph had his portion of this.

In November, Ralph came home with a flashlight and a chemical set and when questioned, became frightened and claimed he had been given these by the school. The father told the boy he was going to make inquiries at the school and the next day the frightened youngster withdrew $40 from the school bank and disappeared. He was gone two months, going to Boston where he got work in a restaurant but was finally picked up by the police and returned home. He was home only four weeks when he took $112 which his mother was planning to put in the bank, and some jewelry, and again disappeared. This time he had a grand time visiting Boston, Philadelphia, Atlantic City, New York, and returned to Boston, where tiring of his wanderings he came home of his own accord and was sent back to school.

In the classroom, Ralph towered head and shoulders above the other youngsters. He was very sensitive about being the biggest boy in the class, felt chagrined that he had to repeat classes, was hopeless about his progress, and had the feeling that he was a failure and would never amount to anything. The other children called him a "dumbbell" and told him he hadn't any sense. He hated school, felt that it was a prison from which he could not escape, and was eager to leave and go to work. He loved his work during the summer and he was highly praised for his carefulness and responsibility by his employer.

At home, his every move was supervised and directed. The father, eager for his boy to be successful, was very strict, exacting instant obedience. He was scolded and punished upon the slightest pretext. The only recreation he was allowed to indulge in was to accompany his parents to a movie once a week. The only satisfying spot in the child's life was his membership in the school orchestra where he played the violin, having taken lessons for three years. However, after his running away, the attitudes of the parents and the school people were even more severe and he was forbidden to take part in the orchestra any longer.

Physically the boy was very large and well-developed for his age but undernourished, nervous, and possessed of badly infected tonsils. Psychological examination indicated an intelligence quotient of 71, classifying him as a case of borderline mental defect. He was very slow and careful in responding to the tests, lacked confidence in himself, and was found to have a superior capacity in mechanical tests. When this information was analyzed, one of the most important elements contributing to this boy's problem was found to be a very dull intelligence, which made it impossible for him to benefit by the regular school course as organized for children of average intelligence and which was not defective enough to warrant placement in an ungraded class. The school, instead of recognizing his limited intelligence early, allowed him to fail repeatedly, resulting in the development of a depressed, discouraged attitude. Sensitive about being with younger children, baffled by repeated failure and inability to understand, taunted by his schoolmates, and nagged by his parents for his lack of school success, he struggled along silently, hating the whole procedure. His special abilities along mechanical and manual lines were given no outlet and his conscientiousness and quiet reliability found no opportunity for expression.

Physically he needed a tonsilectomy, building up, together with a great deal of physical exercise such as swimming, games, and the like to use up the energy of his overdeveloped body. Instruction as to the nature and meaning of his adolescent development would have helped him in understanding himself.

At home, instead of being granted the freedom, interests, and friends the adolescent craves, he was still scolded and directed as though he were a small child. His work during the summer had given him for the first time a feeling of confidence in himself and a sense of his own value and independence. His parents, instead of welcoming his desire for a flashlight and chemical set as normal for his age and recognizing his need for making a few decisions for himself, raised a terrible storm and terrified him into running away. With his running away came the wonderful sensation of freedom, relief from irritating restraints, and far from the constant evidence of his failures, he expanded and breathed a long sigh of relief. It is no wonder the experience was repeated a second time when his return was greeted with still further punishment, disapproval, and restriction.

Some physically and mentally handicapped individuals find escape from the demands made upon them by taking refuge in the development of peculiar physical symptoms.

Jennie was a weak, undersized, insignificant-looking girl of dull intelligence. She was unable to achieve success in her school work or to keep up in her classes because of her mental dullness, and because of her physical weakness and underdevelopment she was not able to compete successfully with the other

children in play and games. Her parents died when she was young and because of her general unattractiveness she did not receive the love and affection which she craved. Thwarted on every hand in her needs for approval, affection, and successful achievement, she finally more or less unconsciously hit upon a method which was successful in gaining attention at least. This she achieved by refusing to eat. She cheerfully but firmly found it impossible to eat. Only by means of much persuasion, coaxing, and petting could she be induced to eat at all. This disability reduced her to an interesting state of thinness and weakness, which had the result of attracting to herself quantities of interest, attention, and kindly consideration which she had been able to achieve in no other way.

Ellen, whose mental test classified her as mentally defective, in the group of high-grade morons, likewise had never been given an opportunity for successful achievement within the limits of her capacity. Year after year she lagged behind in her classes, repeating each class and becoming more hopeless and discouraged. One day she fell and sprained one leg which necessitated the use of crutches for a time. This experience brought new zest to Ellen's life for she was at once released from the hateful necessity of going to school where she was hourly reminded of her stupidity and where she, a big, clumsy, adolescent girl, was in a room full of smaller children who teased and made fun of her. Her relatives suddenly treated her with more attention and affection and she kept busy with simple handwork which she liked. Her leg healed and her doctor pronounced her well but she still insisted on using the crutches and could not be persuaded to give them up, for they symbolized to her the only means she had yet discovered for gaining those satisfactions which are so indispensable to every human being.

Misplacement and failure in school or the demands of a school program unsuited to the needs and abilities of individual children often result in general nervous tension, restlessness, vague fears, stuttering, a chronic psychological mood of depression, a keen sense of failure and unworthiness, and habits of failure which are likely to handicap the child for life.

Norman, a slender 15 year old boy, was flushed, tense, nervous, and stuttering badly when brought to the clinic by his mother for advice following an emotional explosion, when shoved by another school boy. The boy's symptoms were a chronic air of anxiety, depression, frequent weeping over unimportant matters, a sense of being inadequate to meet life, fears for the future, and belief that he was "no good", inability to decide on his vocation in life, and stuttering which became much more marked at school. This boy came from a superior home but, being affectionate and demonstrative as a baby, he had been protected and badly spoiled by his mother. French had been spoken in the home, so when this helpless, spoiled child arrived in kindergarten and had difficulty in understanding he was considered merely stubborn and dumb. He was frequently scolded and punished, made to sit in the "dunce chair" and soon developed a hatred for school. At the same time his stuttering, which had never been evident before, developed. After this unfortunate beginning he plodded through school, always in spite of his greatest efforts and the constant aid of his parents, lagging at the foot of the class, never experiencing any joy of achievement and feeling of success, and ever in fear of failing. The other children made fun of his stuttering, teased and mimicked him, so he made no friends. Unfortunately, added to this boy's burdens was the constant spectacle of his older brother's success. This boy was very bright, skipping classes, a splendid athlete, popular and successful in every way. A psychological examination showed that Norman had an intelligence quotient of 71, indicating borderline mental defect. It is little wonder then, as examination time approached in the 8th grade, that the years of pressure, unhappiness, and tension culminated in hysterical outbursts and weeping.

This boy's school maladjustment began the day he entered kindergarten and continued throughout his school life without recognition and without help. Even though his report card showed no repetition of classes, this achievement was attained at far too great a cost in mental and emotional health.

Constant failure, discouragement, and unhappiness may not only result in a warped personality, but may push the child to the borders of mental disease.

Harry was almost 17, when he was at last recognized as a serious problem and referred to the clinic. He was the youngest of six children, all of whom had been considered exceptionally brilliant and successful. Harry had found following in their footsteps and maintaining their standards of achievement a bitterly painful experience. When he came to the clinic he was an overgrown boy, wearing at his own insistence, a suit several sizes too large; he smiled in a foolish, absent-minded manner, talked volubly of his fine physique, claiming everyone admired him for his build and strength. He said his family always had the habit of "picking on him," his classmates "were always brighter and kidded him." He was described as irritable and surly when approached but otherwise quiet, always by himself, much of the time sitting alone lost in a kind of trance or dream. His father said, "I hate the boy; why should I like him. He's no good to me." The principal of the school frequently complained and sent for the father because of poor lessons, saying, "He's stubborn—not dumb."

The boy said, "I like to work if I'm not teased, because then I lose my head and get so excited I don't know what I'm doing. I can work pretty well if they don't tease or scold me. They tell me I'm dumb but I try to do my best. I wonder why everybody has a grudge against me. They tease me at camp, too, and all the boys in the street tease me. Folks all call me a loafer; everyone I am with does that. I wonder why."

Tasks

Whenever a task is set for you,
Don't idly sit and view it,
Nor be content to wish it done;
Begin at once and do it.

—Hale.

The psychological examination disclosed the fact that Harry had an intelligence quotient of 70, indicating a borderline mental defect. Under the best of conditions he would ordinarily only be expected to succeed in doing the work perhaps of the 5th grade and in comparison with the ability of others, he is equalled or excelled by 99 children out of a hundred.

Nagged and prodded by his parents and brothers and sisters, he was pushed into first year of commercial high school. He was daily becoming more and more peculiar, withdrawing farther and farther within himself because only in his own dream world of phantasy was he able to find the approval and satisfactions which were so completely denied him in the everyday world of reality.

Thus, it is obvious that one of the indispensable elements of any school system is facilities for the psychological testing of children about whom there is any question of intellectual limitation, to determine at the outset of their career approximately what may be expected of them in the way of achievement. It is nothing short of cruelty to expose children of limited intelligence to the situations and demands described above. The school curriculum must be greatly modified in planning work for boys and girls of dull, borderline, and defective intellectual equipment. Many of these discarded children have special talents which would make them outstanding successes in some specialized field. Every child, no matter what his physical or mental handicaps are, must be handled in such a way that he will have frequent opportunities for successful achievement and praise and approbation for productive effort within the *limits of his own abilities*. Depriving children of praise, approval, and encouragement and exposing them to repeated failures may permanently warp their personalities and outlook on life and may even result in mental disease. A large percent of the delinquent and truant children with whom the school has to deal definitely comes from this group of intellectually dull, borderline, and defective children, who are unable to succeed in the regular classes and for whom little effort has been made to arrange a greatly modified curriculum which will include trades and manual arts and other subjects more suited to their needs. This modified curriculum should not be postponed until the 7th or 8th grade, for many of these children begin failing in the 2nd, 3rd, and 4th grades. The question is: what types of work may be offered which will interest these handicapped children, at which they will succeed, and, in succeeding, will gain selfrespect, selfconfidence, a sense of their social value to the community, and habits of cheerful, persistent effort?

The Training School

CHARLES C. SHERROD

President, State Teachers College, Johnson City, Tennessee

IN THE professional training of teachers, educators have substantially agreed that the preparation has to do with three major problems, namely: *what* is to be taught, *how* it is to be taught, and *practise* in the application of this knowledge to concrete situations. The first is the great task of the teachers college as well as that of other professional schools. Nothing can take its place. The teacher, if anyone, needs the broad, wellrounded, thorough education. Besides the possession of this knowledge in the accepted sense, there are other forms of information of equal importance to the successful teacher. He needs to know how to organize knowledge into complete units, looking toward wellconceived, purposeful ends. He needs to know how to discriminate in teaching between bare facts and purposeful activities around which facts are gathered and centered. He must realize that there is a science of education, at least in the making, and that teaching has a technic of its own, both as to organization of subjectmatter and the way in which it is presented to children of the various grade levels, which makes for economy of time and effort on the part of both the teacher and the pupil. Teachers are not born with this knowledge and skill readymade; they acquire them. Some teachers will eventually acquire much of the skill by independent experience but the waste involved for both teacher and pupil is not justifiable when experimental psychology has placed so much rich, valuable, and usable material at the disposal of teacher-training institutions.

Granting that subjectmatter courses are abundant and welltaught; that education, or theory, courses are wellchosen and welltaught, is there a requisite place in the teacher-training program for *practise* in the application of this knowledge to concrete situations? Or stating it another way: Is a laboratory school located near the college, to which apprentice teachers may go and observe expert teaching and have ample opportunity to develop skill in teaching, an indispensable part of a normal school or teachers college?

If practise is any criterion, the validity of this principle is wellestablished. Every state normal school and state teachers college in the United States has a training department and some sort of laboratory school available for directed teaching; many educators, responsible for the preparation of teachers have gone on record designating the training [practise, or model, or demonstration] school as "the center", "the hub", "the core", or "the heart" of the teacher-training institution; teachers who have taken directed, or practise, teaching as a part of their training usually place it first in the matter of importance. A number of studies have been made to ascertain the teachers' estimate of such a course. All substantially agree in their findings.

Where the Gains Have Been Made

RAPID change from a two-year course to a three- or four-year course.

(2) Development of the library as the heart of a new intellectual life.

(3) Better facilities for practise teaching.

(4) Enriched curriculum—fine arts, applied arts, social studies, health, leisure.

(5) Better articulation with other schools.

(6) Improved housing—a contribution to health and social development.

(7) Organized personnel guidance.

(8) Improved salaries for faculty members.

(9) Continued training for graduates.

One study will suffice to indicate the relative importance of this phase of a teacher's training. At the meeting of the Association of Colleges and Secondary Schools of the Southern States in Lexington, Kentucky in 1929, Professor M. E. Ligon, as chairman of the Committee on Specialization of Teachers, reported a study which his committee had made among the high-school teachers of Kentucky. In response to a questionnaire approximately 4000 teachers indicated the relative value, as they saw it, of the various subjects pursued in their college preparation for teaching. The papers were assembled into three groups: The first was composed of teachers teaching their first year; the second group was of those who had taught from two to five years; and the third of those who had taught six or more years. It is interesting to note that in ranking the subjects each group placed practise teaching first, meaning that of all the subjects entering into their preparation for teaching, the practise teaching was of most value to them. If this be the verdict of those who have tried it out in practical classroom situations under our present program of apprentice teaching on the high-school level, what results might we expect if the teacher-training institutions were properly equipped and would organize and administer practise teaching in the light of the most advanced thought on this subject?

All recognize that teaching is essentially an art and as such, examples of what good teaching is are fundamental to learning it. Art implies skill and the basis of skill is intelligent practise. The principle that active participation is essential to the learning of a skill holds good in the professional preparation of teachers.

Someone has said that if a person has one hundred hours in which to learn to ride a horse or to speak in public, he might profitably spend an hour in being told how to do it, four hours in watching an expert do it, and the remaining ninety-five hours in practise, at first under careful direction and later under general oversight. This may be, and no doubt is, far from the proper division of time in the preparation of teachers but it points to an important principle. To those who are charged with the responsibility of selecting beginning teachers it is very evident that the great mass of young teachers enter the classroom for the first time with but little skill in the tasks they are to perform. This has been true to such an extent that most city boards of education and a few of the more progressive county boards have set out in their requirements for beginning teachers that, among other things, they must have had previous experience. Some are specific and require at least two years of experience in a city system. Others require two years of previous experience without stating

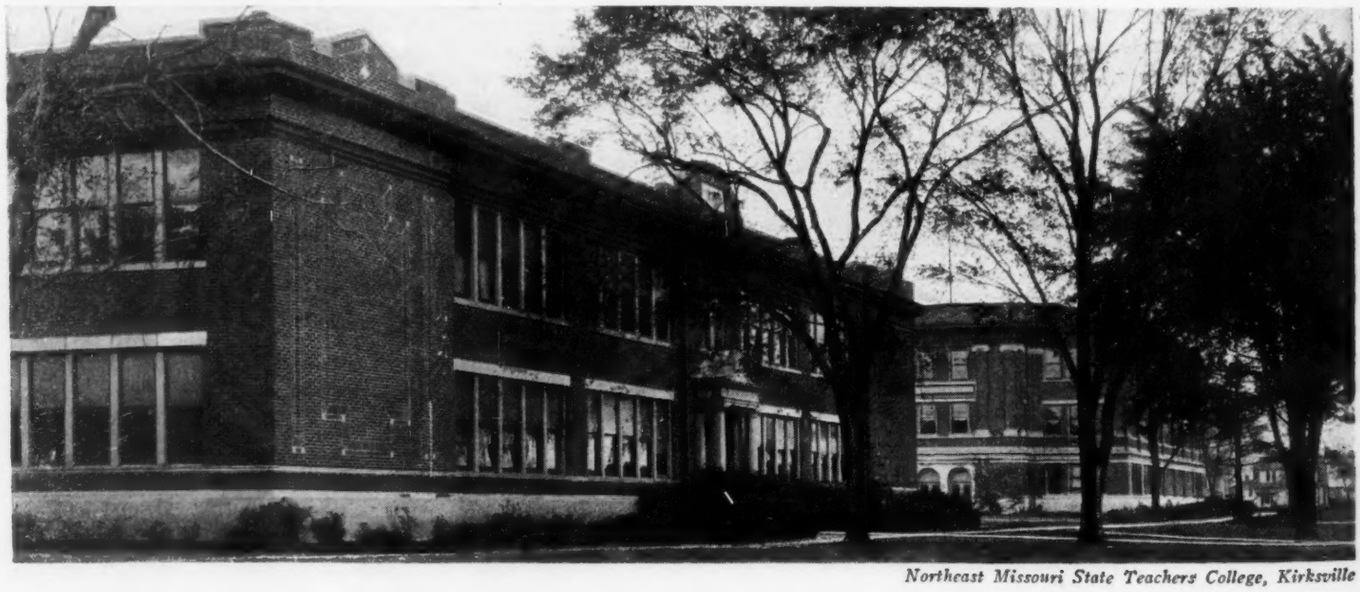
where it may have been done. It would seem that boards of education recognize experience in teaching as a means of developing skill. But what will be the nature of the skill if practise has been in the wrong direction? For any sort of practise to be effective it must be well-directed and on correct forms. The learner must see and understand what is to be done and then be given opportunity under expert direction to perform similar activities. In the process of training teachers an effective program requires that both the demonstration lesson and practise opportunities be provided. In the case of a few state teachers colleges the directed teaching has been so perfected that boards of education have accepted it in lieu of the "previous experience." Many teacher-training institutions would do well to limit the number of theory courses to a few, wellchosen and free from overlapping, and devote more time to developing skill in the actual process of classroom instruction. Whatever may be the level at which this skill is to be developed, since active participation in the teaching act is fundamental to becoming a good teacher, it is incumbent upon the teachers college to offer ample opportunities for the exercise of the skill and that under the direction of master teachers and supervisors.

The relation of the training school as a laboratory to the teachers college has often been compared to the hospital and its relation to the school of medicine. In the preparation of physicians and surgeons the last two years are given very largely to clinical and hospital experience. After his graduation from the medical school the young doctor usually serves as an interne in the hospital for another two years. It is quite evident that an education in medicine involves both learning and learning how. The profession of medicine goes on the theory that a student cannot effectively know unless he knows how. In no less degree does this principle apply in the professional training of teachers. Just as the prospective physician enters the medical school with its clinic and hospital advantages for his technical training, so the prospective teacher enters the teachers college with its indispensable laboratory school where he may develop skill in the technic of teaching. The medical school has found it necessary to lengthen the period of apprenticeship. If the teacher-training institutions wish to graduate better trained teachers, they, too, will find that, other things being equal, the remedy lies in a longer period of more effective directed teaching.

The problem of providing this longer period of more effective apprentice teaching is not an easy one. The mathematical relations existing between the number of children in the training school and the number of apprentice teachers complicate the task. Many of the existing training-school buildings are inadequate both from the standpoint of size and in the arrangement of the floor plans. It is impossible to do effective directed teaching without the proper classroom facilities. Instead of the single, conventional, large room for each of the training teachers [critic or supervisory] there should be a group of rooms conveniently arranged for this work. Besides the large classroom where the class as a whole meets and where the training-teacher does demonstration teaching, there should be an office and from one to three small and intermediate size rooms, opening into the office as a center where she can supervise the work of her student-teachers and direct them in their various activities without one group disturbing another. This arrangement will require practically twice as much floor space as the large single-room arrangement. But if this is to be a real laboratory school with a different function from that of the ordinary public school, the building should be planned to meet the needs. With such a group of rooms at the disposal of each training-teacher, other things being equal, a better trained teacher will result. This arrangement affords opportunity for individual and group work impossible in a single room. It is an ideal arrangement for what is called the *case system* in the training of teachers, as used in a few of the most progressive schools.

In recent years a number of training-school buildings have been erected embodying, more or less, the general plans as indicated above. Some of the better type buildings may be seen at Bowling Green, Kentucky; Ypsilanti and Kalamazoo, Michigan; Springfield and Kirksville, Missouri; and Johnson City, Tennessee.

With the tendency among state teachers colleges toward the erection of training-school buildings designed to serve as laboratory schools for the professional training of teachers, and staffing them with master teachers and supervisors, administrators responsible for the preparation of teachers will do well to place more emphasis upon a longer period of more effective directed teaching.



Northeast Missouri State Teachers College, Kirksville

Byrd: the Explorer and the Man

GILBERT GROSVENOR

President, National Geographic Society

REAR-ADMIRAL RICHARD E. BYRD is to be the guest of the Department of Superintendence at Detroit and will address the general session Monday evening, February 23. A tribute to the intrepid explorer from the schools of America is to be presented in the form of letters written to him by the children. Character in action is exemplified in the life of Admiral Byrd, and the study of his explorations is a constructive educational project. Teachers wishing their classes to participate in this historic letter-writing project may obtain details from the Department of Superintendence, 1201 16th Street N. W., Washington, D. C.—J. E. M.

THE ANNALS of world exploration contain inspiring records of unflinching courage, of unyielding fidelity to ideals, of high triumphs over adversity—narratives that surpass in their enthralling interest any stories of fiction, narratives that dramatize man's struggle to a higher civilization and the advance of science.

The life stories of explorers open up to young readers neglected but potent chapters of world history. In years past pupils were taught the great parts played by Disraeli and the Pitts in Britain's building but they heard little of Captain James Cook, who discovered and explored so many areas that were to make up the British Empire. Rightly they were taught the deeds of Napoleon, Alexander, Charlemagne, and Nelson but infrequent mention was made of Marco Polo, of Vasco da Gama, of the Cabots, and other explorers who revealed new lands and explored the paths to them, making them accessible to the conqueror, the ruler, and the trader.

No explorers have shown greater valor, resourcefulness, even willingness to risk death in its most terrifying forms, than the polar explorers who are carrying on their work in our own generation.

Rear-Admiral Richard Evelyn Byrd

The selfsacrifice of Kane and Greely in their efforts to trail Sir John Franklin and the gallant death of Amundsen in his effort to rescue Nobile; Peary's crossing of North Greenland with the handicap of a broken leg and his attainment of the North Pole on feet that had surrendered their toes to the gangrenish aftermath of freezing flesh; Scott's cheerfulness in the face of death that slowly was creeping over him—these are climaxes in the thrilling records of deeds of brave men who dared invade the Kingdom of Cold to wrestle with Nature's most menacing forces.

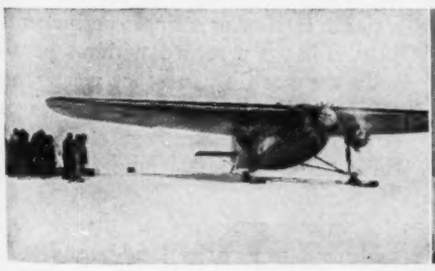
Even today some of the immortals among the polar explorers have received scant popular recognition. Americans scarcely realized what great work their own Charles Wilkes did.

Since recorded history only three continents have been discovered—America, Australia, and the Antarctic Continent and Wilkes is the discoverer of the last. Like Columbus, he did not see the whole of the land he had found but he saw enough to make him realize that a continental land mass lay about the South Pole. And that was long before the nature of the earth's surface about the North Pole had been determined.

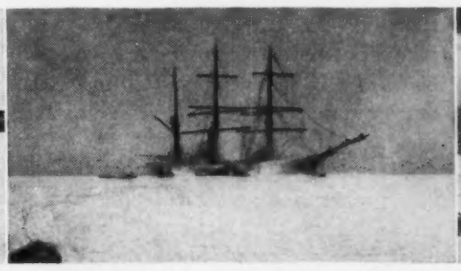
Another American, Peary, crowned a notable life devoted to the exploration of the icy North by his heroic, hard-won discovery of the North Pole. The prize of four centuries of striving yielded at last to the most persistent and scientific attack ever waged against it. Peary's success was made possible by long study and experience, which gave him a thorough knowledge of the difficulties to be overcome, by a resourcefulness which enabled him to find ways to surmount all obstacles, by a tenacity and courage which knew no defeat.

Worthy to stand with the bravest and to share with them the highest honors men pay to explorers is Rear-Admiral Richard E. Byrd.

In difficulties he had to surmount to prepare himself for his task, Byrd yields first place to no man. In the skill with which he solved new problems he made



The airplane



The sturdy ship

All photos © Byrd Antarctic Expedition

The dog-team

polar history. In area of polar territory he has sighted and mapped he is the foremost among all who have gone there.

Admiral Byrd is the only man who has ever flown over both of the earth's poles; he is the only living man who has been to both; he has organized the most completely equipped expedition that has ever gone out.

No hero of a fiction story has had more glamor, more adventure, a greater struggle, or a finer success than that which marks the life story of Richard Evelyn Byrd.

When twelve years old, with a wise mother's permission, he sailed away to the Philippines to visit his friend, Judge Kit Carson. His encounter with a typhoon on the way, the meeting of the constabulary which he happened to be accompanying with an ambush planned by hostile natives, his adventures when the tramp steamer on which he was sailing home lost its way at sea, made him envied by his boyhood companions.

These experiences, added to his brush with a cholera epidemic, taught him a valuable lesson. Some writers have applied to him such adjectives as "venturesome," "devil-may-care," "lucky." Those who have been associated with Byrd know that carelessness, rashness, and recklessness have not the slightest part in his makeup. Rather he combines the patient, calculating mind of the scientist, the resource and imagination of the inventor, the foresight of the prophet. It is these qualities, with no iota of his planning left to chance and luck, which have resulted in achievements so extraordinary, so unparalleled, and so worthwhile that they are epics of high adventure, in the true meaning of that word.

What Admiral Byrd has called the "battles of preparation"—the preparation of months and sometimes years—he has characterized as battles that were harder tests of patience and character than his work in the field—or in the air.

Luck may come once to an explorer; but luck does not enable a man to maintain a steadily ascending scale of achievements—first to test out the airplane for Arctic flying, then to cross the Atlantic, then to fly to the North Pole, and again to fly to the South Pole.

Byrd's career has been marked by steady and arduous preparation to reach his goal. Moreover it is an epic of triumph over adversity and repeated disappointments.

As a Naval Academy athlete he broke the bones of his foot in a football game and later his ankle in a gymnasium accident. Nothing but sheerest determination enabled him to graduate with his class.

Battleship duty that followed later proved his ankle too weak for the hard grind of Navy routine and a medical board retired him.

Then came the World War. He requested his chance to serve his country at the front. Instead he was assigned to active duty in the Navy Department. His disappointment emaciated him and even in the stressful times when every trained man counts he was about to be invalided again. He begged for a few more weeks to win a physical comeback and his plea was granted. At the end of sixty days he was reexamined, passing all tests, pronounced in sound health, and ready for active duty again.

He sought an assignment to fly one of the big NC planes to the battlefront but was sent to Newfoundland to establish a refueling station. After the Armistice he proposed the transatlantic flight of the big NC squadron, but got a post only as far as Newfoundland.

After that he sought an assignment to go to England to help fly the big airship ZR-2 to America. But on the trial flight it fell into the Humber and only the unavoidable missing of a train saved him from death in that disaster.

Back from that duty he was at last to have his chance. The National Geographic Society was planning an expedition for further scientific study of Arctic regions. Donald B. MacMillan was to lead the expedition, the U. S. Navy agreed to cooperate and at The Society's request assigned Byrd, then Commander Byrd, to head the Naval contingent of three airplanes and eight men.

Byrd's flying over Ellesmere Island, North Greenland, and adjacent areas, mapping thousands of miles of new territory, enabled scientists to gather new Arctic data, and gave Byrd his polar wings.

Then came his gallant flight to the North Pole, with enough chances of failure to have broken a spirit less determined than his. Failure of a single ski in the take-off at Spitsbergen would have ended his career in bankruptcy. Willing to accept even martyrdom in the cause of aviation, he triumphed.

President Coolidge emphasized his long preparation and selfdiscipline when, on behalf of the National Geographic Society, he presented The Society's Hubbard Gold Medal to Byrd, and said:

"We must not forget, nor fail to appreciate, the vision and persistence which led him ultimately to achieve the dream of his Naval Academy days. He never ceased to prepare himself mentally, scientifically, and physically, to meet the supreme test."

After the North Pole came the transatlantic flight. He must prove the value of tri-motored planes in overseas flight. Never before had flyers been so long in the clouds, beyond the sight of either sea or land. But never had flyers hit their mark better.

Byrd had flown to the North Pole and back, making the identical headland he aimed at on his return, after 600 miles of flying and several complete circuits of the Pole, without a single landmark from the take-off to the return, a triumph of navigation.

Now, in the clouds over the Atlantic and above France, he and his selected companions repeat the performance—proving himself the Nestor of aerial navigators.

Great as were his successes in his battles for health, his flights in the Arctic, his reckoning with the Atlantic, they were to be eclipsed by his expedition to the South Pole.

That expedition will ever be memorable in the history of exploration. He organized the best equipped, the most carefully manned expedition, using the widest variety of expert knowledge and scientific apparatus, that ever took the field to do battle with snow and ice and cold. He framed an enormous and diverse program—a program that utilized airplanes, radio, aerial cameras, and many other new instrumentalities and projected into a score of scientific fields of research. That almost incredible program disclosed such skill and foresight that his description of what he proposed to do in his book, *Skyward,* might seem almost equally well as a description of what he actually accomplished.

He carried his company of 42 men through 20 months of Antarctic life, including a dark winter on the ice, many hundreds of days in the field, many hundreds of aviator hours in the air, without a single fatality or a single permanent injury. That is a record without parallel.

In the world's vastest icy wastes, amid the world's lowest temperatures and strongest winds, he flew airplanes 23 times, made 23 safe landings, traversing 7085 miles.

Previous explorers of the Antarctic continent, necessarily land-bound, saw 8 miles, at most, to either side of their path. His airplanes enabled him, at 10,000

feet, to look down upon a visible area of 500,000 square miles.

The photographic camera superseded the notebook and sketch pad, so that an unquestionable record for future study was made of the 500,000 square miles viewed from the air; 200,000 of them never before seen by the eye of man.

In a single flight of less than a day 150,000 square miles were surveyed—an area nearly as large as our state of California.

Radio daily apprised the world of the expedition's progress, flashing the news of his circling the Pole, via Little America, to New York, 10,000 miles distant, before he turned back toward his base.

To Admiral Byrd's mind the expedition is far from ended. Some of its hardest work is in progress now. The leader is completing his book; nine of his scientific staff are hard at work on their reports. Consequently it may be a year yet before we know all that was discovered.

The charting on maps of the aerial photograph surveys is a tremendous task. Observations of temperatures, humidity, wind velocity made on the surface and similar data registered by instruments in balloons, should give results which may aid weather forecasting of southern Africa, southern South America, Australia, New Zealand, and insular sealing stations of the Antarctic seas.

Extensive records of terrestrial magnetism add to the data which has a bearing on the charts for every ship that puts out of port and for every boundary and property survey made.

Studies of the Heavyside layer by radio experts will be eagerly awaited by stations in southern latitudes which broadcast commercial messages that flash across the Antarctic.

There are masses of data on rocks and glaciers; on sea creatures and ice crystals; on new mountains, new bays, and new valleys which he and the expedition members were the first to behold, to study, to survey, and to photograph.

These facts give only an inkling of what the Byrd Antarctic Expedition accomplished. They indicate the broad scope of Admiral Byrd's studies, the many fields of knowledge he invaded when he harnessed all the available instrumentalities of science to exploration. His expedition, in its attack on the Antarctic by air, ranks with that of Peary in the Arctic on ice. Both represented planning, preparation, leadership, and organization of the highest order. The End.

MR. CROZIER, *who as president has developed a most excellent program for the Detroit convention of the Department of Superintendence, is superintendent of schools in the city of Dallas. His constructive work as an educator and his able service as host of the Dallas convention in 1927 are prophetic of the riches that are in store for those who attend the Detroit meeting.*

THE SIXTY-FIRST annual convention of the Department of Superintendence will be held February 21-26, in a city of action. In this city the power of brain and brawn is translated into the energy of machines on a larger scale than in any city in the world. The dynamic stream generated here quickens the world. The motors for which Detroit is justly famed may be found driving wheels on every civilized highway and plying their way through the unpaved byways of the most remote hinterlands. Industrial giant of an industrial age, Detroit is the home of the machine.

Yet the 15,000 educators who attend the annual gathering will not find in Detroit a mechanized people. Their devotion to the cultivation of mind and spirit lends hope to those who fear that the machine may some day become man's master.

Under the direction of Superintendent Frank Cody the Detroit schools are one of the city's largest businesses and are recognized as one of the most important. It costs the city nearly $23,000,000 each year to operate the schools.

These schools play an important part in educating the personnel required to staff and manage the world's largest factories. A small part of this education is vocational. A much more important part is designed to provide those riches without which the machine worker's life would be largely an endless confusion of inclining levers and whirring wheels.

The average workman in Detroit can learn the mechanical operation by which he earns his living in less than a day. The task of the schools is largely to help him learn how to live. They furnish him with the tools, technics, and spirit of learning, and provide him with creative skills and appreciations for his leisure.

The Detroit schools attempt not only to teach the city's children how to live, but to provide environment and treatment which will make them physically fit for living. Safety in home, school, and the streets is emphasized in courses, patrols, and demonstrations in accident prevention. A health-counsellor plan enables the schools to observe and record the physical limitations of pupils and to devise corrective exercise, clinical treatment, and behavior habits adapted to individual needs. In school organization Detroit has ever been ready to accept new ideas of promise. The platoon school plan of Detroit has been adopted in scores of other American cities and is studied in every graduate school of educational administration.

The Detroit school system is a complete unit extending from its preschool services on the one hand to the great municipal university with its professional schools on the other.

In Detroit, the city of motors, is this wellplanned art center, world famous for its noted collections of rare and beautiful objects

The Detroit Convention

THE SIXTY-FIRST annual meeting of the Department of Superintendence will be held in the Masonic Temple at Detroit, February 21-26, 1931. This beautiful structure, facing Cass Park, contains the largest public auditorium in Detroit, as well as numerous smaller rooms for group or sectional meetings. It is within easy walking distance from the downtown hotels.

Special railroad rates—Round trip tickets on the identification certificate plan will be sold to Detroit, Michigan at one and one half fare for members of the National Education Association and dependent members of their families.

Tickets will be on sale February 15 to 23 in the territory of the Central, Trunk Line, Southeastern, New England, and Southwestern Passenger Associations. When validated at regular ticket offices in Detroit, tickets will be good for return to reach original starting point not later than midnight of March 4. Dates of sale in the western portion of the United States begin earlier and return limits are later on account of increased distance. Details may be had from your local ticket agent. In addition, the carriers have authorized one and three fifths fare for the round trip on identification certificates with return limit of thirty days from date of sale. Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. If in arrears, inclose check for membership dues. If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in Detroit.

Detroit hotels—No headquarters hotel has been designated. Single rooms in principal hotels are no longer available. All sleeping-room reservations are handled through the hotel committee of the Detroit Convention and Tourist Bureau. Inquiries regarding sleeping-room accommodations should be addressed to Paul T. Rankin, chairman, Hotel Committee, 1805 Stroh Building, Detroit, Michigan. Please state exact time of your arrival and give name and address of each person to be accommodated by reservation. If for any reason a reservation is not needed, notify hotel immediately.

Headquarters and exhibits—Convention headquarters, registration, exhibits, and post-office will be located in the ballrooms and drill hall of the Detroit Masonic Temple. In addition to the usual type of exhibits a special exhibit showing activities of the Detroit public schools will be arranged. An excellent dining room, comfortable lounges, numerous meeting halls, and many other facilities make it possible for the principal convention activities to be well cared for in the Masonic Temple.

National High School Chorus—Superintendent Norman R. Crozier, president of the Department of Superintendence, has officially invited the National High-School Chorus to give a grand concert at the Detroit meeting on Tuesday evening, February 24. The chorus, under the direction of Hollis Dann, will number over four hundred voices, representing practically every state in the union. The National High-School Chorus gives a glimpse of what is possible in school singing. Perhaps the poet visioned such a chorus when he wrote "I heard America singing."

THERE is something majestic about the downtown section of Detroit, the heart of which is shown in this picture. Our American cities are literally giants of a new era, poems in stone and steel, empires which reflect tremendous gains and almost unlimited ambition.

Detroit school activities—The final feature of the convention on Thursday afternoon is to be a program given under the auspices of the Detroit Teachers' Association. Its five parts will present elementary, intermediate, high-school, special, and college education. The intent is to portray as well as can be done on the stage and in a limited time the activities of the schools. In the drill hall at the Masonic Temple, an exhibit of important and unusual school materials will be shown. Plans will be in operation during the convention period by which visitors may observe actual work in the classrooms of the city and vicinity.

1931 Yearbook—At Detroit, the Department of Superintendence will distribute its Ninth Yearbook which deals with five important unifying factors in American education: pupil promotion, professional education of teachers, school finance, community relationships, and principles of articulation in American education. This is the second yearbook which has been prepared by the Commission on Articulation. The Commission consists of Superintendent Herbert S. Weet, Rochester, New York, chairman; Superintendent Carroll R. Reed, Minneapolis, Minnesota; Charles H. Judd, University of Chicago; Jesse H. Newlon, Lincoln School, Teachers College, Columbia University; Robert E. Tidwell, University of Alabama, University Alabama; John W. Withers, New York University; Superintendent David E. Weglein, Baltimore, Maryland. Problems raised in the yearbook are to be presented at the Wednesday morning general session. All Wednesday afternoon group meetings will discuss articulation problems.

Departments and allied organizations are developing strong programs for the convention. These will appear in the official program which will be distributed to all who register at Detroit. The Department of Superintendence has officially invited the following groups to participate:

American Educational Research Association: W. W. Charters, Ohio State University, *president;* William S. Gray, University of Chicago, *secretary.*

Department of Elementary School Principals: Cassie F. Roys, Omaha, Nebraska, *president;* F. H. Duffy, Steubenville, Ohio, *secretary.*

Department of Rural Education: Helen Heffernan, Sacramento, California, *president;* Mrs. Katherine M. Cook, Washington, D. C., *secretary.*

Department of Secondary School Principals: Louis E. Plummer, Fullerton, California, *president;* H. V. Church, Cicero, Illinois, *secretary.*

Department of Supervisors and Directors of Instruction: Elizabeth Hall, Minneapolis, Minnesota, *president;* James F. Hosic, Teachers College, Columbia University, *secretary.*

Department of Vocational Education: Z. M. Smith, Indianapolis, Indiana, *president;* O. D. Adams, Salem, Oregon, *secretary.*

Municipal Normal School and Teachers College Section: William Daniel Ellis, Richmond, Virginia, *chairman;* Frank Webster Smith, Ridgewood, New Jersey, *secretary.*

National Association of Deans of Women: Thyrsa W. Amos, University of Pittsburgh, *president;* Floy V. Elliott, Tulsa, Oklahoma, *secretary.*

National Association of High School Inspectors and Supervisors: Samuel M. North, Baltimore, Maryland, *president;* J. S. Stewart, University of Georgia, *secretary.*

National Council of Childhood Education: Julia L. Hahn, San Francisco, California, and Margaret C. Holmes, Brooklyn, New York, *convention committee.*

National Council of Education: Henry Lester Smith, Indiana University, *president;* Adelaide S. Baylor, Washington, D. C., *secretary.*

National Council of State Superintendents and Commissioners of Education: John Callahan, Madison, Wisconsin, *president;* W. F. Bond, Jackson, Mississippi, *secretary.*

National Society for the Study of Education: L. V. Koos, University of Chicago, *chairman;* Guy M. Whipple, Danvers, Massachusetts, *secretary.*

National Society of College Teachers of Education: Henry W. Holmes, Harvard University, *president;* S. A. Courtis, University of Michigan, *secretary.*

The Journal's Annual Roll Call

THIS IS THE JOURNAL'S ninth annual roll call. It is a description of the year's educational advance contributed by three people in each state—the state superintendent of public instruction, the secretary of the state education association, and the NEA state director. Among points most emphasized are higher standards of teacher training, new curriculums to meet special needs, school-building construction, and enlarged educational opportunities. Photographs reproduced here show school buildings of the year 1930 in 22 states.

Alabama—The completion of a building program for higher institutions for the current quadrennium and the promotion of a program for the removal of illiteracy. The building program called for expenditure of over five million dollars of which approximately one million was for two state-supported institutions for the training of colored teachers. During 1929-30 more than 52,000 illiterates were taught in opportunity schools. —A. F. Harman, state superintendent of education, Montgomery.

Alaska—The codification of the school laws. The present school code contains all the school laws that are now in force. This is the first codification since the original school laws, passed in 1917.—Leo W. Breuer, commissioner of education, Juneau.

The 1929 legislature made the office of commissioner of education elective, throwing it into politics. Last spring the present incumbent who had held office only nine months was defeated in the primaries but continues in office until March 1. While his work has been going ahead in an apparently satisfactory manner there seems to be a doubtful feeling among the people of the territory as to the condition of the schools and this is no doubt due to the fact that the office is now in politics. I am sure that the school people and a large number of the voters will demand of the 1931 legislature that it make this office appointive again.—A. E. Karnes, NEA director, Ketchikan.

Arizona—From an appropriation made by the last legislature the state board of education has purchased land on which to construct buildings for a school for the feeble-minded. The buildings will probably be constructed sometime during this year.—C. O. Case, state superintendent of public instruction, Phœnix.

The ruling that all grade-school teachers should have three years normal or college training and a decided movement to raise the standard to four years.—W. T. Machan, secretary, Arizona State Teachers Association, Phoenix.

> **THE TEMPLE—I know a temple in Italy where stately columns rise to vaulted roof. And there is a temple in India, The Taj, of snowy marble; temples in Greece whose beauty has outlived the ages. These are the temples of the past. No one of them is the temple of America—of the future—for a new and pioneer people. All over the Land of Promise, from coast to coast, from gulf to mountain, often in a little clearing in the woods and more often crowning a hill, are Temples of the Republic—the schoolhouses of America.—George William Gerwig, Pittsburgh, Pa.**

Arkansas—Operation of equalizing fund, 400 consolidated schools established, high-school enrolment increased 20 percent, children transported to school increased 300 percent, $4,000,000 invested in new rural schoolhouses.—Howard A. Dawson, director, division of research and surveys, Little Rock.

The sweeping movement in consolidation and the 20 percent increase in high-school attendance as one result of the consolidation program.—J. P. Womack, NEA director, Arkadelphia.

California—The closer coordination of elementary, secondary, and higher education and the closer integration of professional thinking resulting from extended series of professional conferences held throughout the state for the purpose of discussion of common problems and development of definite programs for improvement of administrative relations, finance, and legislative recommendations based upon formulated principles.—Vierling Kersey, state superintendent of public instruction, Sacramento.

An awakened interest on the part of all school people in regard to financing education. Teachers throughout the state are studying the matter. Experts on taxation are lending their aid. The people of California generally are considering the matter.—Roy W. Cloud, secretary, California Teachers Association, San Francisco.

The appointment of a lay commission to study public-school education in California and the appropriation by the state legislature to meet the expenses of this commission's study.—Willard E. Givens, NEA director, Oakland.

Colorado—The development of good citizenship in keenness of thought, good habits, and noble traits of character is progressing. The enrichment of adult life is being stressed. The activity to eliminate illiteracy is marked. Opportunity schools are being established. Interest to qualify in education and vocational work has been outstanding.—Katherine L. Craig, state superintendent of public instruction, Denver.

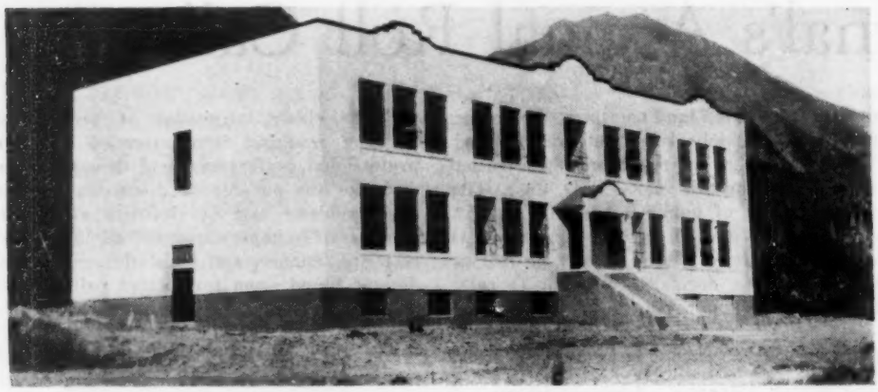
The report of the finance committee of the Colorado Education Association which proposes to begin a program of equalization of educational opportunity through cooperation of the state with local units. This report is receiving wide acceptance by the people of the state.—W. B. Mooney, secretary, Colorado Education Association, Denver.

Connecticut—The extension of the course of study at the state normal school from two years to three.—Ernest W. Butterfield, commissioner of education, Hartford.

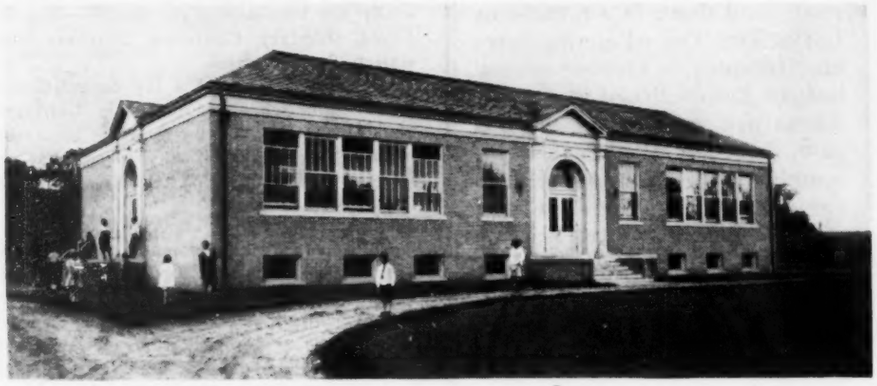
The lengthening of teacher-training courses from two years to three, which will probably be increased to four in the near future.—G. C. Swift, secretary, Connecticut State Teachers Association, NEA director, Watertown.

Delaware—The introduction of systematic instruction in art in all of our schools, under

This school in Piedmont, Alabama, has a radio in each classroom

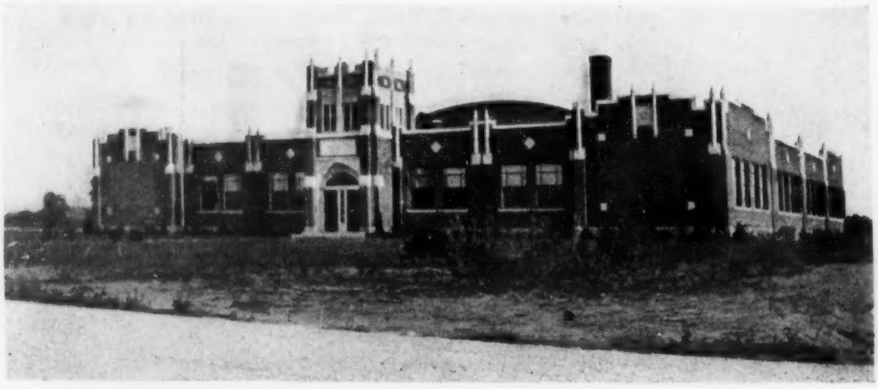


William H. Seward Elementary and High School, Seward, Alaska



A consolidated school at Bridgewater, Connecticut

McDuffie County High School, Thomson, Georgia



Greene Township Consolidated School, St. Joseph County, Indiana

a state director and special supervisor, and authorization for a similar setup in music for the current year. For the systematic painting and repair of new school buildings in rural sections there has been established a bureau of repairs, which has proved most satisfactory.—H. V. Holloway, state superintendent of public instruction, NEA director, Dover.

The legalization and consequent development of the junior high school has been an outstanding achievement. There has been also a marked improvement in the quality of instruction, a spirit throughout the state of raising standards both of instruction and achievement.—Harold E. Barker, secretary, Delaware State Education Association, Newark.

District of Columbia—The creation of a new office with a first assistant superintendent in charge of business affairs has resulted in a more definite and effective organization of the financial and managerial activities of the school system of the District.—Frank W. Ballou, superintendent of schools.

The fixing of the requirement of the M. A. degree for high-school teachers, which is to take effect in 1932, is one of the most significant achievements. I should say, secondly, that the extension of the two-year normal school to a four-year teachers college is an accomplishment of great importance for the schools of the District.—J. Orin Powers, president, Education Association of the District of Columbia.

The vindication of the teachers in kindergarten work. This group were made the victims of a reduction of personnel and, being a relatively small group, it was believed that they could not stand their ground. The NEA went on record as favoring this group of classes for the younger child and we find ourselves this fall in a situation very different from the one we were in when school closed. There is every evidence now that kindergartens will continue and that a saving will be made somewhere else.—Edith Louise Grosvenor, NEA director.

Florida—The work done by the committee of sixteen appointed by the state association for the purpose of giving publicity to the financial status of the Florida school system and to suggest remedial measures for the situation.—F. S. Hartsfield, NEA director, Tallahassee.

Georgia—The defeat, on November 4, of the income tax amendment which sought to limit the tax to 5 percent for state purposes, and to require a reduction to two mills of the state ad valorem tax. The passage of this amendment would have hopelessly crippled the educational progress of Georgia.—Kyle T. Alfriend, secretary, Georgia Education Association, Macon.

Hawaii—Gradual but steady development of the "activity program" throughout the territory through supervision of the publication of new course of study material. Increase of requirements for the professional training of elementary teachers to three years beyond high-school graduation.—W. C. Crawford, superintendent of public instruction, Honolulu.

Our teachers have acquired a broadened conception of the relation between industry

and education in Hawaii.—Jean W. Moragne, secretary, Hawaii Education Association, Lihue, Kauai.

Idaho—The extension of rural-school supervision to every rural community in the state has paved the way to better teaching, better organization, and better interpretation of the educational processes for rural education.—W. D. Vincent, commissioner of education, Boise.

The beginnings of a statewide program of curriculum construction for junior and senior high schools.—R. H. Snyder, NEA director, Idaho Falls.

Illinois—New provisions for financing the schools of Chicago, very definite steps toward a scientific assessment of property in Illinois for taxation purposes, and real progress by our state teachers association committees on state school funds and on larger district units. —Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

Indiana—The study being made by the commission of thirteen members authorized by the 1929 session of the General Assembly "for the purpose of conducting a scientific survey of the problem of state aid for public schools in the state of Indiana." Development of standards applicable to all schools and the classification of all public schools rather than just the high schools as formerly. Progress in curriculum and course of study revisions.—Roy P. Wisehart, state superintendent of public instruction, Indianapolis.

Iowa—Preparation and distribution of secondary courses of study by the high-school course of study commission; census of the entire public school teaching personnel sponsored by the state board of education examiners; census of handicapped children of Iowa; and preliminary report of costs and other statistics by research division of the Department of Public Instruction.—Agnes Samuelson, state superintendent of public instruction, Des Moines.

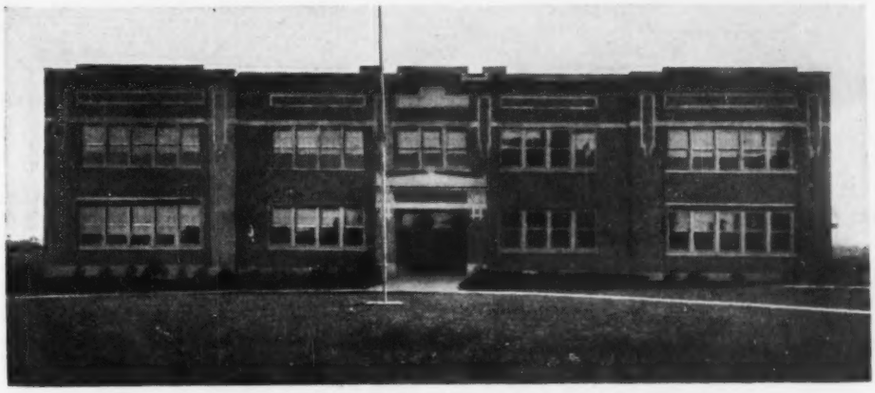
The surveys of teacher personnel and handicapped children made under the supervision of the state department constitute the greatest achievements in education in Iowa.—Mary A. Lord, NEA director, Sioux City.

Kansas—The increased interest being taken in the report of the Kansas School Code Commission made January 15, 1929, especially as to the equalization of educational opportunity. The Kansas Tax Code Commission, after a careful study, also approved this equalization plan in its report of December 1, 1929.—Geo. A. Allen, jr., state superintendent of public instruction, Topeka.

The giving of publicity and information relative to the recent report of the Kansas School Code Commission which was not acted upon by the 1929 legislature. This program is covered by the following publications issued by the Kansas State Teachers Association:

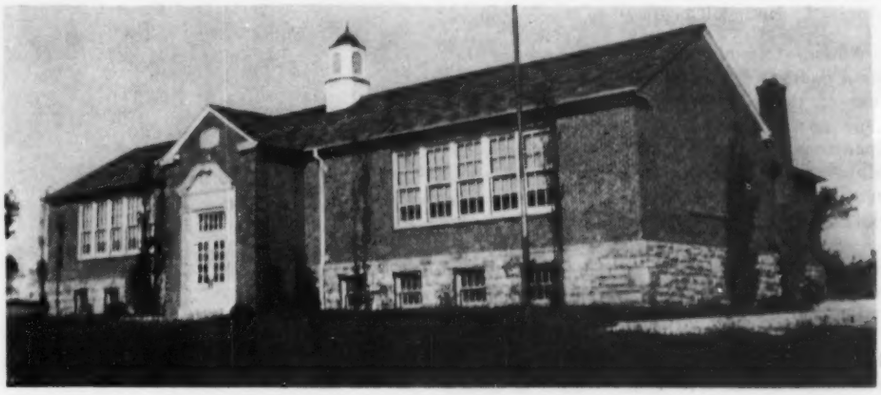
(1) A Public School Catechism for the State of Kansas
(2) A Brief Summary of the Kansas School Code Commission's Report
(3) What Every Voter should know about the Financing Plan of the School Code Commission's Report
(4) Practical Application of the Financing Plan of the Proposed School Code of Kansas

Number 6 West Branch Township, Sioux County, Iowa



Thruston Consolidated School, Daviess County, Kentucky

Consolidated elementary and high school, Tisbury, Massachusetts



Boone School, District 56, Jackson County, Missouri

John Hill School, Boonton, New Jersey

F. L. Pinet, secretary, Kansas State Teachers Association, Topeka.

Kentucky—The passage of an equalization law appropriating $1,250,000 for the purpose of supplementing teachers' salaries in school districts in which there were not adequate funds to pay the legal minimum salary of $75 per month.—R. E. Williams, secretary, Kentucky Education Association, NEA director, Louisville.

Louisiana—The reaching of a hundred thousand or more adults with instruction that enabled them to read and write.—T. H. Harris, state superintendent of public education, Baton Rouge.

The passage and ratification of an amendment to the state constitution requiring the legislature to appropriate annually a minimum of $12 per census pupil and to set aside one sixth of this amount for an equalizing fund to be used in the poorer subdivisions of the state.—P. H. Griffith, secretary, Louisiana Teachers Association, Baton Rouge.

An amendment to the state constitution was passed and ratified which requires the legislature to appropriate annually a minimum of $12 per census pupil and to set aside $2 of this amount as an equalization fund to be used in the poorer parishes of Louisiana.—Annie T. Bell, NEA director, Baton Rouge.

Maine—Committees on the revision of the state course of study for elementary schools and of the revision of the curriculum for state normal schools were appointed. A cooperative arrangement with the University of Maine made possible the granting of two years of credit toward an A. B. degree in education on graduation from a state normal school. A school of education at the University went into operation in September, 1930. —B. E. Packard, state commissioner of education, Augusta.

Establishment of a school of education at the University of Maine; appointment of committees by the state commissioner of education to revise the state course of study and the curriculum of the state normal schools; a 100% enrolment in the Maine Teachers Association.—Adelbert W. Gordon, secretary, Maine Teachers Association, Augusta.

Higher education survey by University of Maine and Teachers College, Columbia University (1) shows desirable changes in existing institutions of higher education; and (2) gives recommendations regarding the establishing of additional institutions.—William B. Jack, NEA director, Portland.

Maryland—More trained teachers and higher requirements for high-school teachers' certificates. Stronger supervisory program. Vocational rehabilitation started. Survey for special classes for handicapped children in counties underway. Industrial arts and home economics in high schools strengthened. Effort to improve music instruction.—Albert S. Cook, state superintendent of schools, Baltimore.

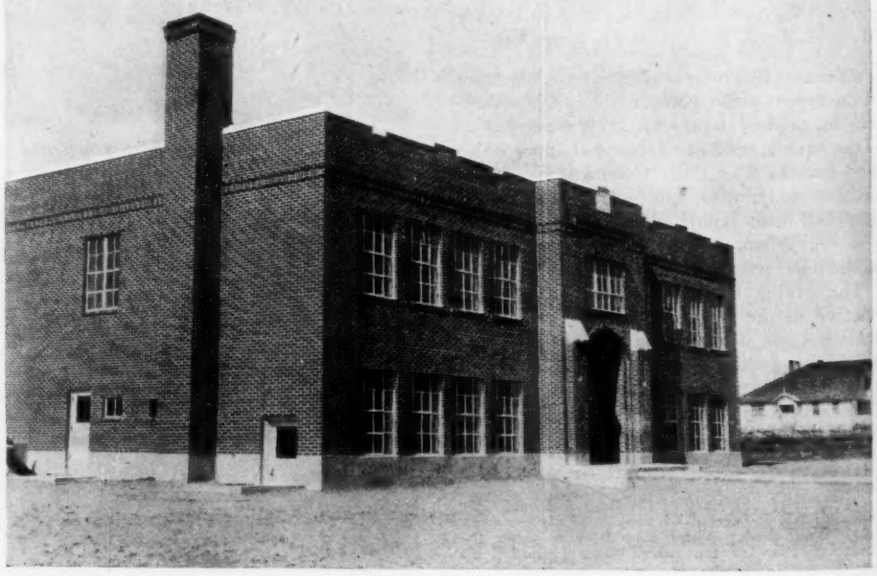
Massachusetts—Probably the most important single professional achievement of the year has been that of raising the period of preparation of elementary teachers from two to three years in the state normal schools and perhaps the most important material achievement has been that of the addition, through actual construction and authorized appropriation, of new plants for the Massachusetts School of Art and the state normal school at Worcester.—Payson Smith, commissioner of education, Boston.

The raising of the minimum course in all our normal schools from two to three years in length.—Hugh Nixon, secretary, Massachusetts Teachers Federation, Boston.

We have taken a most important step in providing for unfortunate children. Through legislation that became operative in 1930 every town or city in which there are five or more crippled children is required to furnish special instruction for them.—Annie C. Woodward, NEA director, Boston.

Michigan—Two epoch-making educational movements are in progress in Michigan. A legislative teachers retirement fund commission is making a study of the present teachers retirement fund law and will be able to recommend a new law to the coming legislature. The State Educational Survey Commission is making a study of the elementary and secondary schools of the state and will undoubtedly recommend to the next legislature a bill equalizing educational costs and establishing a minimum program of education for the elementary schools.—Webster H. Pearce, state superintendent of public instruction, NEA director, Lansing.

Attention has been focused upon getting the facts with regard to inequality of school costs in Michigan and the insolvent condition of the present teachers retirement fund law in this state. Both situations are being thoroughly surveyed by state legislative commissions cooperating with state educational



Elementary school, Jerome, Idaho

agencies.—Arthur H. Rice, managing editor, *Michigan Education Journal*, Lansing.

Minnesota—Nothing especially new; just advancing along established lines.—James M. McConnell, commissioner of education, Saint Paul.

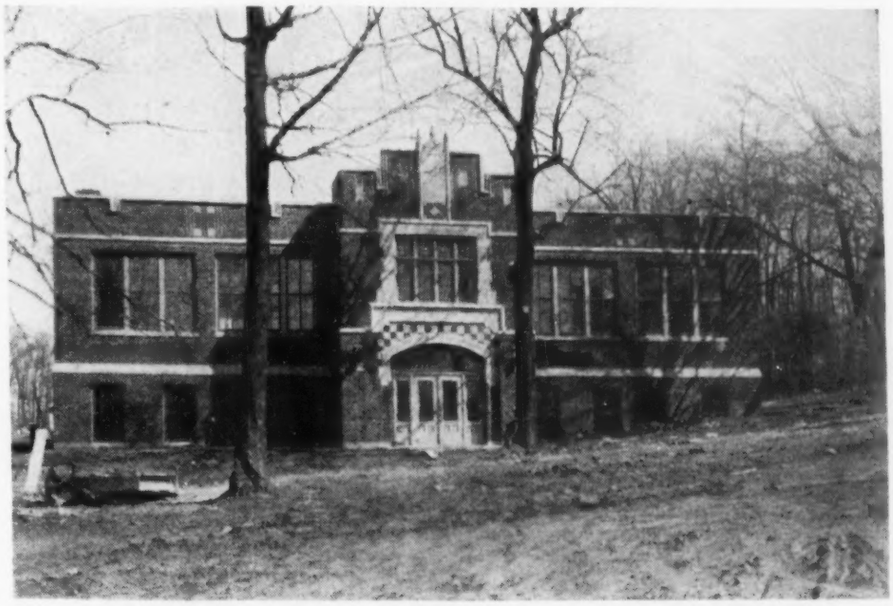
A revised, unified teacher-retirement fund measure has been worked out and will be presented to the 1931 session of the legislature. The proposed measure when enacted, will set up a sound, equitable plan for teacher annuities. It is the product of concerted action of our association through its legislative committee and the state trustees of the present fund.—C. G. Schulz, secretary, Minnesota Education Association, Saint Paul.

The state department of education is making a drive for the accrediting of certain rural schools which are employing teachers with two years of teachers college training. The teachers colleges are building up courses of study that make it possible for elementary teachers to receive a training that carries with it a degree qualification.—Alice F. Sullivan, NEA director, Duluth.

Mississippi—Mississippi has a new school code in which is some new school legislation of considerable importance. This code was adopted last spring.—W. F. Bond, state superintendent of education, Jackson.

Missouri—The comprehensive and analytical survey of Missouri schools under the direction of Strayer and Engelhardt whereby the facts concerning the public schools and higher education have been placed before the public with a constructive program for our educational welfare.—Chas. A. Lee, state superintendent of public schools, Jefferson City.

The publication of the report of a survey of educational conditions in the state, made by Strayer and Engelhardt, has put before the friends of education definite objectives towards which future effort may be best directed.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.



Number 2 Elm Grove School, Elm Grove, Wisconsin

Montana—In response to a resolution passed by the legislature at the 1929 session, the state board of education has appointed a high-school survey commission made up of two city superintendents, two county high-school principals, and the high-school supervisors, to make a survey of the management, organization, courses of instruction, method of support, levies, bond issues, and encroachment of secondary education on elementary-school funds. The commission has drafted a bill for the reorganization of secondary education which will be submitted for enactment to the next legislature.—Elizabeth Ireland, state superintendent of public instruction, Helena.

A commission on reorganizing and unifying secondary education will have its report, endorsed by the state board of education, ready for the coming session of the legislative assembly. It will provide for uniformity of support of senior high schools, for the organization and support of junior high schools, and otherwise for greater uniformity in the administration of secondary education.—R. J. Cunningham, secretary, Montana Education Association; NEA director, Helena.

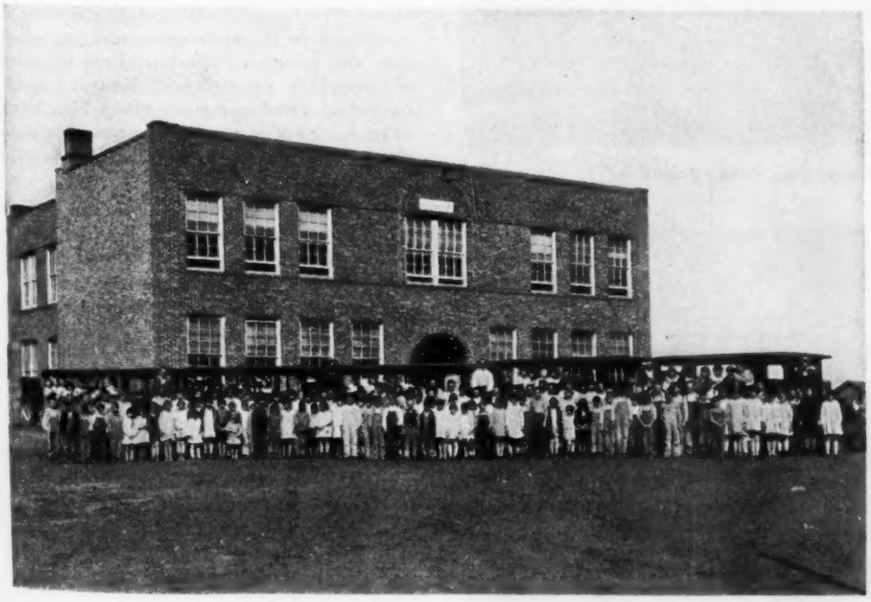
Nebraska—Raising the standards respecting the qualifications of teachers in our accredited secondary schools and our approved normal-training high schools. An investigation of rural teaching qualifications shows conclusively that the level has been raised at least one half year above the former level of high-school graduation with about 20 percent of the teachers possessing one to two years above the high-school level.—G. W. Rosenlof, director, secondary education and teacher training, Lincoln.

Establishment of the Nebraska State Reading Circle on a working basis. Nebraska now has a medium of professional leadership which is actually getting desirable books into the hands of boys and girls throughout the state.—Dwight E. Porter, NEA director, Omaha.

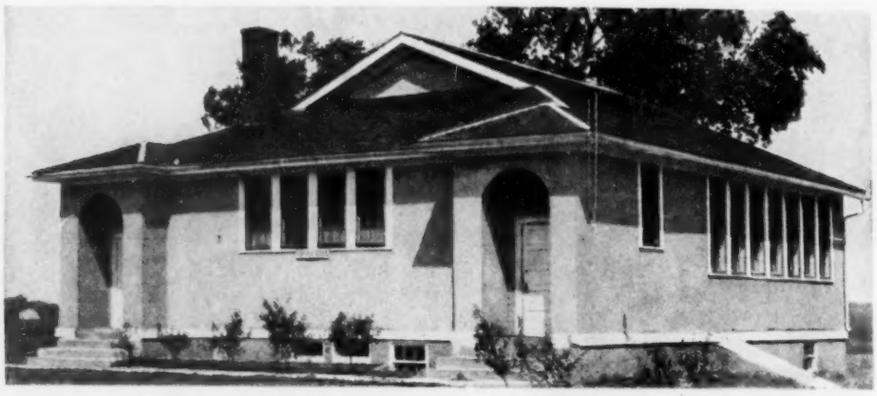
Nevada—With the cooperation of the teachers of the state the preliminary revision of the elementary course of study is practically completed. Work on the revision of the high-school course of study is under way.—Mrs. C. H. Luke, office deputy, state department of education, Carson City.

New Hampshire—Training teachers for rural high schools. Five rural high schools operated under the practise departments of the Keene and Plymouth normal schools, furnish eighteen weeks actual practise teaching for each of the forty high-school teachers annually prepared for service in small high schools.—James N. Pringle, commissioner of education, Concord.

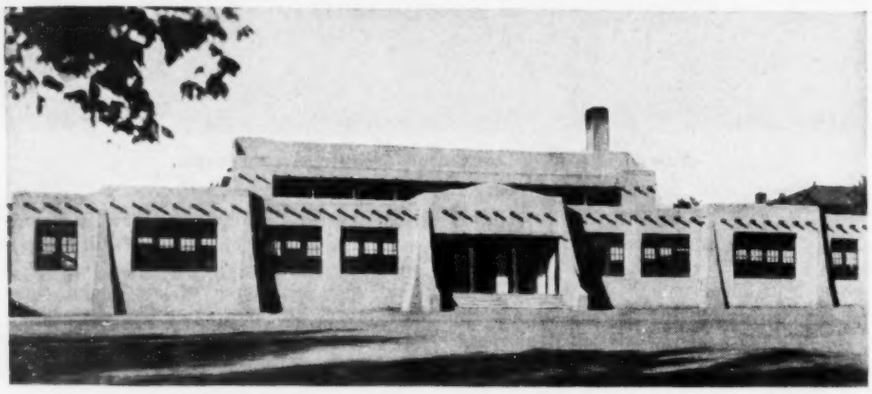
The publication of a new program for elementary grades I to VI, comprehensive and progressive, written by New Hampshire teachers and superintendents and revised by



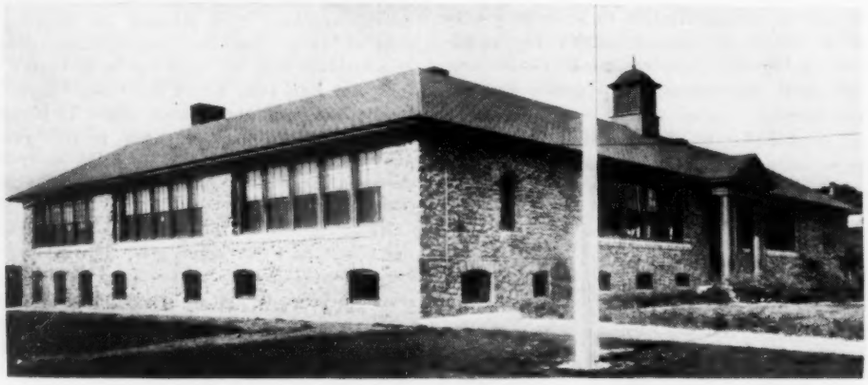
Boyd Consolidated School, Wise County, Texas



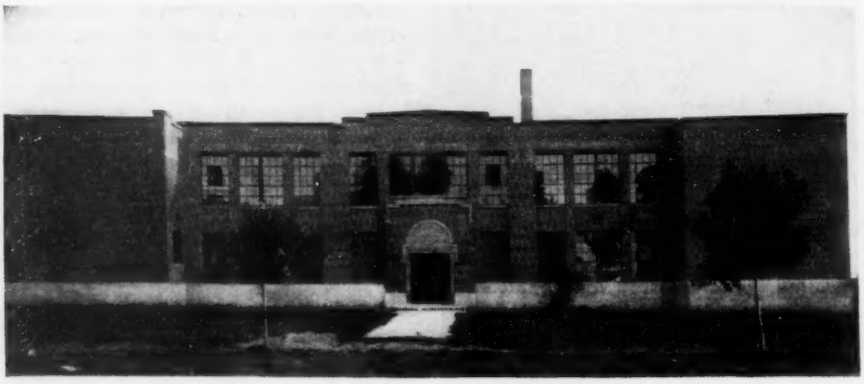
Rosehill School, District 67, Cedar County, Nebraska



Seth Hall, high-school gymnasium, Santa Fe, New Mexico



Consolidated school, Little Compton, Rhode Island



Smithfield Junior High School, Smithfield, Utah

the elementary school agent of the state board of education.—Dana S. Jordan, NEA director, Lisbon.

New Jersey—State survey of public education. During the year there was presented to the state legislature by its commission a report on public education in New Jersey with recommendations for its improvement.—Charles H. Elliott, commissioner of education, Trenton.

New Mexico—The preparation of a new elementary state course of study and the first high-school course of study in this state. The establishment of an elementary training school for teachers at Albuquerque assisted by the Rockefeller Foundation and Bronson Cutting, senator from New Mexico.—Atanasio Montoya, state superintendent of public instruction, Santa Fe.

The publication of a course of study for the elementary grades and for the high schools. Both courses were prepared by teachers and supervisors of the state and will be printed and distributed by the state department of education.—John Milne, secretary, New Mexico Educational Association, Albuquerque.

Many convention cities in the United States showed a New Mexico all-state exhibit whereby much authentic information of our state was disseminated and favorable interest attracted to our advantages and activities.—Mrs. H. F. Brock, NEA director, Gallup.

New York—Unusual interest in curriculum problems in both elementary and secondary fields. Teacher groups in all parts of the state studying individual pupil needs. Present year witnessing significant attack on mass instruction. Activity programs no longer limited to experimental schools.—Geo. M. Wiley, assistant commissioner of education, Albany.

The splendid progress of the central rural-school movement, which promises by evolution and not revolution the gradual elimination of the one-teacher school.—Harlan H. Horner, secretary, New York State Teachers Association, Albany.

A thoroughgoing study of secondary problems. The associated academic principals, specialists in the state department of education, the associate superintendents in charge of secondary education in New York City have cooperated in a study which bids fair to change the entire secondary procedure in the state.—Harry W. Langworthy, NEA director, Gloversville.

North Carolina—The committee on public information of the North Carolina Education Association has been very active and successful in building up not only among the teachers but among patrons of the schools greatly increased support of public opinion.—A. T. Allen, state superintendent of public instruction, Raleigh.

North Dakota—A professional survey and study of teacher training in North Dakota was made during 1930 to determine if the program fits the statewide needs of the schools in the type, the number, and the quality of teachers trained and if this is done economically and efficiently.—Bertha R. Palmer, state superintendent of public instruction, Bismarck.

Ohio—The inauguration of a system of guidance, originating in the state department

of education and statewide in its ramifications and seeking to coordinate educational procedures with the complex social and economic structure of the state and nation.—J. L. Clifton, director of education, Columbus.

A study on the part of the Ohio Education Association, the state department of education, and a committee on taxation appointed by the governor to study the financial needs of the schools and suggest some reasonably permanent means of financing public education in Ohio.—F. E. Reynolds, secretary, Ohio Education Association, Columbus.

Oklahoma—Committees of outstanding business and professional people have made a comprehensive survey looking to an adjustment of school finances and administration. On this basis recommendations will be made to the legislature.—John Vaughan, state superintendent of public instruction, Oklahoma City.

The study of the financial conditions of the schools by the educational commission of Oklahoma and the definite recommendations for their improvement.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

The completion of the state course of study for the elementary, junior, and senior high schools.—M. E. Hurst, NEA director, Tulsa.

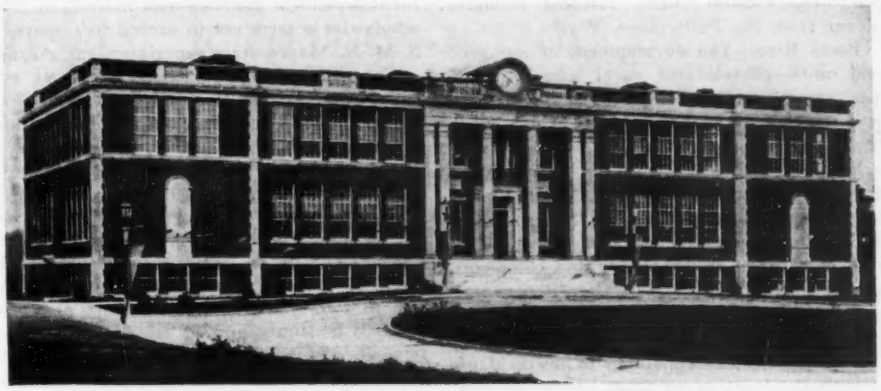
Oregon—The completion of a report by the Education Plan Committee of the Oregon State Teachers Association. This report constitutes a wellplanned program of educational reorganization that has the full support of all the educational forces of the state.—C. A. Howard, state superintendent of public instruction, Salem.

Provision for more supervision of the smaller high schools giving pupils a course of study that will meet more nearly their social needs and provide a continuity to the educational experiences of students in the small high schools; a course that may be carried out with a maximum of effectiveness and with a minimum of waste in teacher effort and in money; one that provides a new and modern set of standards.—F. C. Fitzpatrick, NEA director, Echo.

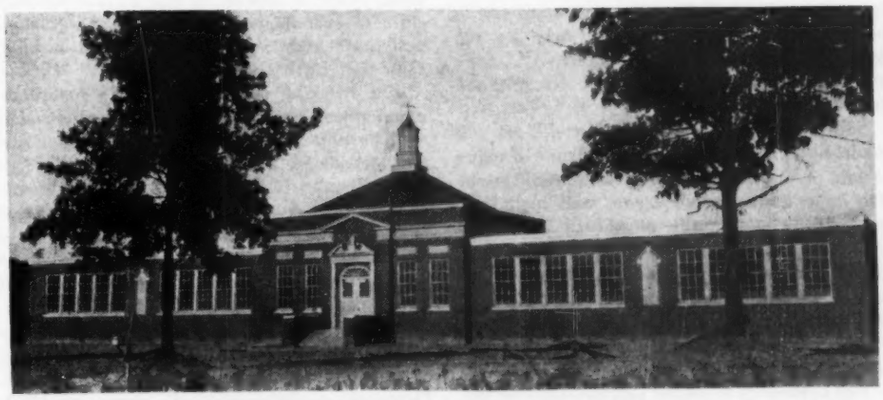
Pennsylvania—Encouraging evidences of increase in the improvement of the quality of instruction; erection of a new state education building; increasing effectiveness of standards for the classification of high schools.—James N. Rule, deputy superintendent of public instruction, Harrisburg.

The adoption of a welfare program for former teachers including monthly checks, ranging from $10.04 to $30, to 46 such persons in financial distress, and the establishment of the Lloyd Mifflin Memorial Home for elderly women teachers and convalescents. J. Herbert Kelley, secretary, Pennsylvania State Education Association, NEA director, Harrisburg.

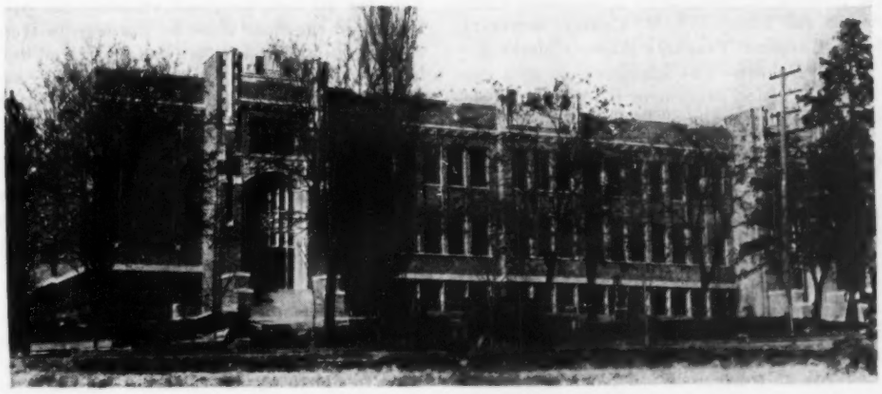
Philippine Islands—The increased appropriation for education provided by the Philippine legislature enabling the bureau of education to expand and extend public school facilities, increasing attendance by 54,000. The Philippine government appropriates about 32 percent of the insular funds for educational



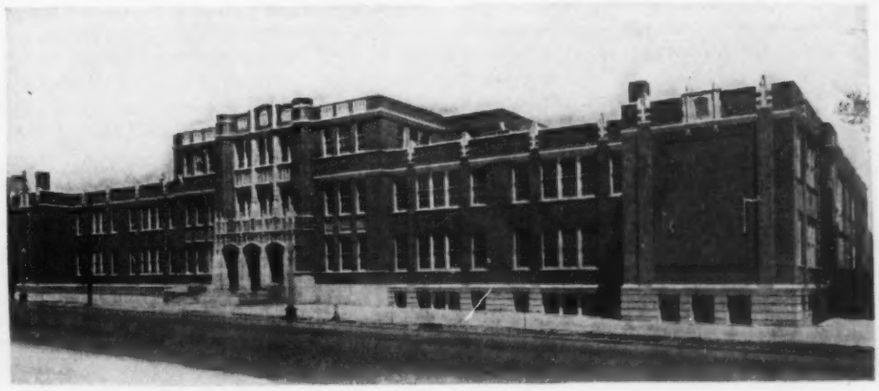
Peoples Academy—Copley Building, Morrisville, Vermont



Ridge School, Henrico County, Virginia



Senior high school, Cheney, Washington



Lulu M. McCormick Junior High School, Cheyenne, Wyoming

purposes.—Camilo Osias, resident commissioner from the Philippines, Wash.

Porto Rico—The development of our second units—consolidated rural schools of an agricultural-vocational type. These schools will solve many of the problems of our rural life.—Jose Padin, com. of education, San Juan.

Rhode Island—The building program in progress and achieved during 1930 in Rhode Island is the most extensive in the history of the state, measured either by the increase in accommodations or the beauty and completeness of the architecture.—Walter E. Ranger, commissioner of education, Providence.

The state department has been reorganized and three directors appointed in the field of vocational education, of adult education, and of research and surveys. At Rhode Island College of Education indications are that the four-year course for prospective teachers is practically in effect and soon may be required of all students.—Clarence W. Bosworth, secretary, Rhode Island Institute of Instruction, Auburn.

South Carolina—Revision of school reports made by the county superintendents of education to the state department of education. The new annual state report will include a statewide school census, enrolment and average daily attendance according to high-school and elementary pupils, and a report of all school expenditures according to the eight fundamental educational accounts.—H. L. Fulmer, director, division of information and research, Columbia.

The survey of teachers and teaching in the high schools of the state by the state department of education. This will greatly affect the training of prospective high-school teachers in the future.—J. P. Coates, secretary, South Carolina Teachers Assn., Columbia.

South Dakota—The inauguration of a curriculum revision movement involving the elementary and secondary courses of study.—N. E. Steele, secretary, South Dakota Education Association, Sioux Falls.

Texas—The stabilization of administration of public schools by extension of term of county superintendents from two to four years by extension of term of school trustees except in districts of more than 100,000 population, to three years with overlapping terms so that only a minority will be subject to election each year; by granting permission to boards of trustees of independent districts with fewer than 5000 scholastics to contract with superintendents, principals, and teachers for a term not to exceed three years and for independent districts with more than 5000 scholastics a term not to exceed five years.—S. M. N. Marrs, state superintendent, Austin.

The continuous cooperative efforts of our educational forces for a full year in the preparation of a legislative program for the improvement of schools.—R. T. Ellis, secretary, Texas State Teachers Assn., Fort Worth.

An act of the last legislature extended responsibility for the support of the county superintendent's office from the rural-school districts only to the entire county. This, with extension of county superintendent's term from two to four years, marks no little progress towards a county unit of school administration.—L. W. Rogers, NEA director, Austin.

Utah—The passing of an amendment at the special session of the legislature in January providing for a state school equalization fund, equal in amount to five dollars for each child of school age in the state.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

The working out of a plan of educational equalization by which poorer school districts will be able to maintain a better school system.—Arch M. Thurman, NEA director, Salt Lake City.

Vermont—A 50 percent increase in two years in the number of standard and superior rural and town schools. Adoption of graduation from a standard two-year normal school course as the minimum basis for regular certification of elementary teachers. Significant growth of chapters and membership of parent-teacher associations.—Clarence H. Dempsey, commissioner of education, NEA director, Montpelier.

After July 31, 1931, the minimum certification for all new teachers entering the profession in the state must be graduation from a four-year accredited secondary school followed by graduation from an accredited two-year normal school or the equivalent, which must be approved by said state board of education.—Marion C. Parkhurst, secretary, Vermont State Teachers Assn., Burlington.

Virgin Islands—A complete survey of the course of study with the assistance and help of every teacher on active duty. The report of this survey was a basis for a complete revision of the textbooks approved.—Arthur E. Lindborg, director of education, St. Thomas.

Virginia—Application of an equalization fund which has resulted in an appreciable increase in teachers' salaries. Formulation and promotion of a state retirement law for teachers. Promotion of an organized effort to reduce illiteracy in Virginia.—C. J. Heatwole, secretary, Virginia Education Association, Richmond.

Lengthening of the school term in Virginia. The school term under the old law was 140 days—under the new law 160 days. This was made possible through increased appropriation and equalization.—Edith B. Joynes, NEA director, Norfolk.

Washington—New courses of study for the elementary, junior high, and senior high schools; a complete education bill for the reorganization of our entire state public school administration and financing; coordination between the institutions of higher learning and the common schools.—N. D. Showalter, state superintendent, Olympia.

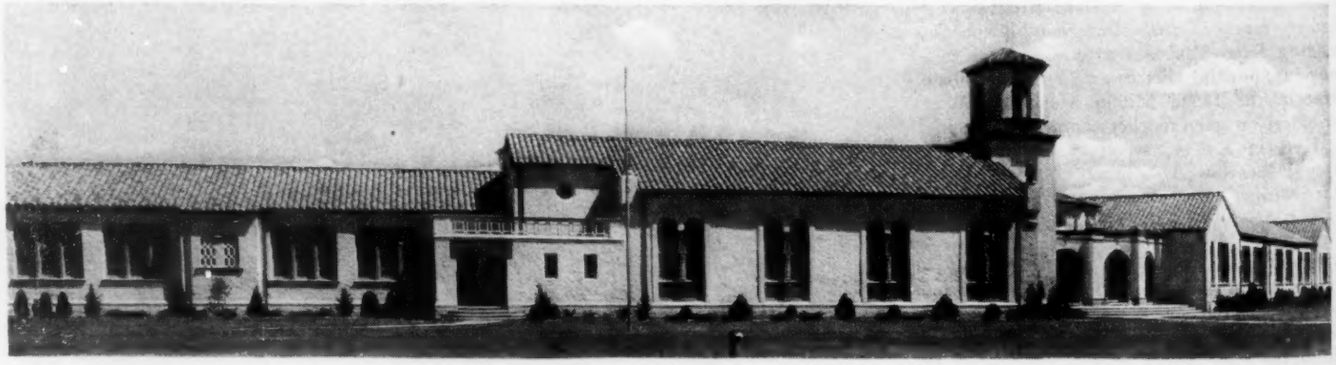
Modernization of the state course of study under leadership of the state department of education. Successful inauguration of the regional plan of W.E.A. convention and joint county institutes, with same major speakers in eight meetings. Tax classification amendment, supported by W.E.A., carried at polls two to one.—Arthur L. Marsh, secretary, Washington Education Association, Seattle.

West Virginia—A council of education, on which every school interest in the state was represented, was created to request the enactment of legislation whereby the state would assume at least one third of the cost of elementary and high-school education, the revenues to be provided by the state through indirect taxation. Teacher groups passed resolutions asking better retirement laws, a tenure law, and a plan of group insurance for teachers.—J. H. Hickman, secretary, West Virginia State Education Association, Charleston.

Wisconsin—Assisting the legislative Interim Committee to get a real picture of the facts and conditions in the hope that we may move forward at the next legislature.—John Callahan, state superintendent, Madison.

The work of the Interim Committee of the legislature making a study of our whole educational situation, the reorganization of the school of education of the University of Wisconsin, and the increase in summer school attendance at our state teachers colleges.—E. G. Doudna, NEA director, Madison.

Wyoming—All day schools, evening classes, and partime classes in vocational agriculture are being rated on the efficiency of the administrative setup, that is, the opportunity for doing efficient work, using the twelve efficiency factors as arranged by Wright and Allen in their "Efficiency in Vocational Education."—B. H. McIntosh, secretary, Wyoming State Teachers Association, Cheyenne.



Broadmoor Elementary School, Shreveport, Louisiana

Ten Years of Journal Service

THE JOURNAL of the National Education Association is one of the major cooperative enterprises of the Association and the profession. During the decade of service which has just closed literally tens of thousands of educational workers have contributed to its building through articles or through friendly advice and professional judgment. The statements on this page were received in reply to the question—What has been the influence and the contribution of THE JOURNAL of the National Education Association since its founding a decade ago? These replies, with many others which cannot be included for lack of space, are a wonderful tribute to the devotion and loyalty of the membership of the National Education Association.

Ten years ago THE JOURNAL was an experiment; now it is an assured success. There was much questioning as to whether or not THE JOURNAL could possibly succeed. There were also questions as to the field which it should attempt to serve and occupy. These and other questions have been met and THE JOURNAL stands today a great success in influencing public opinion among teachers and others throughout the United States.—*John A. H. Keith,* state sup't of schools, Harrisburg, Pa.

It has made great strides forward in the past decade. It provides constructive material for meeting present educational problems.—*Caroline F. Kimball,* teacher, E. Lynn, Mass.

THE JOURNAL has presented what might be called the advanced line of educational progress in the various fields of education.—*Payson Smith,* state commissioner of education, Boston, Mass.

In my opinion THE JOURNAL has done more than any other one publication to *professionalize* teaching. I hope that THE JOURNAL during the decade 1931-41 will continue to lead also in the movement to *humanize* teaching—to stress personality values, to help the teacher to deal with the whole child in the light of the whole situation.—*Frank Cody,* sup't, Detroit, Mich.

THE JOURNAL has established a better understanding of educational problems common to our states. It has imbued school folks with the kinship of educational endeavor; replaced local smugness by recognition of national issues; and has impressed its readers through its clearcut presentations of facts relating to our everyday work.—*John Callahan,* state sup't of public instruction, Madison, Wis.

Sane, judicious, prudent, consistent; faithful to all genuine educational interests, representative of the best philosophy of the American nation. Discreet in judgment; wise in sense, and honest in motive.—*Homer H. Seerley,* former pres. State Teachers College, Cedar Falls, Ia.

The contribution made by THE JOURNAL during the past decade cannot be measured. Every branch of education and every worthy educational endeavor have been tremendously benefited.—*John W. Abercrombie,* ass't state sup't of education, Montgomery, Ala.

THE JOURNAL has done much to create a spirit of solidarity in the teaching profession of the United States. It has made teachers aware of the progressive movements in education and has stimulated better methods of organization in public schools and better methods of teaching.—*Charles H. Judd,* director, School of Education, University of Chicago.

It has been a potent factor in the development of a professional consciousness and a national solidarity among the teachers of America. May we not hope that THE JOURNAL will continue to stand four-square for more effective teacher training, for higher eligibility requirements, for tenure and retirement laws, for adequate compensation, for constructive educational research, and in general for every worthy endeavor in behalf of the teacher and the profession.—*Frank W. Ballou,* sup't, Washington, D. C.

THE JOURNAL commands the highest respect of educators. No other educational paper compares with it in interest, in reliability of information and in dignity of appearance.—*H. M. Cressman,* county sup't, Egg Harbor City, N. J.

During the past ten years THE JOURNAL of the National Education Association has attained the enviable position of being the best educational magazine published in the world. I have made this statement frequently to individuals and groups of educational workers and have not yet found a dissenting opinion.—*J. Herbert Kelley,* exec. sec'y, Pennsylvania State Educational Association, Harrisburg.

Its able leadership has established a respect for the teaching profession. It has set a high standard of literary excellence for other educational publications and thus lifted the whole cause of education.—*A. J. Stoddard,* sup't, Providence, R. I.

To the teacher in remote districts it has been the means of encouragement; to the busy teacher a real boon for solutions to concrete problems; to the leader among us an opportunity to express his thoughts and visions for others to share; to all an inspiration.—*Nellie V. Lind,* prin. Denver, Colo.

THE JOURNAL has aroused and built up the professional spirit of its readers. Its optimism has cheered and strengthened those who fill hard places. It has emphasized the importance of each section of the educational system.—*Louise Biggerstaff,* teacher, Luray, Va.

One of the most remarkable movements in the past decade has been the wonderful improvement that has been made in the field of educational journalism and the outstanding example of this change has been THE JOURNAL of the National Education Association. It has set the pace, not only for state associations' publications, but for all other journals in the educational field. It has done a great work in giving form and content to the organization movement. Through it the forces of education have been able to focus their energies upon definite and distinct problems. Without it the organization would have been inarticulate, scattered, and ineffective.—*Charles F. Pye,* editor, *Midland Schools,* Des Moines, Ia.

Helped to develop solidarity of profession; has elevated professional standards; has clarified and improved professional thinking; has supplied information of value to the profession; has properly stressed educational research and scientific procedure.—*Edwin C. Broome,* sup't, Philadelphia, Pa.

The influence of THE JOURNAL has been informational and inspirational. It has contributed thoughts and experiences of noted American educators—always giving food for thought.—*Edmonia Hardy,* teacher, Appomattox, Va.

THE JOURNAL has served the profession through its discussions of facts and principles, particularly of national character which have tended to give members of the profession a national consciousness regarding educational procedures.—*W. B. Mooney,* editor, *Colorado School Journal,* Denver, Colo.

THE JOURNAL has been a source of inspiration to those of us in the smaller school systems scattered throughout the United States, in helping us get the larger vision, strive toward a higher type of professional service, and above all, it has stimulated us in professional growth and advancement through its editorials and contributed articles.—*V. M. Rogers,* sup't, Gunnison, Colo.

It has helped to amalgamate the teachers of the nation and of each state into a more effective working force for the advancement of their own interests and the cause of education.—*R. C. Moore,* editor, *Illinois Teacher,* Springfield, Ill.

THE JOURNAL has performed an unparalleled service for education by its part in building up a great association of teachers and of those engaged in educational work. The Association and THE JOURNAL are leading factors in advancing the cause of education in the United States.—*J. McKeen Cattell,* editor, *School and Society,* New York.

It has seemed to me that the writers for THE JOURNAL have lived more in touch with our real problems and for that reason probably seem to give me more help than some of those writing for similar magazines. The articles in THE JOURNAL have been more high-class and better timed than any others I have read.—*Victor J. H. Seifert,* sup't, Lee, Ill.

It has kept before the members of the NEA and, in a large measure the public in general, the enthusiasm which is needed by educators from college president to kindergarten teacher. This has been a great help in bringing the teaching profession to the proper point of appreciation by the public and thereby the support from the same source. It has correlated the effort of those interested in education and furnished them with much valuable material to promote the cause, as

well as instruction in matters pertaining to their profession.—*W. P. Morgan,* pres. Western State Teachers College, Macomb, Ill.

More perfect union, justice, domestic tranquility, common defense in the broadest, most intelligent, and civilized sense. There is no more really patriotic journal than ours. —*Wm. McAndrew,* president, NEA Department of Superintendence, 1925.

It has stimulated both ordinary membership in the NEA and also interest in life memberships through its *Builders of Our Profession.* It has by its high standards and tone made the country at large realize that we represent a real *profession.* It has allied itself, and so the NEA, with the highest standards of life and worthwhile causes. It has kept the profession in the field in touch with great movements and people.—*Florence M. Hale,* state agent for rural education, Augusta, Me.

One outstanding contribution made by THE JOURNAL has been the positive stand taken on all moral questions, especially as they relate to law enforcement.—*Nettie A. More,* teacher, Kane, Pa.

It has humanized and socialized our work by inspirational articles, drawing us into the great circle of the "social sciences," not keeping education a topic by itself.—*Madelaine F. Cohn,* editor, *Forum Quarterly,* Omaha, Nebr.

I regard THE JOURNAL and other publications of the Association as the most inspiring, uplifting, and coordinating force in American education.—*C. C. Sherrod,* pres. East Tennessee State Teachers College, Johnson City.

THE JOURNAL has made the National Education Association articulate to the great body of American teachers and to the public. It serves as an integrating force and has done much to make American teachers aware of their larger educational responsibilities.—*Jesse H. Newlon,* director, Lincoln School, Teachers College, Columbia University.

It has given a unified feeling to education in the United States, furnished a means for every teacher who has something worth saying to be heard by others. It has preached hopefulness and goodwill, shown decisive leadership on fundamental moral questions.—*Eugene Fair,* pres. Northeast State Teachers College, Kirksville, Mo.

Because of its effective presentations of progressive school practises and of its terse and specific treatment of such modern aspects of school readjustments as those involving mental health and the wiser uses of leisure, and because of its wide circulation, THE JOURNAL has aided materially in overcoming educational inertia and complacency and in creating a readiness for innovations.—*P. W. L. Cox,* New York University.

THE JOURNAL has helped all of us to keep more alive, more alert, more responsive to changing conditions. We are today more forward-looking because of the quality of its leadership.—*Howard S. Braucher,* sec'y, National Recreation Association.

The organized teaching profession of the United States has taken form and become a cohesive force, using THE JOURNAL as a means of bringing the message of education to every community in the land. THE JOURNAL speaks the language, voices the ideas, interprets the aims and ideals of the teachers and schools in America.—*C. G. Schulz,* editor, *Minnesota Journal of Education,* St. Paul.

It makes for solidarity; for a feeling of pride in the profession; for better understanding of purpose and method in all lines of educational endeavor. It is a unifying factor and a force for better achievement. It has made of teaching a calling of which other professions speak with respect.—*Edward E. Hood,* teacher, Evansville, Ind.

THE JOURNAL has played an important part in the growth of public schools during the past decade. It has been a means of keeping attention centered on the modern trends of education based on the best scientific thought of the age, and has reflected in an artistic and effective way, ideals of larger and better service for the childhood of today and the citizenship of tomorrow.—*George N. Child,* sup't, Salt Lake City, Utah.

Has greatly improved and organized a cooperative spirit leading toward a professional attitude among the school people themselves. With a pure spirit of democracy it has lead to building up a great interest for the teaching of all children and awakened the public to that duty.—*James H. Hope,* state sup't of education, Columbia, S. C.

Inspired thousands of teachers to take a more professional view of their work.—*Elizabeth Otis,* prin., Bloomfield, N. J.

THE JOURNAL has influenced the schools of America to experiment with new methods in education. Its contribution has been its value as a clearing house for the best ideas in the profession.—*Thomas N. Davidson,* teacher, Ocean Grove, N. J.

It has tended to unify public sentiment in behalf of a fine, progressive educational program for the nation.—*W. F. Bond,* state sup't of education, Jackson, Miss.

THE JOURNAL has given to teachers a *national* view of education; has made available facts and figures helpful in selling the schools to the people; has promoted the growth of the professional spirit among its readers; has stressed in a practical way the major objectives in education; has provided sane, readable articles dealing with new educational movements; and has shown us glimpses of the glory of our profession—glimpses that have been a real inspiration.—*Hannah Parkyn,* teacher, Holland, Mich.

It has greatly helped to dignify the profession; it has broadened our horizon; it has helped to unify the teaching staff; it has interested each one in all others; it has helped to take the schoolroom into life.—*Olive Ferris,* prin., Salt Lake City, Utah.

THE JOURNAL is a monthly reminder to the thousands of NEA members that they belong to a profession which is represented by a great national association which is a service agency to every member. The tremendous success of THE JOURNAL is evidence that it has reached the personal and professional problems of teachers in the field. It has made us professionally conscious.—*J. Orin Powers,* pres. District of Columbia Education Association.

A clearinghouse of national information; promoter of the esprit de corps in the profession; builder of the NEA and its membership; forecaster of movements and trends in modern education.—*James E. Rogers,* director, National Physical Education Service.

It has given impetus and unity to the educational movement in the United States; it gives us a monthly pulse-beat on educational life; it clarifies the educational atmosphere; and it illustrates the highest type of helpful, educational journalism.—*H. A. Moran,* prin., Mishawaka, Ind.

THE JOURNAL has made a large contribution to the professional organization of teachers. It has collected data and disseminated information which has been accurate and which has made teachers conscious of the need of advancing their occupation. It has supplied necessary vocational guidance to teachers who are beginning their work. It has made use of organizations which further educational work and it has won the approbation of the general public.—*Caroline Bengston,* Chicago, Ill.

It has dignified the teacher's opportunities to the teachers themselves. It has furnished news of what is going on in education all over our country and especially it has held up teaching ideals to us all.—*Amy M. Striley,* prin., Beverly, Mass.

THE JOURNAL has been one of the greatest factors in firmly establishing the fundamental idea that it is the concern of the nation to see to it that as nearly as possible equal opportunity should be afforded its youth.—*Frank S. Hartsfield,* sup't of Leon County schools, Tallahassee, Fla.

Its influence has been great in directing our thoughts away from school matters entirely local to the broader view of nationwide scope. —*George A. Allen, jr.,* state sup't of public instruction, Topeka, Kans.

Greatest contribution has been to keep advanced educational ideas before teaching groups. It has been the most powerful agency in crystallizing educational thinking in America. It makes vocal the ideals of American education.—*L. H. Petit,* sup't, Chanute, Kans.

It has built up a new interest in education in the nation and has been instrumental in the marvelous growth of the NEA.—*George H. Kellogg,* county sup't, Nevada, Iowa.

THE JOURNAL has set a new standard for an educational publication during the last ten years. It has kept our teachers in a professional and constructive frame of mind.—*Milo H. Stuart,* pres. Indiana State Teachers Association, Indianapolis, Ind.

It has made teachers aware of their strategic position, of the value of unity, of a desire for professional advancement, of their need for a code of ethics, of the importance of higher standards in training, salary, requirements for certification.—*Raymond R. Hutchings,* director of research, Santa Barbara, (Calif.) schools.

It is a pleasure to me to bear witness to the power of the printed page as expressed through THE JOURNAL and to say that the message it is carrying to the teachers and educators of America will give every child in the great American Commonwealth an opportunity to live a broader and better life. Democracy itself, our government, and its institutions rest securely alone upon an educated citizenship. The uplift which THE JOURNAL has given and is giving to American life is inestimable.—*Willis A. Sutton,* sup't, Atlanta, Ga..

The United States Office of Education

THE REORGANIZATION of the United States Office of Education has been completed with the final appointment of chiefs for all divisions. Among the recent appointments are Sabra W. Vought, chief of the library division, William Dow Boutwell, chief of the editorial division, Emery M. Foster, in charge of the statistical section, Ambrose Caliver, specialist in Negro education, and Elise H. Martens, senior specialist in education of exceptional children.

Miss Vought was formerly librarian at Pennsylvania State College. Mr. Boutwell comes to the Office of Education from the staff of the National Geographic Magazine. Dr. Caliver, first of his race to meet the requirements for Ph.D. in the field of administration of higher education, served as dean of Fisk University at Nashville, Tennessee. Mr. Foster has been with the Office of Education for seven years and has been engaged in the statistical work of which he now has charge. Miss Martens' work with the bureaus of research and guidance in the school systems of Oakland and Berkeley, California, has given her unusually fine preparation for her duties with the federal bureau.

Of the division and section groups in the Office of Education as now organized only the collegiate-professional section lacks an administrator. The position left open by the resignation of Dr. Arthur J. Klein, who has gone to the education department of Ohio State University as professor of school administration, has not yet been filled.

The Office of Education as now organized consists of the commissioner, the assistant commissioner, six divisions: administration, research, editorial, library, service, and general surveys. Largest is the research division with two consultants and five sections: collegiate-professional, American school systems, foreign school systems, special problems, and statistical.

Through the cooperation of the Government Printing Office and by virtue of different scheduling within the Office, it is expected that the annual Educational Directory will be available at an earlier date than heretofore. The Office of Education hopes to have copies for delivery by the first of the year. Cards have been sent out to get any changes made following the November elections. One new section, a list of research bureaus in public school systems and institutions of higher learning, will be added to the Educational Directory compilations.

Five new bulletins and one pamphlet of the Office of Education may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C.:

Teachers Guide to Child Development, a manual for kindergarten and primary teachers, makes available to the nation's teachers the major part of the recommendations of the California Curriculum Commission. As Office of Education Bulletin, 1930, No. 26, it is published simultaneously with the California publication. It suggests activity programs for all types of schools within the kindergarten-primary range. The Bulletin replaces an older Bulletin, 1919, No. 16, which is now out of print.

The library division of the Office of Education has compiled a *Bibliography of Research Studies in Education, 1928-29,* which is released as Bulletin, 1930, No. 23. This comprises 275 pages of references to research in all fields of education. It is the third annual printed publication of educational research.

Housing and Equipping the Washington Child Research Center, Pamphlet No. 13, gives concrete suggestions of the cost, equipment, and other factors entering into the establishment of a research type nursery school.

A list of all accredited high schools in the United States is made available in the Office of Education Bulletin, 1930, No. 24, *Accredited Secondary Schools.*

The first Office of Education study since 1922 of an educational system of a foreign country appears upon the delivery by the Public Printer of Bulletin, 1930, No. 17, *Secondary Education in Norway,* by Gabriel E. Loftfield, Mount Vernon Junior College, Mount Vernon, Wash.

Land-grant Colleges and Universities, Bulletin, 1930, No. 28, gives a résumé of statistics and information related to this group of institutions for the year ended 1929.

Six bulletins in widely different fields have been sent out recently to libraries and schools and are available for purchase from the Superintendent of Documents, Government Printing Office.

Three deal with the rural field: *Rural Schoolhouses, School Grounds, and Their Equipment,* Bulletin, 1930, No. 21, [20 cents]; *County Library Service to Rural Schools,* Bulletin, 1930, No. 20, [15 cents]; *The Smallness of America's Rural High Schools,* Bulletin, 1930, No. 13, [15 cents]. The first is by the late Fletcher B. Dresslar, of George Peabody College for Teachers, written in cooperation with Haskell Pruett of the Oklahoma Department of Public Instruction, and gives 14 plans for modern rural-school buildings as well as suggestions for remodeling old school structures. Two specialists of the Office of Education, Walter H. Gaumnitz and Edith A. Lathrop, are authors of the rural high school and library studies, respectively.

Arch O. Heck, associate professor of school administration at Ohio State University, is the author of *Education of Crippled Children,* which is one of a series of up-to-date handbcoks on special school problems surveying current practise and outstanding work which Commissioner Cooper has planned.

The Office of Education has cooperated with The Oregon Trail Memorial Association in the commemoration of the centenary of the beginnings of the westward migration by publishing a description of the Oregon Trail as eye witnesses saw it. Florence C. Fox, specialist in elementary education, is the author of this bulletin, which has already climbed into the Office's "best seller" class.

The American college and university, the land-grant college and university in particular, have been analyzed, taken apart, tabulated, and examined from the registrar's office through the veterinary medicine department, the library, and down to the gymnasium locker room in the 1800 page, two volume survey of land-grant colleges and universities just published by the Office of Education ($3.00).

This survey report which mirrors the conditions in American institutions of higher learning is the product of three years' research work authorized by the Congress of the United States which granted $117,000 for the study. More than 80 specialists were engaged in the task of preparing the material. The colleges which are the subject of the survey number 69 and enroll 172,429 students who constitute one sixteenth of the college and university student population of the United States. These institutions have a value of nearly a half billion dollars and their income has increased to $145,000,000 per year.

The United States Office of Education is yours. The members of its staff are eager to serve you. Its publications are outstanding. Progressive teachers use them freely. This office does for education what the Department of Agriculture does for farming or the Department of Commerce for business and industry.

A complete list of the publications of the Office of Education can be obtained upon request to the Editorial Division, Office of Education, Wash., D. C.

Benjamin Franklin and Beer

IN AN AGE when drinking and its evils were common the young Benjamin Franklin saw a better way of life and practised it. He was liked and influential among his associates because in his thoughtful and kindly way he stood for something higher. In his autobiography he writes of his experience in Watt's Printing House in London: At my first admission into this printing house I took to working at press, imagining I felt a want of the bodily exercise I had been us'd to in America, where presswork is mix'd with composing. I drank only water; the other workmen, near fifty in number, were great guzzlers of beer. On occasion, I carried up and down stairs a large form of types in each hand, when others carried but one in both hands. They wondered to see, from this and several instances, that the *Water-American*, as they called me, was *stronger* than themselves, who drank *strong* beer! We had an alehouse boy who attended always in the house to supply the workmen. My companion at the press drank every day a pint before breakfast, a pint at breakfast with his bread and cheese, a pint between breakfast and dinner, a pint in the afternoon about six o'clock and another when he had done his day's work. I thought it a detestable custom; but it was necessary, he suppos'd, to drink *strong* beer, that he might be *strong* to labor. I endeavored to convince him that the bodily strength afforded by beer could only be in proportion to the grain or flour of the barley dissolved in the water in which it was made; that there was more flour in a pennyworth of bread; and therefore, if he would eat that with a pint of water, it would give him more strength than a quart of beer. He drank on, however, and had four to five shillings to pay out of his wages every Saturday night for that muddling liquor; an expense I was free from. And thus these poor devils keep themselves always under.

[This poster for your classroom is from THE JOURNAL of the National Education Association. Copies on art paper: 20 for $1; $4 per 100; $30 per 1000. No. 2034]

Vitalized Group Study and Faculty Meetings

If you were asked, "What has been the influence and contribution of The Journal of the National Education Association since its establishment a decade ago," what would be your reply? Some of the many answers by Journal readers to this question are published on page 31 of this issue. You may find it worthwhile to discuss this question in one of your January faculty meetings. Teachers whose acquaintance with The Journal is recent can join in the discussion by telling how their professional growth has been encouraged by the reading and use of The Journal and their own state association journal. This interchange of experience will help everyone to see different values and to get new viewpoints.

When Jessie Gray, teacher in the Philadelphia (Pa.) Normal School for Girls, answered the above question, she mentioned the contribution The Journal has made in vitalized group study and faculty meetings. Her statement:

During this decade, the classroom teacher and teaching have been stressed by The Journal; and those who lay the foundation of education and character have been recognized in educational activities. Their professional growth and selfconsciousness have been developed for broader service. *Suggestions for reading and faculty meetings* have reaped rich rewards in broader views, more definite methods, and greater professionalism.

The Journal might suggest that faculty meetings be planned so that time is given in which representatives of accredited organizations shall report the business, the achievements, and the plans of those organizations. It is a duty of the faculty to listen to and participate in discussions of organization affairs. I know that it will not only double enthusiasm but membership and active participation. Too often the representative of the organization "duns" for money in her odd moments and is not offered a dignified place on the program of faculty meetings to discuss the results of membership in the organization.

After buying a good tool, you don't put it away unused. After becoming a member of the National Education Association, it is good economy to use The Journal for group discussion. You might have the same experience as an Indiana principal who wrote:

We held monthly meetings last year. Much interest and spirit aroused. Several teachers reported never having read The Journal and were surprised to find it contained so much of interest. We expect much from our meetings this year.

This principal and his faculty will find the results of their vitalized meetings *in an improvement of teaching,* which means a direct benefit to the children and the community. They will find suggestions in every issue of The Journal of other vital material—such as yearbooks of NEA departments of elementary and secondary principals, classroom teachers, superintendence, and teachers colleges; research bulletins, the annual volume of *Proceedings,* reports of committees on tenure, retirement, salary, international relations, health problems in education, parent education, ethics, etc. In their own state journal, they will find what their state association is doing to improve conditions for teachers in all these fields and others of special interest locally. Besides improving their own work and thinking, such a group of teachers will quickly influence every newcomer in their ranks to a pride in our profession and an appreciation of what state and national associations are accomplishing for teachers, children, and the nation.

Everett M. Hosman, secretary of the Nebraska State Teachers Assn., writes:

A noted English leader who spoke here recently described The Journal of the National Education Association as the greatest educational periodical in the world.

If The Journal has achieved that position in a decade, should we not look forward to making it even better—worthy of the rising importance of the teaching profession in American life?

Alert teachers and administrators who are encouraging their fellow workers to enrol in state and national education associations and use the publications of those associations for vitalized group study and faculty meetings are giving an important service within the reach of every educator. Such a service is one way of achieving the goal emphasized by Secretary Crabtree: "Every teacher at work on the problems of the profession." Mr. Crabtree's democratic ideas as to the constant services of the Association are helping to make it possible for every teacher to be at work in advancing the profession.

H. L. Donovan, president of the Eastern State Teachers College at Richmond, Kentucky, says:

The Journal should continue its good work until we have a half million active members of the NEA and readers of The Journal. It meets the needs of teachers in every field of activity.

Anyone who hopes for half a million active members of the National Education Association realizes the need for the constructive influence in American life which the teaching profession has. Adjustment to rapid changes in industry, in finance, in social conditions; reducing crime and inequalities of educational opportunity; planning our cities and rural communities so that positive health, wise use of leisure, and satisfactory conditions for work are possible, are some factors which call for real intelligence and integrity of character. Teachers have these qualities. The size of the job is not discouraging when we consider the accomplishments of the teaching profession in the past ten years. The beginnings of progress exist wherever teachers and administrators, individually or in groups, recognize the need for growth, and the joy in life and work which comes from keeping mentally alive.

Readers of The Journal find enjoyment in its use for group study:

Our schools have been using the vitalized faculty meeting idea for the past 3 years and we find it very stimulating, indeed.—*Glenn D. Deatly,* prin., Wood River, Ill.

The Journal is a source of inspiration and help each month for every *reading* teacher.—*Salome Townsend,* Tucson, Ariz.

We pursued this plan last year and are doing so this year.—*Harris V. Bear,* Miamisburg, O.

I am going to ask my teachers to tell me which Journal articles helped them most and we will discuss them in teachers' meetings.—*Alice G. Baldwin,* Wilmington, Del.

Votes of readers as to the 5 articles they like best in the November Journal:

First, "The Teacher's Approach to the Problem Child" by Clara Bassett; second, "The Home and Character Education" by Jessie A. Charters; third, "Better Times Ahead," editorial; fourth, "It's the Brain that Counts" by Charles Mayo; fifth, "Horace Mann Then and Now" by A. J. Stoddard.

In this anniversary issue are several special features useful for group study:

The Ideal Teacher. What larger aspects of the professional and social services of teachers do you see here?

The Journal's Annual Roll Call. A concise statement of educational progress in your state for 9 years could be easily gathered from this issue and Journals of other years.

The County Superintendent. Does your state provide adequate help to county superintendents for supervision in all rural schools?

Rural Life and the Rural School. In what ways would leadership developed in such an institution bring immediate benefits to rural life?

Membership in Departments of the National Education Association, 1930

States and other units	Department of superintendence				Department of secondary school principals				Department of elementary school principals			
	Number eligible for membership	Number of members	Percent col. 3 is of col. 2	Rank in col. 4	Number eligible for membership	Number of members	Percent col. 7 is of col. 6	Rank in col. 8	Number eligible for membership	Number of members	Percent col. 11 is of col. 10	Rank in col. 12
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	7,283	4,011	55.1	.....	21,807	4,048	18.6	.....	22,738	4,814	22.0	.....
Alabama	116	58	50.0	21	327	22	6.7	38	268	58	21.6	22
Arizona	36	27	75.0	14	58	13	22.4	19	126	19	15.1	34
Arkansas	123	45	36.6	35	407	20	4.9	42	259	20	7.7	48
California	204	116	56.9	17	450	689	153.1	1	1,219	382	31.3	13
Colorado	103	40	38.8	32	221	63	28.5	13	282	92	32.6	12
Connecticut	108	92	85.2	10	99	70	70.7	4	468	96	20.5	23
Delaware	17	19	111.8	5	28	8	28.6	12	69	10	14.5	36
Dist. of Columbia	34	39	114.7	4	17	26	152.9	2	106	61	57.5	1
Florida	98	25	25.5	45	241	73	30.3	11	284	49	17.3	31
Georgia	231	50	21.6	48	532	10	1.9	52	411	46	11.2	44
Idaho	70	10	14.3	52	164	9	5.5	40	125	15	12.0	41
Illinois	311	238	76.5	13	1,018	528	51.9	7	1,137	288	25.3	17
Indiana	226	100	44.2	28	860	54	6.3	39	863	99	11.5	43
Iowa	191	86	45.0	26	953	107	11.2	32	589	76	12.9	38
Kansas	175	68	38.9	31	759	183	24.1	18	435	85	19.5	28
Kentucky	185	59	31.9	39	623	165	26.5	17	237	45	19.0	29
Louisiana	111	29	26.1	44	353	11	3.1	46	363	26	7.2	51
Maine	201	35	17.4	50	224	133	59.4	5	153	11	7.2	50
Maryland	52	65	125.0	3	186	27	14.5	28	266	61	22.9	19
Massachusetts	281	205	72.9	15	378	184	48.7	8	941	243	25.8	16
Michigan	200	201	100.5	6	682	186	27.3	15	914	351	38.4	7
Minnesota	159	81	50.9	19	562	97	17.3	24	374	129	34.5	11
Mississippi	120	39	32.5	38	513	6	1.2	53	183	15	8.2	47
Missouri	201	97	48.3	24	877	85	9.7	33	638	192	30.1	14
Montana	78	9	11.5	53	217	18	8.3	34	137	16	11.7	42
Nebraska	134	48	35.8	36	620	24	3.9	44	249	50	20.1	27
Nevada	10	5	50.0	21	34	5	14.7	27	6	3	50.0	3
New Hampshire	88	37	42.0	29	108	19	17.6	23	90	11	12.2	40
New Jersey	176	277	157.4	1	189	53	28.0	14	831	318	38.3	8
New Mexico	48	18	37.5	34	124	6	4.8	43	46	10	21.7	21
New York	457	364	79.6	12	902	196	21.7	20	2,200	402	18.3	30
North Carolina	164	64	39.0	30	733	19	2.6	49	486	49	10.1	46
North Dakota	72	14	19.4	49	487	12	2.5	51	176	18	10.2	45
Ohio	262	237	90.5	8	1,400	197	14.1	29	1,400	346	24.7	18
Oklahoma	153	71	46.4	25	707	36	5.1	41	269	55	20.4	24
Oregon	66	20	30.3	41	299	22	7.4	36	232	112	48.3	5
Pennsylvania	425	360	84.7	11	1,136	196	17.3	25	1,440	291	20.2	25
Rhode Island	48	41	85.4	9	27	15	55.6	6	235	17	7.2	49
South Carolina	82	22	26.8	43	322	12	3.7	45	182	11	6.0	52
South Dakota	88	27	30.7	40	337	45	13.4	31	136	23	16.9	32
Tennessee	147	44	29.9	42	430	12	2.8	48	320	42	13.1	37
Texas	393	176	44.8	27	1,200	31	2.6	50	668	151	22.6	20
Utah	57	30	52.6	18	94	18	19.1	21	134	39	29.1	15
Vermont	119	28	23.5	47	98	91	92.9	3	64	2	3.1	53
Virginia	156	53	34.0	37	515	16	3.1	47	406	50	12.3	39
Washington	84	20	23.8	46	374	26	7.0	37	384	134	34.9	10
West Virginia	104	52	50.0	21	289	108	37.4	10	168	27	16.1	33
Wisconsin	180	114	63.3	16	473	64	13.5	30	428	86	20.1	26
Wyoming	35	17	48.6	23	80	15	18.8	22	67	10	14.9	35
Alaska	1	1	100.0	7	13	1	7.7	35	2	1	50.0	3
Canal Zone	1	.....	.....	.....	2	.....	.....	.....	2	1	50.0	3
Foreign	.....	7	.....	.....	.....	5	.....	.....	.....	2	.....	.....
Hawaii	3	4	133.3	2	15	4	26.7	16	79	37	46.8	6
Philippine Island	52	9	17.3	51	35	6	17.1	26	1,140	13	1.1	54
Porto Rico	47	18	38.3	33	15	7	46.7	9	51	18	35.3	9

THIS TABLE compares membership of the various states in three departments of the National Education Association. You may obtain figures for your state by reading the table as follows: In Alabama there are 116 school executives eligible for active membership in the Department of Superintendence. This state has 58 members in this department. In Alabama 50.0 percent of those eligible for membership in this department are members. This gives Alabama a rank of 21 among the states and territories as to the percent of those eligible who hold membership in the Department of Superintendence.

In Alabama there are 327 principals of secondary schools. This state has 22 members in the Department of Secondary School Principals. In Alabama 6.7 percent of those eligible for membership in this department are members. This gives Alabama rank of 38 among the states and territories as to the percent of those eligible who hold membership in the Department of Secondary School Principals.

In Alabama there are 268 principals of elementary schools. This state has 58 members in the Department of Elementary School Principals. In Alabama 21.6 percent of those eligible for membership in this department are members. This gives Alabama a rank of 22 among the states and territories as to the percent of those eligible who hold membership in the Department of Elementary School Principals.

Column 2 includes chief executive officers of public school systems, state, county, and local even though the title is not superintendent of schools, in all cases, and heads of normal schools and teacher-training institutions. Column 6 includes principals of public junior, senior, four-year high schools and of combined high schools and elementary schools. Column 10 is an estimate based on the best information available and includes both teaching and supervising principals of elementary schools and principals of combined elementary and high schools in rural communities.

Reading as a School Subject

WILLIAM S. GRAY

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FOR MANY GENERATIONS reading held a place of first importance in the elementary-school curriculum. In fact, more time was devoted to it than to any other subject in the daily program. As indicated in a previous article, the content and methods of teaching reading were determined largely by three aims, namely to master the mechanics of reading, to develop good oral readers, and to cultivate appreciation of superior selections of literature. Furthermore, guidance in reading was limited almost entirely to the activities of the reading period.

During recent years, however, radical changes have taken place with respect to the purpose and place of reading as a school subject. Some reforms have magnified its importance and increased its obligations. For example, the activities of the reading period have been greatly expanded and enriched in many schools, the amount of attractive reading material provided has been notably increased and the training given has applied to a wide range of reading activities. Other reforms have tended to depreciate the importance of the reading period. For example, guidance in many forms of reading has been provided increasingly in the content subjects and efforts to cultivate appreciation of superior selections of literature have been limited largely to the story hour and the literature period. Indeed such changes have been so radical in some schools that the need of special periods for instruction in reading has been seriously questioned. It has been assumed in such cases that essential reading attitudes and habits can be developed incidentally as pupils engage in purposeful reading activities in various school subjects.

Classroom experience, however, fully justifies the retention of a daily reading period in an improved program of teaching. Many schools which have endeavored to teach reading more or less incidentally have found that a surprisingly large number of remedial cases develop sooner or later. Schools which are organized largely on an activity basis have found it necessary to provide periods regularly for instruction in reading in order to insure the orderly development of desirable reading attitudes and habits.

The results of experiments confirm the conclusions based on classroom experience. For example, Gates and others have shown that the use of a systematic method, in which the teacher assumed an aggresive policy in teaching fundamental reading habits, secured "considerably greater average achievement" in silent and oral reading than was true when an opportunistic method was used. Other values, such as the development of interest and enthusiasm in reading, were secured readily by either method. It is obvious that some systematic teaching supplemented by many interesting, purposeful, but informal, reading activities is superior to the exclusive use of either method. Schools which have followed such a plan find that the amount of time required daily for the reading period can be greatly reduced, as compared with the traditional time allotment.

Since reading as a school subject can be clearly defended, the next question which arises relates to the extent to which it should be continued through the grades. Two types of studies have been made which suggest an answer to this question. In the first place, Buswell has shown that maturity in fundamental reading habits is not attained, as a rule until about the sixth or seventh grade. Other investigators have found that pupils who score lower than the sixth-grade norm on reading tests usually encounter more or less serious reading difficulties in the junior and senior high school. It may be concluded, therefore, that special reading periods should be continued until pupils have acquired sufficient mastery of fundamental reading habits to enable them to read with reasonable ease and comprehension materials usually assigned at the junior-high-school level. Some pupils may advance with sufficient rapidity to justify exemption from the activities of the reading period during the latter part of the middle grades. Other pupils may require daily training in reading until well into the junior-high-school period. In either group of pupils, systematic guidance in reading activities in the content subjects is essential.

The specific nature and function of the reading period merit careful study. There is general agreement that the aims should be based on the uses and values of reading in contemporary life, on the broader relationships that reading has assumed recently among school subjects, and on the results of scientific studies of reading. A deliberate study of the facts that are available shows clearly that the aims of the reading period fall readily into two groups. One group includes those that the reading period shares in common with other school subjects and activities. By their very nature these aims determine to a large extent the broader outcomes of instruction in reading. The second group include those that should be emphasized primarily during the reading period. They are concerned chiefly with the orderly development of fundamental reading attitudes and habits which may be applied and refined in various school activities. In the paragraphs that follow, both types of aims are presented in a single series. The statements which accompany them will suggest their classification.

(1) *To arouse keen interest in reading and a strong desire to learn to read well.* One of the important problems that kindergarten and primary teachers face is to arouse keen interest in reading and a strong desire to learn to read well. Such interests usually insure the hearty cooperation of pupils in early reading activities and promote rapid progress in learning to read. Efforts to stimulate in-

THE ORDINARY MAN does not recognize the fact that reading is a highly skilful performance. Until people are ready to cultivate reading as they would cultivate the ability to play a musical instrument or to play golf, they will never be able to use the best sources of information with readiness and to full advantage.—*Charles H. Judd.*

terest in learning to read should not be limited to the activities of the reading period, however. Broad interests develop as pupils discover in any phase of school work that reading contributes to their pleasure and happiness.

(2) *To provide for the orderly development of fundamental reading attitudes and habits.* As soon as pupils acquire keen interest in learning to read, provision should be made for the economical and orderly development of fundamental attitudes and habits involved in silent and oral reading. For our immediate purpose they may be designated as follows: a thoughtful reading attitude; the fluent, accurate recognition of meanings and pronunciations; a clear interpretation of the meaning of the passages read; appropriate rate of reading for different purposes; and quality of oral reading. The development of these groups of attitudes and habits is one of the important purposes of the reading period. This aim, however, should not be associated in any sense with the formal practises that characterized the teaching of reading in the past. In fact, satisfactory results can be secured only as pupils engage in very interesting, purposeful reading activities that appeal to them as significant and worthwhile.

(3) *To study continuously the difficulties and needs of pupils and to provide corrective and remedial training.* This aim is so closely associated with the preceding that it is in reality an integral part of it. It is discussed here separately for emphasis. Experience has shown clearly that pupils advance at different rates, that many fail to respond readily to group instruction, and that some encounter unusual difficulty in learning to read. Time should be reserved during the reading period for frequent tests of reading achievement, for detailed studies of the errors and difficulties of pupils and their causes, and for such corrective and remedial training as may be needed.

(4) *To extend and enrich experience and to satisfy interests and needs.* The chief purpose of most reading in school is to extend and enrich the experience of pupils and to satisfy their interests and needs. This is as true of the activities of the reading period as it is of the literature class, the content subjects, and the library hour. The materials read should be rich in information, should stimulate new and varied interests, should present worthy ideals and arouse right attitudes, and should satisfy the longings, desires, and curiosities of the reader, and develop appreciations. A significant difference between the function of the reading period and other school subjects can be pointed out in this connection. Whereas the reading period introduces pupils to many fields of interest and activity, it is not responsible for systematically extending experience along such lines. That is the primary function of other school subjects as they provide wide reading opportunities and systematic guidance in reading for many purposes.

(5) *To cultivate strong motives for and permanent interests in independent reading.* A common purpose of most school activities is to cultivate broad reading interests and the habits of engaging in free reading regularly. Such steps are essential in directing and inspiring the present and future life of the reader and in providing for the wholesome use of leisure time. They have become increasingly important during recent years as the length of the working day has decreased and as the need for making education a continuous process throughout life has been recognized. Teachers should take advantage of every opportunity that presents itself, both during the reading period and in other school activities to cultivate strong motives for reading and to provide reading materials that satisfy wholesome reading interests.

(6) *To develop power, efficiency, and excellence in various types and purposes of reading.* As pupils begin to read widely, it is essential that they acquire power [thoroughness and depth of comprehension], efficiency [appropriate rates of reading silently for different purposes], and excellency [quality of oral reading] in various types of reading activities. If reading is to be of greatest value to children and adults, it must be recognized as a means of gaining ideas and a guide to behavior never contemplated in earlier days. Accordingly specific attention must be given regularly during the reading period to the development of power, efficiency, and excellency in various types and purposes of reading. The steps taken during the reading period must be supplemented and reenforced by those taken in other school activities.

(7) *To develop standards of excellence in all reading activities.* Unless pupils grow in interest and enthusiasm for reading, it is obvious that they will not participate willingly and effectively in required or independent reading activities. Similarly, if pupils do not acquire genuine respect for accuracy and independence in recognizing meanings and pronunciations, in thoroughness and clarity of interpretation, in fluency and appropriate rate of reading, and in superior quality of oral reading, they will not rise to the high levels of excellence in reading that contemporary life requires. The development of such standards is the joint responsibility of the reading period, the content subjects, the story hour, the literature period, and the library hour.

(8) *To acquaint pupils with superior literary selections and to elevate reading tastes.* As pupils begin to read widely they should become acquainted with superior literary selections, appropriate to their age and development, and should acquire increasing preference for books and selections of superior literary quality. Whereas much may be done during the reading period to achieve this aim, the most valuable results are secured as such efforts are supplemented by carefully planned activities during a literature period, which aims primarily to cultivate hearty enjoyment and appreciation of good literature.

(9) *To study the progress and needs of pupils in various applications of reading in the different school subjects and to provide corrective and remedial teaching.* Reference was made earlier to the fact that continuous studies should be made of the progress of pupils in fundamental reading habits. It is equally important that the needs of pupils in various applications of reading should be studied with equal thoroughness. This can be done to a limited extent during the reading period. The major responsibility for such activities, however, should be assumed by the various subjects in which reading is used for many purposes. The corrective and remedial steps which are often necessary may be taken to advantage in both the reading class and the subject involved.

The foregoing discussion emphasizes the intimate relation that exists between the activities of the reading period and those of the content subjects. It points out clearly that there are certain aims for which the reading period is primarily responsible and others which are shared by the reading period and various school activities. The most valuable results can be secured only as the instruction given during the reading period is supplemented by continuous guidance in reading activities in the content subjects, the literature period, and the library hour.

Is the Class Period for Teaching?

ZING! With the final bell Miss Smith shifted the books on her desk and prepared for the day's recitation. She looked forward to the forty-five minutes when the third period group reported to her room. Here was an alert and keen bunch—thinking, not "re-citing," was their specialty.

The hum in the room ceased. Miss Smith quickly checked the roll, the problems for the day were nicely oriented, everyone in the room was in full swing—knock, knock, knock. "Come in," called Miss Smith. Knock! Knock! Miss Smith walked over and opened the door. "Please may I get some books I left?"

"Yes," said Miss Smith. It took a few work-pounds of energy to get the class under way again—but then they were angels. Everything moved along nicely.

Ting-a-ling! Miss Smith stepped to the classroom telephone. Meanwhile, the pressure of pupil thinking dropped to zero. "Hello, Miss Smith, this is the office. We haven't received your attendance slip for the second period yet. I am sending a pupil up for it right away." "Yes, yes," said Miss Smith as the buzz of the class heralded a disciplinary storm.

Again the class was set into motion. But teacher leadership was only a skeleton of what it might have been, for Miss Smith was trying to make out her attendance report. Now and then she raised dazed eyes to the class and said, "Yes, go on," but her mind was vainly trying to recall whether Mary had been five or ten minutes late during the second period.

At that instant a boy entered the room and made for her desk. She passed over the slip, the boy turned toward the door, advanced a few steps, and stumbled. A rattle of laughter shook the class. Of course, the "stumbling block" was a human foot which had been propelled quite accidentally into the way of the messenger.

Order was eventually restored. The lesson groped its way to an unsatisfactory ending. Neither pupils nor teacher could be quite the same after such an experience. Both had lost an opportunity for calm thinking—a rich learning experience. The child substituted indifference for the lost opportunity, while the teacher endured personal and professional discouragement.

Is the above picture overdrawn? Not at all. It may be seen in the elementary and secondary schools of many systems. Constant interruptions of the classroom period, overwhelming demands upon teachers for reports, and unreasonable shortness in the time allowed for reporting these are among the common Frankensteins. Combine these difficulties in any sort of a pattern and you still have the same story of many unnecessary interruptions of the class period.

Is the teacher at fault? The first question naturally will be whether the teacher is at fault because of poor management. Undoubtedly, a few teachers do postpone reports or fail to use their time to best advantage. In the main it must be admitted that many reports are unnecessary or at best the products of half-baked administration.

Let the doubting principal have his teachers list the interruptions and emergency demands over a period of a week. Let him check over the demands and tabulate them under such heads as:

(1) Could have been done: before school, at noon, after school.
(2) Had to be done during teaching periods.

Now total up the minutes wasted by emergency requests or reports which have been listed under (1). Multiply these doubtful demands by the number of children and teachers involved in every instance. Was the sacrifice of classroom time worth less than the various reports?

What can be done about it? Most of the classroom interruptions can be blamed upon the principal. Either he is author of the demands or else he tolerates conditions which he could do much to remedy.

First let us lessen the thoughtlessness of administrators. Only the teacher realizes how many demands may pile up in a classroom at one time. A survey of classroom interruptions as suggested above will help to give principals concrete evidence.

The second line of attack is in regard to the permanent value of the report or emergency which is set up. Perhaps many interruptions of classes would be unnecessary if teachers and administrators checked over previous reports. It seems easier in the office to say "Go, ask Miss Smith" than to take time to go through the office files. Asking the teacher for the same information in several different ways should not be necessary.

A third procedure worth trying upon the problem before us is the teacher's handbook. This manual should describe all of the reports to be required of each teacher, the sources of clerical help, short-cuts in preparing facts for the office, and sources of supplies. These facts plus many others help the teacher to orient her work.

Finally, the principal should do something about the demands for information from the superintendent's office. The increase in special supervisors, researchers, psychologists, statisticians, and medical workers has brought an overwhelming demand for facts about each pupil. Many of these requests for information are legitimate but they fail to take into account the relatively small amount of clerical help provided in school offices. Sometimes clerks are panic-stricken because of requests coming from the central office and they make demands upon teachers without consulting the principal. School administrators need to work together with the central office in eliminating duplications. Principals should keep cumulative records for each child which may be tabulated by clerical workers.

No one school officer is entirely responsible for the present state of affairs. Reports and the routine affairs which consume teaching time have often been footballs of irresponsibility. But the time has come for superintendent, principals, special staff workers, and teachers to reconsider the question: *Should teachers use the class period for teaching?*—Frank W. Hubbard, NEA Research Division.

DID YOU ever feel irritated when some one interrupted you? Wild animals at their food resent interruption. Thinking is like eating in that respect. Interruption seems to destroy the very atmosphere of learning. It accounts for much of the chronic fatigue of schoolrooms. The school should encourage concentration and sustained effort as precious habits.

Master Builders of Our Profession

THIS PAGE is the most eloquent tribute to the professional devotion of educational workers which THE JOURNAL has been privileged to present. It is reserved for those men and women of vision and consecration who come into life membership and for those schools which for ten or more years have maintained 100 percent enrolment. These are truly master builders. They call attention to the outstanding leadership of the profession. They work on its problems. They maintain its significant activities. They exemplify teacher growth in service. They can be counted on in emergencies. They are the prophets of a new and nobler epoch. They have the progressive attitude. They reveal the same pioneer spirit that conquered the American wilderness. They know the supreme importance of childhood and have dedicated themselves as teachers and citizens to a fair start in life for every boy and girl. Hats off to the master builders.

THIS FIRST *appearance of the new* JOURNAL *feature—Master Builders—is dedicated to the beloved veteran circuit-rider of the profession, Dr. A. E. Winship. For more than half a century, his affection, wisdom, and enthusiasm have been a mighty force among us. He has never ceased to grow.*

New Life Enlistments

AS THE JOURNAL goes to press, the list of life members numbers 4862. Each life member takes a pride in encouraging other worthy members of the profession to enrol for life. It is expected that more than 1000 life members will be added during 1930-31. Life membership appeals to both young and old. Young teachers see in it a life-long investment and dedication. Older members are attracted by the great service of the Association and their desire to advance a profession which has done so much for children. The following life members have been reported since the list was published in the December JOURNAL.

ALABAMA—G. L. McCurdy, George T. Rodgers.
ARKANSAS—Clifford S. Blackburn, C. M. Hirst, Mrs. Edah H. Mauldin, F. W. Plunkett, Doy L. Zachry.
CALIFORNIA—Earl P. Andreen, Caroll Atkinson, William G. Johnson, Georgia Elizabeth Johnston, Paul F. Shafer, Carroll L. Scott, Seymour I. Stone, Bernhard J. Strand, Mrs. Golden Weston, Glen D. Wight.
COLORADO—Glen T. Hardin.
FLORIDA—John M. Crowell.
GEORGIA—M. D. Collins, William Alfred Fountain, Jr., W. C. Jones, Louie L. Perry, J. D. Ramsay.
HAWAII—Cordelia Emmett.
ILLINOIS—Glenn Leaster Bute, Elmer A. Morrow, Mrs. Caroline L. Reilly, Hazel Leigh Stillman, Ralph R. Turner.
INDIANA—E. C. Bratt, C. C. France, Paul Haller, J. Marvin Sipe, Milo H. Stuart.
IOWA—Harvey M. Kluckhohn, Marie Sorum.
KANSAS—O. P. Loevenguth.
KENTUCKY—E. W. Richmond.
MARYLAND—Edith V. Thompson.
MASSACHUSETTS—Grover C. Bowman, Harold M. D'Arcy, Gertrude D. Halbritter, Linford A. Marquart, James A. Moyer, L. C. Parsons.
MICHIGAN—Hazel Dell Bradley, Wray H. Congdon, DuFay R. Rice, William Gear Spencer.
MINNESOTA—George H. Melbye.
MISSISSIPPI—O. N. Cooper, Spencer L. Murphy, Jr., L. E. Rogers.
MISSOURI—Henry J. Gerling, Alfred Davis, Stanley Hill, Marion S. Schott.
NEBRASKA—A. L. Martin, Maude Mousseau, Clara M. Slade.
NEW JERSEY—Ralph F. Bates, H. C. Fries, James P. McMurray, Charlotta S. Miller, Walter F. Nutt, Earl Tharp.
NEW MEXICO—Mrs. Eleanor L. Walters.
NEW YORK—George W. Anderson, Ross Eugene Cameron, Darrell Boyd Harmon, Gladys M. Haywood, Carl H. Olson, Mrs. L. Wegman.
NORTH DAKOTA—Mrs. Anna L. Chalmers, Norman G. Jensen, James G. Moore, Dorothea Nevramon, H. C. Paulson, Edythe B. Stowell.
OHIO—Earle Fayette Baum, John C. Berg, M. M. Chambers, Gertrude L. Davis, Elmer Earl Dils, Homer R. Dunathan, Emil N. Fifer, Don J. Leahy, Sylvia M. Naish, Martha W. Radachy, H. K. Rayen, John E. Sherck, Crilla B. Thomas, O. C. Treece, Lillian Turnepseed, Tracy L. Vincent, Grace M. Warren, Harold F. Wherley.
OKLAHOMA—Thomas R. Strange.
OREGON—Alvin S. Hawk, Bertha M. Lary, Ruth Elizabeth Peck.
PENNSYLVANIA—A. P. Akeley, Laura Florence Barth, Samuel Berman, Morris Bernhard, F. Stuart BreMiller, Florence A. Doyle, Helen G. Fudge, Mrs. Maud Doeblin Grimes, J. Albert Gulden, Ida M. Hart, John L. Haney, Robert C. Landis, Charles E. Neville, Albert Harman Schoell, S. C. Wallace, J. Sherman Welchons, Annie L. Williams.
PHILIPPINE ISLANDS—Vicente Bernardo.
PORTO RICO—Julio Fiol Negron, Angel Saavedra.
RHODE ISLAND—Harold T. Lowe.
SOUTH DAKOTA—M. J. Emerson.
TENNESSEE—Harry L. Upperman.
TEXAS—W. P. Akin, Mrs. Georgia W. Bergeron, Ralph Bobo, Sydney Melbourne Callaway, Enos Gary, Kathleen Gonzalez, Frank C. Johnson, Edwards W. Kee, Marguerite Utley.
UTAH—John T. Wahlquist.
VIRGINIA—Norris B. Clark, Herman Levy.
WASHINGTON—Charles D. Coy, Amy G. Kelty.
WEST VIRGINIA—E. J. Culp, Martin Taylor.
WISCONSIN—Peter A. Werner.

THE FOLLOWING schools have maintained their 100 percent enrolment in the National Education Association for 10 years or more. Many of these schools are also working on the problems of the profession through regular faculty meetings for vitalized group study. This list includes schools which have reported since the list was published in the December JOURNAL.

Twelve years

COLORADO—*Denver*, Perry; *Greeley*, Central Platoon, North Ward.
IOWA—*Sioux City*, Hopkins.
MISSOURI—*Sedalia*, Horace Mann, Mark Twain.
OHIO—*Elyria*, Elyria Public Schools, Allen, Ely, Franklin, Garford, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson, McKinley, Opportunity, Roosevelt, Washington.

Eleven years

CALIFORNIA—*Long Beach*, J. C. Fremont.
COLORADO—*Colorado Springs*, Buena Vista, Longfellow, Washington.
INDIANA—*Hammond*, Maywood.
IOWA—*Sioux City*, Irving, Smith, Webster.
MASSACHUSETTS—*Brookline*, J. Elliott Cabot, Pierce.
MICHIGAN—*Detroit*, Barstow.
MISSOURI—*Sedalia*, Broadway, Jefferson, Smith-Cotton High, Washington, Whittier; *St. Louis*, Simmons.
NEBRASKA—*Lincoln*, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Park, Whittier Junior High, Willard.
NEW YORK—*Mt. Vernon*, William Penn.
OHIO—*Marietta*, Marion, Norwood.
VIRGINIA—*Norfolk*, Henry Clay.
WYOMING—*Cheyenne*, Converse.

Ten years

CALIFORNIA—*San Jose*, Washington; *Santa Barbara*, Garfield, McKinley, Roosevelt, Wilson.
COLORADO—*Arvada*, Grade; *La Junta*, La Junta Public Schools, Boy's Club, Columbian, High, Junior High, Lincoln, North La Junta, Park; *Montrose*, Central.
CONNECTICUT—*East Hartford*, Burnside.
ILLINOIS—*Elgin*, Columbia.
IOWA—*Sioux City*, Bancroft, Floyd.
MAINE—*Portland*, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Monument Street, Peaks Island, Saunders Street, Shailer, Rosa E. True.
MASSACHUSETTS—*Brookline*, Runkle; *Springfield*, Homer Street.
MICHIGAN—*Detroit*, Bellevue.
NEBRASKA—*Lincoln*, Belmont, Elliott, Hartley, Longfellow, Normal, Randolph, Saratoga; *Omaha*, Central Park.
NEW YORK—*Mt. Vernon*, DeWitt Clinton, Robert Fulton, Hamilton.
OHIO—*Bedford*, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate; *Euclid*, Shore High; *Massillon*, Harvey; *Norwood*, Allison Street, Sharpsburg.
WYOMING—*Cheyenne*, Central, Churchill, Gibson Clark.

SOME TIME AGO I sent in enrolments representing 100 percent of the teachers of the Arnold Memorial School. I have been a life member since 1927 and I do not see how I could afford not to be a member of an organization that does so much for the cause of education. The NEA JOURNAL, according to my judgment, is the best educational paper published in America. It alone is worth the price of the $2 membership and it should be read by every teacher in the land.—John C. Hammer, principal, Arnold Memorial School, Cleveland, Tennessee.

Builders of Our Profession

THE WILL TO ADVANCE—Good business, which in turn means general prosperity and employment, is not something which comes about by chance. It is a result of the skill with which business in general is managed—and business in general is only the sum of the activities of the business units. Through all the years that I have been in business I have never yet found our business bad as the result of any outside force. It has always been due to some defect in our own company and whenever we located and repaired that defect our business became good again—regardless of what anyone else might be doing. And it will always be found that this country has nationally bad business when business men are drifting and that business is good when men take hold of their own affairs, put leadership into them, and push forward in spite of obstacles.—Henry Ford in *Moving Forward*.

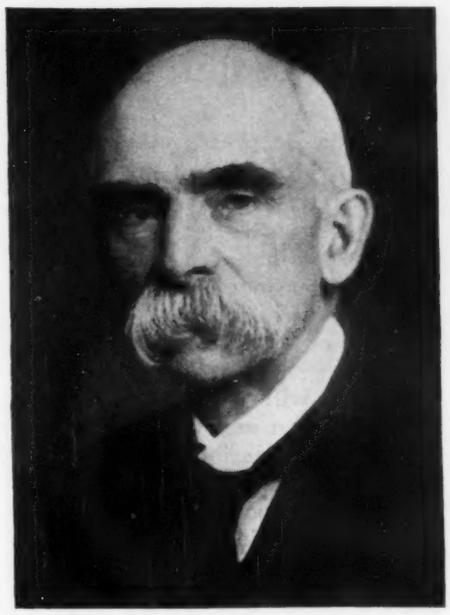
THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the December JOURNAL.

Ten years or more

For a list of schools which have maintained 100% achievement for ten years or more see the special JOURNAL page "Master Builders of our Profession."

Nine years

ARIZONA—*Globe*, Globe Public Schools, Central, East Globe, High, Hill Street, Noftsger Hill; *Phoenix*, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Robert Louis Stevenson, Booker T. Washington, Washington, John G. Whittier; *Tucson*, Roskruge Elementary and Junior High.
CALIFORNIA—*Santa Ana*, Roosevelt.
COLORADO—*Boulder*, Highland, University Hill.
CONNECTICUT—*East Hartford*, Second North, Union.
ILLINOIS—*Elgin*, Franklin, Garfield, Lowrie.
INDIANA—*Anderson*, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, Junior High, Junior High Annex, Longfellow, Mt. Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Twenty-ninth Street, Washington; *South Bend*, Coquillard; *Wabash*, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—*Sioux City*, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hawthorne, Hunt, Lincoln, Lowell, McKinley, Roosevelt, Washington.
KENTUCKY—*Louisville*, George Washington.
MASSACHUSETTS—*Beverly*, Farms.
MICHIGAN—*Grand Rapids*, Sibley; *Hastings*, Hastings Public Schools, Central, First Ward, High, Junior High, Second Ward; *Mount Clemens*, Mount Clemens Public Schools, Dickinson, A. T. Donaldson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson; *South Haven*, South Haven Public Schools, Central, Hartman, Indiana, Junior High, Senior High.
MISSOURI—*Sedalia*, Sedalia Public Schools, Broadway, Jefferson, Martha Letts Junior High, Horace Mann, Smith-Cotton High, Mark Twain, Washington, Whittier.
NEW JERSEY—*Plainfield*, Lincoln.
NEW YORK—*Mt. Vernon*, Columbus, Jefferson, Lincoln.
OHIO—*Cleveland Heights*, Taylor; *Oberlin*, Oberlin Public Schools, Centennial, High, Junior High, Pleasant Street, Prospect Street.



THE TEACHING *profession honors itself when it brings tribute to its own best leaders. This is George Herbert Palmer whose essay is the leading feature of this tenth anniversary number.*

OREGON—*Portland*, Joseph Lane.
PENNSYLVANIA—*Doylestown*, Doylestown Public Schools, Grade, High.
WISCONSIN—*Wausau*, Irving, John Marshall.

Eight years

ARIZONA—*Bisbee*, Lincoln.
CALIFORNIA—*Monrovia*, Orange Avenue; *San Jose*, Gardner; *South Pasadena*, El Centro Street.
COLORADO—*Colorado Springs*, Whittier; *Rocky Ford*, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
DELAWARE—*Wilmington*, Public Number 13.
HAWAII—*Olaa*, Olaa.
ILLINOIS—*Blue Island*, Lincoln, Seymour Junior High, Whittier; *Champaign*, Colonel Wolfe; *Elgin*, Grant; *Pekin*, Pekin Public Schools, Community High, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; *Pontiac*, Pontiac Public Schools, Central, Ladd, Lincoln, Special Teachers Department, Washington; *Waukegan*, Waukegan Public Schools, Greenwood, South, Special Teachers Department.
INDIANA—*Fort Wayne*, Jefferson Prevocational, Washington.
IOWA—*Council Bluffs*, Longfellow; *Sioux City*, Longfellow, Riverview, Whittier.
MAINE—*Caribou*, High; *Houlton*, Houlton-Littleton-Hammond Public Schools; *Portland*, Morrill, Oakdale Kindergarten, Vaughan Street.
MARYLAND—*Galena*, High.
MASSACHUSETTS—*Beverly*, Charles S. Brown; *Brookline*, Sewall; *Melrose*, Franklin.
MICHIGAN—*Cadillac*, Cadillac Public Schools, Cass, Cooley, Emerson, Franklin, High, Lincoln, McKinley, Whitttier; *Detroit*, Guyton; *Grand Rapids*, Madison.
NEBRASKA—*Lincoln*, Lake View, Prescott.
NEW JERSEY—*Plainfield*, Stillman, Washington; *West New York*, Public Number One.
OHIO—*Cleveland*, Mt. Auburn Training, Scranton; *Mansfield*, Bowman, Carpenter; *Norwood*, North Norwood, Norwood View; *Wooster*, Beall Avenue; *Youngstown*, Harding.
OREGON—*Hood River*, Hood River Public Schools, Coe Primary, Junior High, Park Street, Senior High.
PENNSYLVANIA—*Erie*, Garfield.
SOUTH DAKOTA—*Mitchell*, Mitchell Public Schools, Central, Eugene Field, Junior High, Lincoln, Litchfield, Longfellow, Senior High, Whittier.
VIRGINIA—*Lynchburg*, Biggers; *Norfolk*, James Monroe.
WEST VIRGINIA—*Clarksburg*, Central Junior High.
WISCONSIN—*Kenosha*, Weiskopf.

Seven years

ALABAMA—*Birmingham*, Glen Iris.
ARIZONA—*Bisbee*, Garfield; *Flagstaff*, Emerson, High; *Nogales*, Nogales Public Schools, Elm Street, Grand Avenue, High, Lincoln, Plum Street; *Tempe*, Arizona State Teachers College.
CALIFORNIA—*Lompoc*, Miguelito; *Los Angeles*, Amestoy Avenue; *Monrovia*, Wild Rose; *San Jose*, Grant, Hawthorne, Longfellow.
COLORADO—*Brush*, Brush Public Schools, Central, High, Hagan, Knearl; *Colorado Springs*, Midland, Roswell, Steele; *Denver*, Barnum, Bromwell, Gilpin, Globeville, Hyde Park, Montclair, Steele, Twenty-fourth Street, Washington Park, Webster, Wyman; *Englewood*, Hawthorne, North Englewood; *Louisville*, Louisville Public Schools; *Wray*, Yuma County High.
CONNECTICUT—*Darien*, Darien Public Schools, Fifth Street.
DELAWARE—*Wilmington*, Public Number 5.
FLORIDA—*Pinellas County*, Tarpon Springs Elementary.
ILLINOIS—*Belvidere*, High; *Blue Island*, Blue Island Public Schools, Lincoln, North Side Junior High, Paul Revere, Sanders, Greenwood, Senior High, Seymour Junior High, Whittier; *Champaign*, Avenue, Gregory, Doctor Howard, Lincoln, South Side; *Chicago Heights*, Garfield, Jefferson, Lincoln, Roosevelt, U. S. Grant; *Dundee*, Community High; *Elgin*, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; *Jacksonville*, Franklin, Jefferson, Lafayette, Morton, David Prince Junior High, Washington; *Monmouth*, Central; *Mt. Sterling*, Grade; *Rock Island*, Edison, Eugene Field, Grant, Hawthorne, Horace Mann, Irving, Longfellow.
INDIANA—*Bloomington*, Elm Heights; *East Chicago*, Garfield; *Elwood*, Osborn; *Evansville*, Bosse High, Chestnut-Walnut, Delaware, Henry Reis; *Fort Wayne*, Hamilton; *South Bend*, Lincoln, Muessel, Oliver, Washington Junior High; *Terre Haute*, Albert Lange.
IOWA—*Council Bluffs*, Thomas Jefferson High; *Keokuk*, Keokuk Elementary Teachers Club; *Sioux City*, Grant, Joy.
KANSAS—*Cherryvale*, Garfield, High; *Hutchinson*, Avenue "A", Roosevelt; *Pittsburg*, Lakeside Grade.
MAINE—*Portland*, Americanization, Isabella Garvin, Jackson, Libby, Lincoln Junior High, Longfellow, McLellan, North, Presumpscot, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.
MARYLAND—*Queen Anne's County*, Queen Anne's County Public Schools, Barclay, Centreville, Centreville High, Church Hill, Chester, Church Hill High, Crumpton, Grasonville, Price, Queen Anne, Queen Anne High, Queenstown, Stevensville, Stevensville High, Sudlersville, Sudlersville High, Templeville.

TO THE HONORABLE MAYOR of the City of Detroit—The officers of the National Education Association are impressed and pleased with your taking the view that Detroit, whatever the economic conditions, cannot afford to disregard contracts with teachers covering scheduled increases in salary. You have stated a fundamental principle which will be accepted by other mayors and by boards of education. How appropriate that this announcement comes before the date of the national convention of this Association to be held in Detroit in February. There are no better and more deserving teachers in the nation than you have in Detroit. You have not only won the confidence and admiration of the teachers of Detroit and Michigan but you have merited the praise of the friends of the schools throughout the United States.—Willis A. Sutton, president of the National Education Association.

MASSACHUSETTS—*Beverly*, Prospect, Washington; *Brookline*, Lawrence; *Gloucester*, Point Grammar; *Revere*, Theodore Roosevelt; *Swampscott*, Clark.
MICHIGAN—*Adrian*, Jefferson, Lincoln, McKinley; *Detroit*, Logan, Western High, Wilkins; *Grand Rapids*, Lexington; *Minneapolis*, Hiawatha, Irving.
MISSOURI—*Clayton*, Clayton Public Schools, Bellevue, De Mun, Forsythe, Glenridge, High.
NEBRASKA—*Lincoln*, Lincoln Public Schools, Bancroft, Belmont, Bethany Junior and Senior High, Capitol, Clinton, College View Elementary, College View Junior and Senior High, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson Junior and Senior High, Lake View, Lincoln High, Longfellow, Norman, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Supervisors Department, Twenty-sixth and O Street Junior High, Van Fleet, Whittier Junior High, Willard.
NEVADA—*Elko*, Elko County High.
NEW HAMPSHIRE—*Claremont*, West Terrace.
NEW JERSEY—*Englewood*, Cleveland; *Hackensack*, Hackensack Public Schools, Broadway, Fairmount, First and High Street, High, Jackson Avenue, Longview Avenue, State Street, Union Street; *Neptune*, Ridge Avenue; *New Brunswick*, Livingston; *Ocean Grove*, Elementary; *Plainfield*, Irving; *Summit*, Roosevelt; *Trenton*, Girard.
NEW YORK—*Yonkers*, Public Number 14.
OHIO—*Columbus*, Heyl Avenue; *Cuyahoga County*, Beechwood, Bratenahl, Brecksville, Brooklyn Village, Butternut Ridge, Chagrin Falls Elementary, Chagrin Falls High, Coe, Fairview High, Forest View, Garfield Heights High, Garfield Park, Garnett, Gilles-Sweet, Maple Leaf, Miles Heights, Gates Mills, Mayfield High, Mayfield Road, North Olmsted High, North Royalton, Oakville, Orange, Park Knoll, Parkview High, Richmond Heights, Roosevelt, Solon, Valley View, Warrensville; *East Cleveland*, Chambers; *London*, London Public Schools, Grade, High; *Lorain County*, Amherst Public Schools; *Mansfield*, Western; *New Lexington*, High; *Norwood*, Norwood Public Schools, Allison Street, High, North Norwood, Norwood View, Sharpsburg, Williams Avenue; *Warren*, Elm Road; *Youngstown*, Adams, Jefferson, Poland Avenue.
OREGON—*Lakeview*, Lakeview Public Schools.
PENNSYLVANIA—*Carbon County*, East Mauch Chunk Grade, East Mauch Chunk High; *Chester*, Morton, Starr; *Clearfield*, Fourth Ward; *Erie*, Glenwood; *Mahanoy City*, Mahanoy City Public Schools, High, Junior High, Mahanoy Street, Pine Street, Spruce Street, Spruce Street Annex, Twelfth Street; *Munhall*, Munhall Public Schools, Andrew Street, Franklin, Homestead Park, Nineteenth Avenue, Ravine Street, Senior High, St. John's, Twelfth Avenue; *Pittsburgh*, James E. Rogers.
TENNESSEE—*Shelby County*, Shelby County Public Schools, Arlington Junior High and Elementary, Bartlett High and Elementary, Bolton High and Elementary, Brunswick Elementary, Capleville Junior High and Elementary, Cheerfield Elementary, Coleman Elementary, Collierville High and Elementary, Cordova Junior High and Elementary, Ellendale Elementary, Forest Hill Elementary, Frayser Elementary, Gragg Elementary, Industrial Elementary, George R. James Junior High and Elementary, E. E. Jeter Junior High and Elementary, Kerrville Elementary, Levi Elementary, Lucy Elementary, Macedonia Elementary, M. C. Williams High and Elementary, Millington High and Elementary, Oakville Elementary, Rosemark Junior High and Elementary, Whitehaven High and Elementary, White Station Elementary.
TEXAS—*Houston*, Alamo.
UTAH—*Jordan District*, Jordan District Public Schools, Bingham Central, Bingham Junior and Senior High, Bluffdale, Butler, Copperton, Crescent, Draper, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale, Riverton, Sandy, South Jordan, Union, Upper Bingham, West Jordan.
VERMONT—*Brattleboro*, Canal Street.
VIRGINIA—*Lynchburg*, Ruffner.
WISCONSIN—*Racine*, Fratt, Jefferson, Gilbert Knapp; *Wausau*, Wausau Public Schools, Central, Franklin, Grant, Irving, Junior High, Lincoln, Longfellow, John Marshall, Senior High, Vocational, Washington.
WYOMING—*Cheyenne*, Corlett.

Six years

ALABAMA—*Birmingham*, Henley, Jackson.
ARIZONA—*Winslow*, Winslow Public Schools, Coopertown, Junior-Senior High, Southside, Washington.

New Year Resolutions

I WILL be professional.

(2) I will be a member of local, state, and national associations.

(3) I will study the programs of professional organizations.

(4) I will maintain the standards of the teaching profession.

(5) I will encourage strong young men and women to enter the profession.

(6) I will maintain broad civic and social interests, that my professional work may have a rich background.

(7) I will seek to make childhood happy.

(8) I will be loyal to my associates.

(9) I will manage my work and not be managed by it.

(10) I will keep in mind the real objectives of education and the improvement of the race.

CALIFORNIA—*Bakersfield*, Indian; *Los Angeles*, Amelia Street, Carpenter Street, Eighty-seventh Street, Hyde Park, Lockwood Street, Reseda, Rosemont Avenue, Sixty-eighth Street, Thirty-sixth Street, Union Avenue; *Monrovia*, Mayflower; *Oakland*, Burckhalter; *San Francisco*, Cabrillo, Irving M. Scott; *San Jose*, Woodrow Wilson Junior High.
COLORADO—*Boulder*, Mapleton; *Branson*, County High; *Colorado Springs*, Garfield, Helen Hunt, North Junior High, West Junior High; *Denver*, Alameda.
DISTRICT OF COLUMBIA—*Washington*, Blow.
FLORIDA—*Daytona Beach*, Seabreeze High.
ILLINOIS—*Champaign*, Lawhead, Willard; *Chicago Heights*, Chicago Heights Public Schools, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, U. S. Grant, Washington; *Evanston*, Orrington; *Hampshire*, Hampshire Public Schools; *Peoria*, Whittier; *Rock Island*, Franklin Junior High, High, Lincoln.
INDIANA—*South Bend*, Central Junior High.
IOWA—*Council Bluffs*, Avenue B.
KENTUCKY—*Louisville*, California, Emmet Field, John Marshall, Parkland, George D. Prentice.
MAINE—*Dover-Foxcroft* North Street, Pleasant Street; *Portland*, Allen, Staples, Summit Street.
MASSACHUSETTS—*Adams*, Maple Grove; *Beverly*, Cove; *Gloucester*, Hovey; *Lynn*, Coburn Street; *Malden*, Judson; *West Springfield*, Mittineague.
MICHIGAN—*Adrian*, Adrian Public Schools, Adrian Teachers Club, Central Junior High, Garfield, Jefferson, Lincoln, McKinley, Senior High; *Bay City*, Wenona; *Detroit*, Crosman, Hanneman, Monteith, Pingree, Scripps; *Traverse City*, Traverse City Public Schools, Boardman Avenue, Central, Elmwood Avenue, Junior High, Oak Park, Senior High, Union Street.
MINNESOTA—*Cloquet*, Central, Garfield; *Minneapolis*, Cleveland, Madison, Whitney.
MISSOURI—*St. Louis*, Marquette.
NEW JERSEY—*Atlantic City*, Richmond Avenue; *Bridgeton*, South Avenue; *Camden*, C. K. Everett, Northeast, J. S. Read, Sewell; *Dover*, Academy Street; *East Orange*, Washington; *Englewood*, Liberty; *Montclair*, Grove Street; *Morristown*, Speedwell Avenue; *Plainfield*, Bryant, Jefferson, Whittier.
NEW YORK—*Mt. Vernon*, Longfellow, Nichols Junior High.
NORTH DAKOTA—*Minot*, Senior High.
OHIO—*Akron*, Glover; *Ashtabula*, West Junior High, Harbor Special Public Schools, High, Jackson, Washington; *Bellevue*, Ellis, Junior High, McKinley, Pike; *Champaign County*, Woodstock Village; *Cincinnati*, Boys Commercial Service, Girls Commercial Service, Retail Selling, Sewing Trades; *Cleveland*, Waverly; *Columbus*, Avondale, John Burroughs, Eastwood, Second Avenue; *East Cleveland*, Shaw High; *Marietta*, Washington; *Oakwood*, Shafor Boulevard; *Springfield*, Springfield Public Schools, Blair, Broadway, Bushnell, Central Junior High, Elmwood, Emerson, Frey, Fulton, Garfield, Gray, Hayward Junior High, Highland, Jefferson, Kenwood Heights, Lagonda, Lincoln, McKinley, Northern, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Warder Park, Washington, Western; *Warren*, First Street; *Wood County*, Lake Township Public.
OREGON—*Boring*, Public; *La Grande*, La Grande Public Schools, Central, Greenwood, High, Riverside, Willow; *North Bend*, North Bend Public Schools, Central, High, Roosevelt, Westside.
PENNSYLVANIA—*Abington*, Abington Public Schools, Cedar Road, Elementary, Glenside Weldon, High, Highland, McKinley, North Glenside, Overlook, Park, Roslyn; *Bradford County*, Bradford County Public Schools, Athens Boro, Camptown High, Canton Boro, Columbia X Roads, East Troy, Leraysville Pike Joint, Monroe Boro, New Albany Joint Consolidated, Orwell Township, Overton Independent, Powell, Rome Township, Sayre Center, Smithfield Township, South Waverly Boro, Towanda Boro, Troy Boro, Ulster Independent, Warren Center High, West Burlington Township, Wyalusing Township High, Wyndham Center; *Carbon County*, Packerton Independent Schools; *Chester*, Graham, Howell, Thurlow; *Indiana*, Faculty, State Teachers College; *Kane*, Central, Clay Street, Sub-High, Welsh Street, West Side; *Radnor Township*, Wayne Primary; *Reading*, Tenth and Green Street; *Slippery Rock*, State Teachers College; *York*, York Public Schools, Burrows, Central, Cherry Street, Continuation, East King Street, Franklin, Garfield, Hannah Penn Junior High, Hartley, Jackson, Jefferson, Lincoln Junior High, Madison, McKinley, Noell, Old High, Pine Street, Plank Road, Princess Street, Ridge Avenue, Smallwood, Stevens, William Penn Senior High, Wilson.
SOUTH DAKOTA—*Sioux Falls*, General Beadle, Riverside.
TEXAS—*Houston*, Hawthorne, Woodrow Wilson.

(*Continued on page* A-12)

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*

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These ideas will demand an outlet. The vocabulary is bound to grow. Words are naturally and vividly comprehended. They become easily used tools of self-expression.

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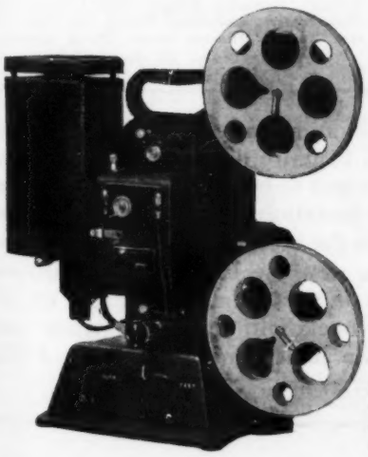

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(*Continued from page 42*)

WASHINGTON—*Spokane*, Hillyard High.
WEST VIRGINIA—*Clarksburg*, Alta Vista; *McDowell County, Browns Creek District*, Browns Creek District Public Schools, Asco, Big Four, Big Sandy, Browns Creek, Burke Hollow, Carswell, Davy, Eckman, Erin, Hemphill-Capels, Keystone, Kimball, King, Landgraff, Maitland, Marytown, Mohegan, Premier, Roderfield, Twin Branch, Vivian, Welch Grade, Welch High, Welch Junior High.
WISCONSIN—*Appleton*, Wilson Junior High; *Kenosha*, Frank; *Madison*, Hawthorne, Lapham, Marquette; *New London*, New London Public Schools, Grade, Junior High, Senior High.
WYOMING—*Cheyenne*, Junior High.

Five years

ALABAMA—*Birmingham*, Elyton.
ARIZONA—*Clarkdale*, Clarkdale Public Schools; *Safford*, Safford Public Schools, High, North Ward, South Ward.
ARKANSAS—*Little Rock*, Rightsell.
CALIFORNIA—*Galt*, High; *Los Angeles*, John Burroughs Junior High, Canyon, Cienega, Clifford Street, Le Conte Junior High, Horace Mann Junior High; *Modesto*, Washington; *Santa Barbara County*, Montecito Union.
COLORADO—*Colorado Springs*, Pike View; *Denver*, South High, University Park; *Eckley*, Eckley Public Schools, Grade, High; *Fort Morgan*, Baker Platoon, Central Platoon; *Vernon*, High.
CONNECTICUT—*Stamford*, Springdale.
DISTRICT OF COLUMBIA—*Washington*, Randle Highlands-Orr.
FLORIDA—*Dade County*, Buena Vista, Coconut Grove, Homestead Elementary, Riverside, Santa Clara.
IDAHO—*Boise*, Whittier.
ILLINOIS—*Champaign*, Central, Columbia, Marquette; *Chicago*, Farragut Junior High; *Monmouth*, Garfield, Harding, Willitts; *Shabbona*, Shabbona Community High.
INDIANA—*Elwood*, High; *Evansville*, Fulton; *Fort Wayne*, Hanna, Hoagland; *Martinsville*, Central.
IOWA—*Des Moines*, Webster; *Sioux City*, East Junior High, Hobson.
KANSAS—*Atchison*, Roosevelt; *Hutchinson*, Lincoln; *Norton*, Norton Public Schools, Community High.
KENTUCKY—*Louisville*, Hazelwood.
MAINE—*Bath*, Mitchell; *Portland*, Leland, Thomas B. Reed.
MASSACHUSETTS—*Beverly*, Pleasant View.
MICHIGAN—*Detroit*, Coolidge, Marxhausen; *Ionia*, Emerson, Jefferson; *L'Anse Township*, L'Anse Township Public Schools, Junior-Senior High, Village Grade; *Pontiac*, Crofoot.
MINNESOTA—*Cloquet*, L. F. Leach, Senior High; *Minneapolis*, Loring, Miles Standish, Sumner; *Owatonna*, Junior-Senior High.
NEW JERSEY—*Bridgeton*, High; *Camden*, Mulford; *Carney's Point*, John J. Pershing; *Dunellen*, Lincoln; *Hightstown*, Grammar, Primary; *Morristown*, Maple Avenue; *Paterson*, Public Number 17; *Port Norris*, High; *Summit*, Washington; *Trenton*, Monument Demonstration.
NEW MEXICO—*Roswell*, Missouri Avenue.
NEW YORK—*Congers*, High; *Schenectady*, Brandywine Avenue, Hamilton, Nott Terrace.
NORTH CAROLINA—*Durham*, Lakewood, South Side.
OHIO—*Akron*, Howe, Lincoln, McEbright; *Columbus*, Crestview Junior High, Leonard Avenue, Michigan Avenue, Northwood, Spring Street, West Broad Street; *Hamilton*, Jefferson, Tyler; *Lakewood*, Hayes; *Logan*, Logan Public Schools, Central, East, Junior High, Senior High, West; *Marietta*, Junior-Senior High; *Preble County*, Lanier Township Public; *Rittman*, Rittman Public Schools, First Street, Primary; *Toledo*, Alexander Hamilton; *Warren*, Warren G. Harding Senior High; *Youngstown*, Bancroft.
OKLAHOMA—*Sapulpa*, Garfield.
PENNSYLVANIA—*Chester*, Gartside, Hoskins, Powell, Booker T. Washington Junior High; *Clearfield*, Clearfield Public Schools, Fourth Ward, High, Junior High, Market Street, Third Ward; *Delaware County*, Delaware County Public Schools, Aldan, Aston Public Schools, Bethel Public Schools, Clifton Heights, Collingdale, Colwyn, Concord Public Schools, Eastern Thornbury, East Lansdowne, Eddystone, Edgmont, Folcroft, Folsom, Franklin, Glen-Nor Joint High, Glenolden, Johnson Avenue, Kedron, Lansdowne, Leiperville, Lima, Lincoln, Lower Chichester, Marcus Hook, Marple, Marple-Newtown Joint High, McKinley, Media, Nether Providence, Newtown, Norwood, Parkmount, Parkside, Prospect Park, Ridley Park, Roosevelt, Rutledge, Sharon Hill, Smedley, Springfield, Swarthmore, Tinicum, Trainer, Upland, Upper Chichester, Upper Providence, Washington, Western Thornbury, Wheatley, Woodlyn, Wright, Yeadon, *Haverford Township*, Haverford Township Public Schools, Brookline, Chestnutwold, Junior High, Llanerch, Manoa, Oakmont, Preston, Senior High; *Nazareth*, Intermediate; *Oil City*, Innis Street.
SOUTH DAKOTA—*Elk Point*, Elk Point Public Schools, Grade, High; *Wakonda*, Wakonda Independent Consolidated.
VIRGINIA—*Lynchburg*, Fort Hill, West End; *Norfolk*, Ocean View.
WASHINGTON—*Spokane*, Lewis and Clark High.
WISCONSIN—*La Crosse*, Hamilton; *Madison*, Emerson, George Washington; *Racine*, Lincoln.
WYOMING—*Cheyenne*, Johnson, Park Addition; *Laramie*, Parkview; *Sheridan*, High.

Four years

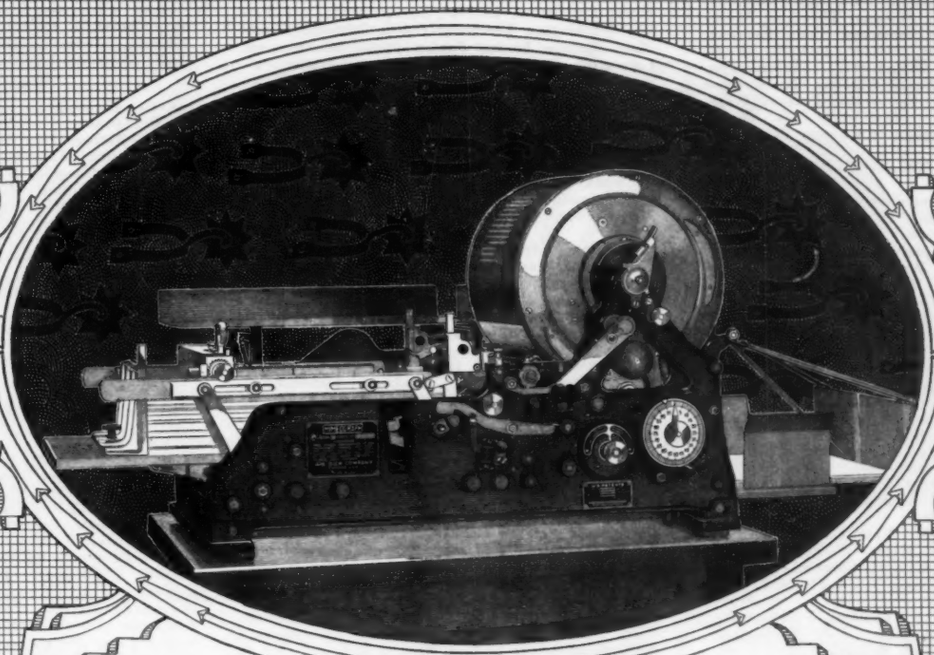
ALABAMA—*Birmingham*, Barker.
ALASKA—*Ketchikan*, Ketchikan Public Schools.
ARIZONA—*Benson*, Grammar; *Clemenceau*, Clemenceau Public Schools; *Flagstaff*, Brannen; *Prescott*, Prescott Public Schools, High, Jefferson, Lincoln, Miller Valley, Washington.
CALIFORNIA—*Alameda*, Everett, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; *Alhambra*, Fremont; *Anaheim*, Citron, La Palma; *Los Angeles*, Fletcher Drive, Ninety-second Street; *Modesto*, Franklin; *Monrovia*, Santa Fe; *San Francisco*, Raphael Weill; *Santa Barbara*, Harding; *Venice*, Machado.
COLORADO—*Arvada*, High; *Canon City*, Wilson Junior High; *Castle Rock*, Castle Rock Consolidated Schools; *Colorado Springs*, Bristol, Columbia, Curtis, Ivywild, Lowell, South Junior High; *Denver*, Adams Street; *Fort Collins*, Washington; *Gilcrest*, Gilcrest Consolidated; *Montrose*, Johnson, North Side; *Yuma*, Yuma Public Schools, Grade, High.
CONNECTICUT—*East Norwalk*, Roger Ludlow Junior High.
DELAWARE—*Western Newcastle County*, Middletown Public Schools.
FLORIDA—*Daytona Beach*, Lenox Avenue; *Palmetto*, Palmetto Public Schools.
GEORGIA—*Atlanta*, Joel Chandler Harris.
IDAHO—*Boise*, Longfellow.
ILLINOIS—*Belvidere*, Logan, Washington; *Bowen*, Community High; *Champaign*, Champaign Public Schools, Avenue, Central, Colonel Wolfe, Columbia, Gregory, High, Dr. Howard, Lawhead, Lincoln, Marquette, Opportunity, South Side, Special Teachers Department, Switzer, Willard; *East St. Louis*, Woodrow Wilson; *Monmouth*, Junior High; *Oak Park*, Oak Park Public Schools, William Beye, Emerson, William H. Hatch, Hawthorne, Holmes, Horace Mann, Irving, Lincoln, Longfellow, Lowell, Whittier; *River Forest*, Roosevelt; *Rockford*, Brown, J. Herman Hallstrom, Jackson, Wight; *Springfield*, McClernand.
INDIANA—*Evansville*, Baker, Campbell, Carpenter, Centennial, Columbia, Stanley Hall, Reitz High, Emma Roach, Howard Roosa, Daniel Wertz, Wheeler; *Indianapolis*, Calvin N. Kendall, Lucretia Mott; *Seymour*, Emerson, Lincoln, Riley, Washington.
IOWA—*Cedar Rapids*, Big Springs, Harrison.
KANSAS—*Hutchinson*, Lakeview, Winans; *Pittsburg*, Lakeside Junior High.
KENTUCKY—*Louisville*, Monsarrat.
MAINE—*Bath*, North Grammar; *Camden*, Elm Street; *Portland*, Cummings, Long Island.
MASSACHUSETTS—*Andover*, Bradlee; *Belmont*, Homer; *Brookline*, Parsons; *Everett*, Hancock, Winthrop; *Medford*, James; *Melrose*, Livermore, Ripley, Winthrop; *Pittsfield*, Briggs; *Plymouth*, Mount Pleasant; *Worcester*, Thorndyke Road.
MICHIGAN—*Detroit*, Duffield, George Ford, Goodale, Howe, Ravenswood, Rose, St. Clair; *Muskegon*, Grant, Pillsbury; *Pontiac*, John P. Wilson.
NEVADA—*Battle Mountain*, Grammar; *Reno*, South Side Grammar.
NEW JERSEY—*Absecon*, Absecon Public Schools; *Livingston*, Roosevelt; *Montclair*; Watchung; *Mountain Lakes*, Mountain Lakes Public; *New Brunswick*, Weber; *Paterson*, Public Number 14; *Plainfield*, Evergreen.
NEW MEXICO—*Albuquerque*, University Heights.
NEW YORK—*Kenmore*, High, Junior High; *Mt. Vernon*, DeWitt Clinton Junior High, Wilson.
OHIO—*Allensville*, Richland Township High; *Alliance*, Alliance Public Schools, Franklin, High, Mahoning Avenue, North Lincoln, North Park, Park and Broadway, Riverside, Seneca, South Freedom, South Liberty, South Lincoln, State Street; *Bellevue*, Bellevue Public Schools, Ellis, High, Junior High, McKim, Pike; *Canton*, Washington, Woodland; *Champaign County*, Wayne-Cable Rural; *Cincinnati*, Chase, Kennedy; *Cleveland*, Chesterfield, Collinwood High; *Columbus*, American Addition, Champion Avenue Junior High, Clinton, Hubbard Avenue; *Euclid*, Roosevelt; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Goshen*, Goshen Centralized; *Lockland*, Lockland Public Schools, High, Wayne, West Forrer; *Mansfield*, John Simpson Junior High; *Marietta*, Harmar, Willard; *New Philadelphia*, New Philadelphia Public Schools, Central, East, Front Avenue, Junior High, Schoenbrunn, Senior High, South, Tuscarawas Avenue, West; *Oakwood*, Harmon Avenue, High; *Piqua*, Bennett Junior High, Spring Street, Staunton Street, Wilder Junior High; *Preble County*, Dixon Township Public; *Ravenna*, Ravenna Public Schools, Chestnut, Highland, Junior High, Senior High; *Somerset*, Somerset Village; *Toledo*, Jefferson; *Youngstown*, Parmelee.
OKLAHOMA—*McAlester*, Jefferson; *Sapulpa*, Forest Park, Jefferson, Woodlawn.
OREGON—*Pendleton*, Pendleton Public Schools, Hawthorne, High, Lincoln, Washington; *Roseburg*, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.
PENNSYLVANIA—*Biglerville*, Biglerville Public Schools; *Dormont*, Hillsdale Avenue, Kelton Avenue; *Erie*, Lincoln, Wilson Junior High; *Shinglehouse*, Shinglehouse Public Schools; *Wilkinsburg*, Wilkinsburg Public Schools, Allison, Johnston, Junior High, Kelly, McNair, Semple, Senior High, Turner.
SOUTH DAKOTA—*Canton*, Canton Public Schools, Central, East Side, West Side.
TEXAS—*Houston*, Cooley.
UTAH—*Davis County*, Davis County Public Schools, Centerville, Clearfield, Clinton, Davis Senior High, Farmington, Kaysville, Layton, South Bountiful, South Junior High, Stoker, Syracuse, West Bountiful, West Point; *Logan City*, Logan City Public Schools, Benson, Ellis, High, Junior High, Webster, Wilson, Woodruff; *Morgan County*, Morgan County Public Schools, Grade, High, Milton, North Morgan, Peterson, Porterville, South Morgan; *Wasatch County*, Wasatch County Public Schools, Central, Charleston, Daniel, High, Junior High, Keetley, Midway, North, Soldier Summit, Wallsburg; *Weber County*, Weber County Public Schools, Burch Creek, Eden, Farr West, Harriott, Harrisville, Hooper, Huntsville, Kanesville, Liberty, North Ogden, Plain City, Pleasant View, Riverdale, Roy, Slaterville, Taylor, Uintah, Warren, Weber County High, West Weber, Wilson.
VIRGINIA—*Newport News*, High.
WEST VIRGINIA—*Buckhannon*, Main Street; *Clarksburg*, Washington Irving High.
WISCONSIN—*Kenosha*, McKinley Junior High.

Three years

ALABAMA—*Birmingham*, Gate City, Martin.
ALASKA—*Skagway*, Skagway Public Schools.
ARIZONA—*Casa Grande*, Union High; *Liberty*, Liberty.
CALIFORNIA—*Alhambra*, Park; *Bakersfield*, Lincoln, Lowell; *Granada*, Public; *Irvine*, San Joaquin; *Los Angeles*, California Street, Farmdale, Hazeltine Avenue, Hoover Street, Nevin Avenue, San

(*Continued on page A-14*)

WE WERE PROUD of the teaching profession when in 1918 owing to threatening conditions an SOS call brought an immediate response which put the Association on its feet. Equally threatening conditions came to us a few months ago and the response to an appeal from this office seems to be equally effective. Let us go on with the good work, continuing to strengthen the arm of the state association and of the national association, continuing to act on and make effective suggestions that come from the steering committees of the profession. We are not yet out of danger. We only have what seems to be a new awakening in the profession. The real work of providing the schools with a better informed public is yet ahead of us. Let us increase the present momentum of effort. In a few years we shall then look back with pride on what was accomplished in 1931 as we now look back in amazement on the remarkable achievements of 1918.—J. W. Crabtree, secretary of the National Education Association.



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(*Continued from page* A-12)

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COLORADO—*Colorado Springs*, Cheyenne Mountain; *Denver*, Franklin.

DELAWARE—*Wilmington*, Thomas F. Bayard, Public Number 11.

FLORIDA—*Holly Hill*, Elementary and Junior High; *Pensacola*, P. K. Yonge.

IDAHO—*Sandpoint*, Jefferson.

ILLINOIS—*Belvidere*, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; *Gurnee*, Warren Township High; *Mahemet*, Mahemet Community High; *Rock Island*, Frances Willard.

INDIANA—*Evansville*, Evansville Public Schools, Baker, Bosse High, Campbell, Carpenter, Centennial, Central High, Chestnut-Walnut, Columbia, Delaware, Fulton, Stanley Hall, Henry Reis, Reitz High, Emma Roach, Howard Roosa, Daniel Wertz, Wheeler; *Fort Wayne*, Bloomingdale; *Indianapolis*, William Penn, Frances Willard; *Martinsville*, Martinsville Public Schools, Central; *South Bend*, Benjamin Harrison, James Madison, Oakside; *Terre Haute*, Sandison.

IOWA—*Cedar Rapids*, Garfield; *Council Bluffs*, Walnut Grove; *Sioux City*, West Junior High, Woodrow Wilson Junior High.

KANSAS—*Hutchinson*, High; *Ness City*, Ness City Public Schools, Grade, High; *Wichita*, Elementary, Franklin, Ingalls, Kellogg, Skinner.

MAINE—*Portland*, Cliff Island, Pearl Street Kindergarten.

MASSACHUSETTS—*Everett*, Franklin; *Somerville*, Burns; *Waltham*, Pond End; *West Springfield*, Bridge Street; *Winchendon*, Poland.

MICHIGAN—*Detroit*, Robert Burns, Ferry, Marr Training, Maybee, McKerrow, Noble; *Highland Park*, High; *Ionia*, Ionia Public Schools, Emerson, Jefferson, Junior High, Senior High.

MINNESOTA—*Pipestone*, Pipestone Indian.

MISSISSIPPI—*Clarksdale*, Clarksdale Public Schools, Eliza C. Clark, Junior-Senior High, Oakhurst.

MISSOURI—*Kansas City*, Central Junior High; *Webster Groves*, Lockwood.

NEBRASKA—*Omaha*, Windsor.

NEVADA—*Battle Mountain*, Lander County High.

NEW JERSEY—*Cumberland County*, Delmont; *Delanco*, Delanco Public Schools; *Lambertville*, High; *Livingston*, Central, Squiertown; *Long Valley*, Washington Township Public Schools; *Montclair*, George Inness Junior High; *Morristown*, Lafayette; *Newark*, Cleveland Junior High; *Palmyra*, Palmyra Public Schools, Grade, High; *Pitman*, Pitman Public Schools, High, Elwood Kindle, Summit Avenue, W. C. K. Walls; *Plainfield*, Maxson; *Port Norris*, Elementary; *Raritan Township*, Bonhamtown; *Ventnor City*, Oxford Avenue.

NEW YORK—*Hartsdale*, Public Number 7; *Huntington*, Lincoln; *Johnson City*, Frank M. Smith; *Mt. Vernon*, Washington; *Yonkers*, Public Number 6.

OHIO—*Akron*, Teachers College of The University of Akron; *Baltimore*, Liberty Union Public Schools; *Canton*, Stark; *Cincinnati*, Cummins; *Cleveland*, Bolton, Lawn, Mayflower, Puritas, Sackett, Settlement, Woodland; *Columbus*, Chicago Avenue, First Avenue, Ohio Avenue; *Lakewood*, Taft, Wilson; *Piqua*, Piqua Public Schools, Bennett Junior High, Favorite Hill, High, North Street, South Street, Special Teachers Department, Spring Street, Staunton Street, Wilder Junior High; *Preble County*, Jackson Township Public Schools.

OKLAHOMA—*Sapulpa*, Sapulpa Public Schools, Forest Park, Garfield, High, Jefferson, Liberty, Southern Heights, Washington, Woodlawn.

PENNSYLVANIA—*Dauphin County*, Hummelstown Borough, Royalton Borough; *Middletown*, Grammar, Wood Street; *Radnor Township*, Rosemont, Wayne Grammar; *Reading*, Elm and Moss Street, Perkimen; *Redstone Township*, Redstone Township Public Schools, Allison, Braznell, Brier Hill, Colonial Number 3, Filbert, Grindstone, Herbert, High, Orient, Republic, Royal, Thompson, Tower Hill; *South Brownsville*, Prospect; *Uniontown*, Benjamin Franklin Junior High.

SOUTH DAKOTA—*Pine Ridge*, Oglala Boarding.

TENNESSEE—*Chattanooga*, Mission Ridge; *Hamilton County*, Friendship; *Knoxville*, Belle Morris; *Tyner*, High.

TEXAS—*Texarkana*, Highland Park, Senior High.

VERMONT—*Bellows Falls*, Atkinson Street.

VIRGINIA—*Newport News*, Bankhead Magruder, George Washington, Woodrow Wilson; *Norfolk*, James Barron Hope.

WEST VIRGINIA—*Charleston*, High.

WISCONSIN—*Appleton*, Columbus; *Haugen*, Haugen State Graded; *Racine*, Supervisors Department, Stephen Bull, Janes.

WYOMING—*Cheyenne*, Cheyenne Public Schools, Central, Churchill, Gibson Clark, Converse, Corlett, Johnson, Junior High, Park Addition, Senior High; *Sheridan*, Linden.

Two years

ALABAMA—*Birmingham*, Curry, Graymont, Seventeenth Avenue.

ARIZONA—*Bisbee*, Don Luis; *Clifton*, High; *Humboldt*, Public; *Superior*, Superior Public Schools.

CALIFORNIA—*Alameda*, Verseilles; *Centerville*, Washington Union High; *Chula Vista*, Union; *Los Angeles*, Dahlia Heights, Fries Avenue, Gardner Street; *Modesto*, Lincoln; *Monrovia*, Ivy Avenue; *San Francisco*, Commodore Stockton, McKinley; *Santa Ana*, Logan; *Santa Barbara*, Administration Department, Kindergarten Department; *Soledad*, Union Grammar; *Venice*, Broadway.

COLORADO—*Canon City*, Garfield, Jefferson, Lincoln, McKinley; *Denver*, Central, Columbian, Berkeley, McKinley, Swansea; *Greely*, Gipson; *Gunnison*, Gunnison Public Schools, County High, Junior High, Pine Street; *Walsenburg*, Huerfano County High.

CONNECTICUT—*Cochester*, Dublin; *East Hartford*, Center.

DELAWARE—*Western New Castle County*, Western New Castle County Public Schools, Brandywine Springs, Christiana, Hockessin, Middletown Public Schools, Newport, Oak Grove, Stanton, Yorklyn.

DISTRICT OF COLUMBIA—*Washington*, Brent, Dent.

GEORGIA—*Atlanta*, Opportunity.

HAWAII—*Makaweli*, Makaweli.

ILLINOIS—*Bellwood*, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; *Cerro Gordo*, Township High; *Chicago*, Foreman Junior High; *Maywood*, Melrose Park, Stevenson; *Princeton*, Princeton Township High; *Reddick*, Community High; *River Forest*, Frances Willard; *Rockford*, Hall; *Woodhull*, Township High.

INDIANA—*Alexandria*, High; *Indianapolis*, Thomas D. Gregg, Oscar G. McCulloch; *South Bend*, Marquette; *Terre Haute*, Fairview, Chauncey Rose.

IOWA—*Cedar Rapids*, Lincoln, Ungraded.

KANSAS—*Wichita*, Lincoln, Sunnyside.

KENTUCKY—*Louisville*, Emma Dolfinger.

MAINE—*Portland*, Open Window, Riverside, Ungraded.

MARYLAND—*Cumberland*, John Humbird.

(*Continued on page* A-16)

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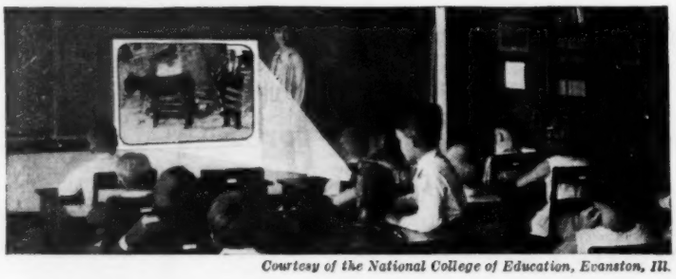

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(*Continued from page* A-14)

MASSACHUSETTS—*Brookline*, Longwood; *Whitman*, Dyer.

MICHIGAN—*Detroit*, Arthur, Berry, Brady, Capron, T. Dale Cooke, East Side Girls Vocational, Finney School, Higgins, MacCulloch, Marshall, Priest, Roosevelt, Sherrill, Thirkell, Turner, Von Steuben, West Side Girls Vocational School; *East Detroit*, Kern Road Public Schools; *Flint*, Civic Park; *Garden City*, Garden City Public Schools; *Jackson*, T. A. Wilson; *Muskegon*, Froebel, Vanderlaan.

MINNESOTA—*Minneapolis*, Jackson, McKinley, Pillsbury.

NEBRASKA—*Omaha*, Jackson.

NEVADA—*Goldfield*, Elementary; *Lincoln County*, Panaca District Public; *Reno*, Mary S. Doten, Mount Rose, Kate M. Smith; *Sparks*, Junior High, Robert H. Mitchell, Mary Lee Nichols.

NEW JERSEY—*Bloomfield*, Berkeley, Fairview; *Bridgeton*, Bank Street; *Camden*, Cassady, O. V. Catto; *Cumberland County*, Brown, Hopewell, Port Elizabeth, Shiloh, Union; *Dunellen*, Roosevelt Junior High; *Hammonton*, Magnolia; *Lawrence Township*, Slackwood; *Lincoln Park*, Public; *Livingston*, Livingston Public Schools, Central, Amos W. Harrison, Roosevelt, Squiertown; *Montclair*, Nishuane, Senior High; *Moorestown*, Stanwick; *Newark*, South Eighth Street, Speedway Avenue; *Summit*, Senior High; *Trenton*, Boys Continuation, Girls Continuation; *Wanaque*, Haskell, Midvale; *Woodbridge*, Colonia.

NEW MEXICO—*Albuquerque*, North Fourth Street.

NEW YORK—*Auburn*, South; *Johnson City*, Harry L. Johnson; *Mt. Vernon*, Supervisors and Superintendents Department, Nathan Hale, Part Time.

NORTH CAROLINA—*Durham*, Fuller, Holloway Street, George W. Watts.

OHIO—*Adams Township*, Adams Township Public Schools; *Akron*, Andrew Jackson; *Ashland*, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; *Athens*, East Side; *Butler County*, Collinsville, Reily, Trenton Village; *Champaign County*, Jackson Rural; *Cincinnati*, Fairview, Sayler Park; *Cleveland*, Detroit Elementary, John Hay High, Pearl, Valley View; *Clinton County*, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarksville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mt. Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Broadview, Everett Junior High, Franklin County Home, Garfield, Livingston Avenue, Normal-Douglas, Shepard; *Fostoria*, Crocker Street; *Fremont*, Fremont Public Schools, Atkinson, Croghan, Hayes, High, Lutz, Otis, Stamm; *Greensburg*, Green Township High; *Hamilton*, Buchanan, Monroe, Pierce, Polk, Taylor, Van Buren, Washington; *Lakewood*, Franklin, Harding Junior High; *Lorain County*, Avon Village, Brighton Township, Columbia Township, Fields Corners, LaGrange Village; *Portage County*, Mantua Township; *Marietta*, Marietta Public Schools, Fairview Heights, Harmar, Junior-Senior High, Marion, Norwood, Pike, Terberg, Washington, Willard; *Mt. Blanchard*, Centralized; *Nelsonville*, Junior-Senior High; *New Lexington*, Grade; *Preble County*, West Elkton Public Schools; *Rawson*, Rawson Public Schools, Grade, High; *Sylvania*, Sylvania Public Schools; *Troy*, Edwards; *Wapakoneta*, Blume High, Second Ward; *Wooster*, Junior High, Walnut Street; *Youngstown*, McGuffey, Tod.

OKLAHOMA—*Oklahoma City*, Franklin; *Tulsa*, Celia Clinton.

OREGON—*Portland*, Ladd.

PENNSYLVANIA—*Chester*, Clayton, Dewey-Mann, Lincoln, Patterson; *Cumberland County*, Cumberland County Public Schools; *Middletown*, Susquehanna; *Pittsburgh*, Penn; *Susquehanna*, Oakland Borough.

UTAH—*Salt Lake City*, Sumner.

VERMONT—*Bellows Falls*, Wells Street; *Brattleboro*, Academy.

VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed.

WEST VIRGINIA—*Beckley*, Woodrow Wilson High; *Cascade*, Public.

WISCONSIN—*Appleton*, Roosevelt Junior High; *Kenosha*, School for the Deaf; *Racine*, Blaine, Winslow.

Current year

ALABAMA—*Birmingham*, Minor, West End High, Woodlawn.

ARIZONA—*Bisbee*, McKinley; *Miami*; Oak Street.

ARKANSAS—*Little Rock*, R. E. Lee.

CALIFORNIA—*Alameda*, Sadler; *Alhambra*, Marguerita; *Crannell*, Little River; *Encinitas*, Elementary; *Fullerton*, Harvard Avenue; *Hansen*, Savanna; *Inglewood*, Highland, Oak Street; *Los Angeles*, Chevy Chase Drive, Eagle Rock High, Echandia Street, Glasswell Park, Harte Junior High, Hobart Boulevard, Hollywood High, Home Economics Department, Laurel, Micheltorena, Norwood Street, Remsen Street, Saticoy Street, Thirty-second Street, Vine Street, Wadsworth Street, Western Avenue; *Modesto*, Capitol; *National City*, Junior High; *North Hollywood*, Rio Vista; *Pacific Palisades*, Public; *Redlands*, Lincoln, Lugonia; *Reseda*, Topeka Drive; *Riverside*, Val Verde; *San Francisco*, Hancock, Le Conte, George Peabody; *San Jose*, Americanization; *Santa Ana*, Delhi, Frank-

lin, Fremont; *Santa Barbara*, Evening High, Washington; *South Pasadena*, Oneonta.

COLORADO—*Brighton*, Junior High; *Crowley*, Crowley Consolidated; *Denver*, Denver Principals and Directors Association, Ashley, Byers Junior High, Fairview, Garden Place Junior High, Garfield, Lawrence Street; *Fort Collins*, Franklin, LaPorte Avenue; *Fort Morgan*, Rural Teachers Association; *Fowler*, Fowler Public Schools, Fowler Park, High; *Thatcher*, Public; *Washington County*, Washington County Public High Schools, Akron High, Cope High, High Prairie High, Lindon High, Lone Star High, Otis High, Platner High, Roosevelt High, Woodrow High; *Wray*, Armel High.

CONNECTICUT—*East Hartford*, South Burnside, Woodland; *Wethersfield*, Ridge Road.

DELAWARE—*Wilmington*, George Gray, David W. Harlan, Public Number 15, Public Number 24.

DISTRICT OF COLUMBIA—*Washington*, Force, Giddings, Lincoln, Murch.

FLORIDA—*Leesburg*, Elementary, High; *Opa Locka*, Public; *Palma Sola*, Public.

GEORGIA—*Albany*, Mulberry Street; *Atlanta*, Pryor, Williams Street; *Avera*, Avera Consolidated; *Cochran*, Cochran Public Schools; *Mountain City*, Public; *Soperton*, High.

HAWAII—*Hana*, Kaeleku; *Kealakekua*, Office of Supervising Principal.

ILLINOIS—*Alden*, Public; *Chicago*, Falconer, Westcott Junior High; *Glen Ellyn*, Glen Ellyn Public Schools, Junior High; *Joliet*, Hickory; *Rockford*, Highland; *Rock Island*, Special Teachers and Supervisors Department, Audubon, Denkmann; *Springfield*, Hay-Edwards, School for Crippled Children.

INDIANA—*East Chicago*, Harrison; *Indianapolis*, Irvington, Thomas Jefferson, Public Number 27, Public Number 40, Public Number 53; *Rushville*, Graham Annex; *South Bend*, Kaley, John F. Nuner, Perley, Pulaski, Sunnyside Avenue; *Sunman*, Sunman Public Schools; *Terre Haute*, Warren; *Vincennes*, Tecumseh.

IOWA—*Cedar Rapids*, Kenwood; *Council Bluffs*, Dodge, Franklin; *Dubuque*, Audubon, Central, Franklin, Fulton, Irving, Marshall, Washington Junior High; *Sioux City*, East Senior High.

KANSAS—*McPherson*, McPherson Junior High; *Neodesha*, Central, North Lawn; *Oxford*, Rural High; *Wichita*, Emerson, Fairmount, Finn, Harry, Linwood, McCormick, Martinson, Meridian.

KENTUCKY—*Lexington*, Arlington, Ashland, Harrison, Jefferson Davis, Johnson, Junior High, Lincoln; *Louisville*, Gavin H. Cochran, Emerson, George W. Morris.

LOUISIANA—*Natchitoches*, Louisiana State Normal College; *New Orleans*, Judah P. Benjamin.

MAINE—*Rockland*, Junior High; *Waterville*, Brook Street.

MARYLAND—*Upper Marlboro*, Marlboro High.

MASSACHUSETTS—*Beverly*, Ryal Side; *Greenfield*, Abercrombie; *Lexington*, Adams; *Springfield*, Carew Street, Hooker; *Swampscott*, Stanley.

MICHIGAN—*Detroit*, Burbank Annex, Eastern High, Hillger, A. L. Holmes, Irving, Pestalozzi, Pitcher, Vocational Schools; *Ecorse*, Ecorse Public Schools, High, Public Number 1, Public Number 2, Public Number 3; *Flint*, Jefferson; *Grand Rapids*, Fairmount, Henry; *Jackson*, Griswold, West; *Romeo*, Paton Hall-Pennington School for Girls.

MINNESOTA—*Mankato*, Lincoln Grade, Lincoln Junior High, Roosevelt, Union; *Minneapolis*, Kenwood, Monroe.

MISSOURI—*St. Louis*, Mallinckrodt; *Webster Groves*, High.

NEBRASKA—*Broken Bow*, Junior High; *Fairbury*, Park; *Grand Island*, West Lawn.

NEVADA—*Kimberly*, Public; *Pershing County*, Fairview District, Lake Consolidated, Pershing County High; *Sparks*, Senior High; *Wells*, Grammar.

NEW HAMPSHIRE—*Rochester*, Rochester Public Schools, East Rochester, Gonic, High, Maple Street.

NEW JERSEY—*Bogota*, Bogota Public Schools, High, Public Number 1, Public Number 2, Public Number 3; *Camden*, E. A. Stevens; *Cumberland County*, Gouldtown, Greenwich Township, Haleyville, Mauricetown, Robbinstown, Stoe Creek Township; *Englewood*, Roosevelt; *Hightstown*, High; *Hillside*, Hurden Looker; *Maple Shade*, Maple Shade Public Schools; *Millville*, Millville Public Schools, R. M. Bacon, Culver, Memorial High, Northeastern, T. D. Sensor, Western, R. D. wood; *Montclair*, Spaulding; *Morristown*, Morristown Public Schools, High, Lafayette, Maple Avenue, Mills Street, Speedwell Avenue, George Washington; *Newark*, Charlton Street; *North Plainfield*, High; *Passaic*, Public Number 7; *Plainfield*, Hubbard; *Rochester*, High; *Roseland*, Public; *Trenton*, Senior High.

NEW MEXICO—*Albuquerque*, John Marshall, Monte Vista, San Jose Training.

NEW YORK—*Geneva*, Cortland Street; *Glens Falls*, Ridge Street; *Johnson City*, Theodore Roosevelt; *Kenmore*, Lindbergh; *Monsey*, Public; *Mt. Vernon*, School of Industrial Arts; *New York*, Walton High; *Schenectady*, Elmer Avenue, Yates.

NORTH CAROLINA—*Durham*, North Durham, Senior High; *Elizabeth City*, Primary Teachers Department.

NORTH DAKOTA—*Fargo*, Agassiz Junior High, Clara Barton, Hawthorne, Horace Mann Platoon, Roosevelt Junior High; *Park River*, Agricultural and Training.

OHIO—*Akron*, Bryan, Colonial, Firestone Park, Forest Hill, Rankin, West High; *Athens*, Athens Public Schools, Central, East Side, Junior High, Senior High, West Side; *Austinburg*, Grade, High; *Bath*, Bath Township Public Schools; *Bexley*, Bexley Public Schools, Cassingham Road, High, Junior High, Main Street; *Butler County*, Overpeck; *Canton*, J. J. Burns; *Chillicothe*, Central, Eastern, Mt. Logan, Southern, Western; *Cleveland*, Brownell Junior High, Dawning, Kentucky, Sterling, Tremont, Upson; *Cleveland Heights*, Coventry, Oxford, Roxboro Elementary; *Columbus*, East Main Street; *Convoy*, Tully-Convoy; *Dayton*, Fairview; *Findlay*, Liberty Township Centralized; *Hamilton*, Fillmore, Harrison, Jackson, Lincoln; *Homerville*, Homer Township; *Ironton*, Ironton Public Schools, Campbell, Central, High, Kingsbury, Lawrence, Lombard, Sedgwick, West Ironton, Whitwell; *Lakewood*, Emerson Junior High; *LeRoy*, Westfield; *Lorain County*, Lorain County Public Schools; *Mansfield*, Trimble; *Massillon*, Emerson, Horace Mann; *Medina*, York Township; *Pomeroy*, Public; *Preble County*, Israel Township Public Schools; *South Euclid*, Charles F. Brush High; *Toledo*, Beverly, John Burroughs, DeVeaux, Evansdale, Franklin, Garfield, Glenwood, Harvard, Jones Junior High, Monroe, Newbury, Newton, Raymer, Riverside, Warren; *Valley City*, Liverpool High; *Warren*, Central, Central Junior High, Emerson, Horace Mann, Vienna Township; *Williamsfield*, High; *Youngstown*, Chaney Elementary, Chaney High, U. S. Grant Junior High, Madison.

OKLAHOMA—*Oklahoma City*, Public School Supervisors Group, Columbus, Sequoyah, Stand Watie; *Tulsa*, Pleasant Porter.

OREGON—*Estacada*, Estacada Public Schools; *Gresham*, Orient; *Nyssa*, Public; *Ontario*, Ontario Public Schools; *Ranier*, Grade; *Salem*, Grant.

PENNSYLVANIA—*Berwick*, Fairview Avenue; *Bloomsburg*, State Teachers College; *Carbon County*, Carbon County Public Schools, Audenried Grade, Beaver Meadows Borough, Bowmanstown Borough, Coxeville Grade, East Mauch Chunk Grade, East Mauch Chunk High, East Penn Township, Franklin Independent Grade, Franklin Independent High, Kidder Township, Leviston Grade, Lower Towemensing Township Schools, Mauch Chunk Borough Grade, Mauch Chunk Borough High, Packerton Independent Schools, Packer Township, Parryville Borough, Summit Hill Grade, Summit Hill Junior High, Summit Hill Senior High, Tresckow Grade, Weatherly Grade, Weatherly Junior-Senior High, Weissport Borough, West Bowmans Grade; *Mauch Chunk Township*, Mauch Chunk Township Public Schools, East End, Hauto Grade, Junior-Senior High, New Columbus, West End; *Centre County*, Centre County Public Schools, Bellefonte Boro Schools, Benner Township Schools, Boggs Township Schools, Howard Boro Schools, Burnside Township Schools, Centre Hall Boro Schools, College Township Schools, Curtin Township Schools, East Penns Valley High, Ferguson Township Schools, Gregg Township Schools, Haines Township Schools, Half Moon Township Schools, Harris Township Schools, Howard Township Schools, Huston Township Schools, Liberty Township Schools, Marion Township Schools, Milesburg Boro Schools, Miles Township Schools, Millheim Boro Schools, Patton Township, Penn Township, Philipsburg Boro Schools, Potter Township Schools, Rush Township Schools, Snow Shoe Boro Schools, Snow Shoe Township Schools, South Philipsburg Boro Schools, Spring Township Schools, State College Boro Schools, Taylor Township Schools, Unionville Boro Schools, Union Township Schools, Walker Township Schools, Worth Township Schools; *Cheltenham Township*, Cheltenham Township Public Schools; *Dauphin County*, Dauphin County Public Schools, Berrysburg Borough, Conewago Township, Dauphin Borough, Derry Township, East Hanover Township, Elizabethville Borough, Gratz Borough, Halifax Borough, Halifax Township, Highspire Borough, Hummelstown Borough, Jackson Township, Londonderry Township, Lower Paxton Township, Lower Swatara Township, Lykens Borough, Lykens Township, Middle Paxton Township, Mifflin Township, Millersburg Borough, Paxtang Borough, Penbrook Borough, Reed Township, Royalton Borough, South Hanover Township, Susquehanna Township, Swatara Township, Uniontown Borough, Upper Paxton Township, Washington Township, Wayne Township, Wiconisco Township, West Hanover Township, Williamstown Borough, Williams Township; *Erie*, Perry; *Middletown*, Middletown Public Schools, Grammar, High, Susquehanna, Wood Street; *Pittsburgh*, Beechwood-Beechview, Clayton; *Reading*, Ricktown; *Waynesburg*, High.

RHODE ISLAND—*Bradford*, Public.

SOUTH CAROLINA—*Dillon County*, Kemper.

TENNESSEE—*Memphis*, Bruce, Snowden Junior High.

TEXAS—*Ft. Worth*, West Van Zandt; *Shiner*, Menger; *Texarkana*, Central, Sunset.

UTAH—*Deseret*, A. C. Nelson; *Latuda*, Junior High; *Salt Lake City*, Edison.

VIRGINIA—*Hopewell*, DuPont, Highland Park; *Lynchburg*, Monroe; *Newport News*, Stonewall Jackson, Booker T. Washington; *Norfolk*, Bay View; *Washington*, High.

WASHINGTON—*Bellingham*, Columbia, Roeder Junior High; *Everett*, Administrative Teachers Group; *Vancouver*, High.

WEST VIRGINIA—*Beckley*, Junior High; *Price Hill*, Public; *Smoot*, High.

WISCONSIN—*Appleton*, Franklin; *Racine*, Howell, Roosevelt; *West Milwaukee*, West Milwaukee Public Schools.

WYOMING—*Harding Center*, Public; *Sheridan*, Credit Hill.

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NOTES *and* ANNOUNCEMENTS

The profession's responsibility for unemployment—In keeping with the wishes of President Hoover's Emergency Committee for Unemployment the National Education Association is taking the lead in formulating plans whereby the teaching profession shall provide relief for the unemployment within its own ranks. Early in November President Willis A. Sutton appointed the following committee to plan the relief program: W. C. Bagley, chairman, Teachers College, Columbia University; William John Cooper, U. S. Commissioner of Education; and Mrs. Susan M. Dorsey, Los Angeles, Calif. The president and the executive committee will serve as ex-officio members.

The NEA will serve as a clearing house for the states. Through its committee it will keep in close touch with the progress of the work in each state and give information to other states. Funds collected by the NEA will be apportioned among the states in proportion to needs except that a temporary emergency fund to meet desperate cases before the states can organize, will be handled by the National Committee.

The people's rights in radio—"The question of monopoly in radio communication must be squarely met. It is not conceivable that the American people will allow this newborn system of communication to fall exclusively into the power of any individual, group, or combination. Great as the development of radio distribution has been we are probably only at the threshold of development of one of the most important human discoveries bearing on education, amusement, culture, and business communication.

"It can not be thought that any single person or group shall ever have the right to determine what communication may be made to the American people. We can not allow any single person or group to place themselves in a position where they can censor the material which shall be broadcast to the public.

"Radio communication is not to be considered as merely a business carried on for private gain, for private advertisement, or for entertainment of the curious. It is a public concern impressed with the public trust and to be considered primarily from the standpoint of public interest to the same extent and upon the basis of the same general principles as our other public utilities."—*Herbert Hoover* as Secretary of Commerce testifying before the House Committee which had under consideration the Radio Act in 1925.

Child Health Conference—The White House Conference on Child Health and Protection, which is in session as this JOURNAL goes to press, will be reported in coming issues.

For classes interested in Admiral Byrd—The Department of Superin-

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Beautiful buildings — representing millions of dollars and often years of sacrifice—are being erected all about us. The new home of the National Education Association will not cost a million dollars, but it will be one of the finest headquarters buildings in the Nation's Capital. What a fine monument and how proud the life members, whose fees have made it possible, should be! 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. All lines of industry and all professions have been affected by the present economic depression and the drought. Membership in the profession and membership alone is the answer to the situation. A strong organization is fitted to meet any emergency. Let life members and all other leaders aid in strengthening the Association as a protection to the future generation.

The invitation to become a life member of the greatest Association of teachers in the world becomes a real opportunity to render everlasting service to the great cause of Education. Will you not accept it?

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MR. J. W. CRABTREE, Secretary, National Education Association,
1201 Sixteenth Street N. W., Washington, D. C.
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tendence has issued the following list of references for use in schools in studying the life of Byrd and the value of his achievement:

Descriptions of Byrd's four major explorations were written by him for the National Geographic Magazine:

Flying Over the Arctic. Nov. 1925.
The First Flight to the North Pole. Sept. 1926.
Our Transatlantic Flight. Sept. 1927.
The Conquest of Antarctica by Air. Aug. 1930.

More exhaustive studies and comment on Byrd's expeditions are contained in his two books and a recent biography:

Skyward. Published by G. P. Putnam's Sons, New York, 1928. [359 pages, $3.50]
Little America. Published by G. P. Putnam's Sons, New York, 1930. [440 pages, $5]
Struggle: The Life and Exploits of Richard E. Byrd. By Chas. J. V. Murphy. Published by G. P. Putnam's Sons, New York, 1928. [368 pages, $2.50]

Other books, giving the background of polar problems, historic and scientific data, are:

The Polar Regions. By R. N. Rudmose Brown. Published by E. P. Dutton and Co., New York, 1927. [245 pages, $3.75]
Antarctic Adventure and Research. By Griffith Taylor. Published by D. Appleton and Co., New York, 1930. [245 pages, $2]
The Polar Regions in the Twentieth Century. By Maj. Gen. A. W. Greely. Published by Little, Brown & Co., Boston, 1928. [270 pages, $4]
True Tales of Arctic Heroism in the New World. By Maj. Gen. A. W. Greely. Published by Charles Scribner's Sons, New York, 1912. [385 pages, $1.75]

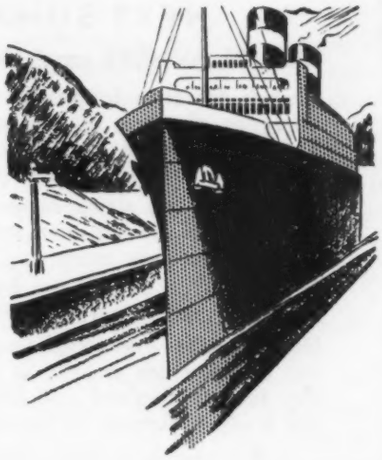
Another Detroit meeting—The Progressive Education Association will hold its eleventh annual conference in Detroit, Mich., Feb. 26-28, 1931, with headquarters at the Book-Cadillac Hotel. These dates overlap those of the NEA Department of Superintendence meeting, thus enabling those interested to take advantage of both helpful programs. For information address the Progressive Education Association, 10 Jackson Place, Washington, D. C.

Los Angeles makes preparations—Los Angeles is making extensive plans for the entertainment of the National Education Association next summer. Superintendent Bouelle has appointed as general chairman of arrangements, Assistant Superintendent W. C. Conrad, who is working out a most effective convention organization. The president of the Los Angeles City Teachers Club, Georgia B. Parsons, says in a letter to the teachers of the city:

Los Angeles will play host to the largest convention of educators in history and many teachers will thus satisfy a long cherished desire to visit Southern California. We believe this is a great opportunity to show the community what public school education is doing for American industry. The leaders of our industrial, economic, and commercial systems are products of the American school and here we have a rare privilege of working with these interests.

Late Roll Call reply—The most significant educational achievement in

(*Continued on page* A-20)

1931 N. E. A. CONVENTION

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Porto Rico during the past school year has been the practical character of work in agriculture and industries, especially in the rural zones. This will be strongly emphasized during the coming year, in harmony with the social and economic conditions of the Island.—*Francisco Vizcarrondo,* NEA director, San Juan, P. R.

Beautify your community with a new school—School buildings are under construction in all parts of the United States. In many cases this construction was advanced as a means of increasing the demand for labor and materials in line with the efforts made by the National Education Association in cooperation with the United States Department of Commerce. The plan of using public work to stabilize economic conditions is now widely accepted. The resulting beauty of this program is illustrated on pages 23-30 of this JOURNAL.

Special dates in January—As classroom material for *Franklin's birthday* THE JOURNAL suggests the poster on page 34 of this issue, typical of the wit and wisdom of his pen.

Temperance day will be observed in many states during January. Schools wishing authentic material for use in this connection should write to the Division of Research and Education, Bureau of Prohibition, Department of Justice, Washington, D. C. Suitable posters will be supplied by the NEA Division of Publications, 1201 Sixteenth St., N. W., Washington, D. C., at the rate of 10 assorted or 20 of one kind for $1. Order blanks will be mailed upon request.

The new calendar thrift poster, in colors, giving the daily topics and basis of *National Thrift Week,* January 17-23, will be sent free to any teacher requesting it from the National Thrift Committee, 347 Madison Avenue, New York, N. Y.

If we should stop child labor what would happen?—*Child Labor Day,* to be observed the last week-end in January, will emphasize the following results of placing the laboring child in school:

(1) Unemployment would be reduced.
(2) Wage rates would tend to rise.
(3) Workers would be better trained.
(4) Efficiency of production would be increased.
(5) Industrial accidents would be less frequent.
(6) Children would grow up with better health.
(7) Illiteracy would decrease.
(8) Living standards would rise.

To secure plans for Child Labor Day observance write to the National Child Labor Committee, 215 Fourth Avenue, New York, N. Y.

The Schools and Business—This is the title of a special publication of the Research Division of the NEA which has just come from the press. Every school superintendent, principal, and teacher in the nation who has reasons to believe that the economic depression may result in retrenchment of school expenditures or curtailment in school services, needs this publication at once. Local teachers associations and parent-teacher organizations will wish to purchase copies of this publication in lots for effective distribution in their communities. It can be used effectively in high-school classes and faculty meetings. *The Schools and Business* shows how the schools contribute to our material prosperity and why cutting their services will only make an economic depression worse. It was prepared especially for use in the present emergency. Price: Single copies 25 cents, with discounts for quantities up to 33⅓ percent discounts for more than one hundred copies.

Benjamin would enjoy this—"Who can give a sentence using the word pendulum?" asked the teacher. Little Rachel's hand went up. The teacher nodded encouragingly. "Lightning was invented by Pendulum Franklin."

The Significance of Tenure

SECURE TENURE in return for efficient service is a primary essential in the growth of the teaching profession. The greatest enemy of service is fear and insecurity. No teacher can give his best to the children when in danger of having his professional household moved into the street. This sense of secure association with the school or the community or the profession is not unlike the joy of home ownership. It gives richer significance to life and work. Just as the tenant does not make permanent improvements on his temporary holdings, the teacher does not develop the best in the school when his vision is cut off by an expiring contract at the end of the year.

We have come to recognize individual property ownership as necessary to social progress. In the long sweep of the centuries, property ownership is comparatively new so far as the masses are concerned but it has come to stay. The change from slavery to ownership has come slowly. Men who used land acquired rights in it which were recognized in the courts. In a sense they became trustees for the rest of society, holding the lands or other property until dispossessed for weighty social reasons.

Likewise, they who take places in public service acquire certain rights to security in that service. They become trustees for that service and should hold it until there are substantial reasons for taking away their tenure rights. These tenure rights have been notably recognized in the army and navy services of the world. Officers in the army and navy not only receive generous payment but are abundantly provided for thru long years of retirement. Teachers are also public servants—literally the first line of defense—and they are as much entitled to the safeguards of tenure and retirement as is the soldier or the sailor; as much entitled to security and certainty as property.

Are property rights more important than the franchise of service? Do people not live in their work? Do they not come to love it even more than life itself? Is not the love of the consecrated worker for his task even deeper than the love of property? Is not whoever tears that love up by its roots a destroyer of personality? Does he not rob the worker of his most precious possession? This is doubly so in teaching, for the life of the teacher roots deep in the hearts of children. No other qualification of a teacher is so important as the love of children—genuine identification with the child and the community in which he lives. American civilization is largely still in the camp stage. Many of our houses are little better than tents. We are living largely from hand to mouth. Our local communities need the stabilizing force of a permanent cultural leadership which will exalt and develop their human resources.

It is no selfish motive, therefore, that underlies the campaign for tenure for teachers. Society itself loses when it makes teaching a tramp profession. People generally must be led to appreciate the issues at stake. It will take long, patient individual and collective effort to do this. In this need alone there is a challenge to every teacher and to every teachers' organization. Among the next steps are these: (1) study of the problem by the profession and the public, particularly by teachers' clubs, faculties, and boards of education; (2) development in each city, county, or state not now having tenure of a suitable system of rules or laws.

The fact that it is not possible to go the whole way is no reason for not beginning. Aside from public indifference and lack of understanding, the greatest obstacle to tenure is the untrained teacher. The profession should be able to find ways around this obstacle. Tenure might be given teachers who have had the four years training beyond the four-year high school urged by the National Education Association and to persons of less training who make regular progress toward the higher standard. The problem is primarily with the states and cities. Excellent tenure laws in the more favored areas will become the basis of programs of legislation elsewhere. Does your state or local association have a definite tenure plan? If not, why not?—J. E. M.

Higher Standards

THERE is imperative need for raising the requirements under which teachers are permitted to enter the teaching profession. These requirements should be raised NOW. Teachers who entered the profession under lower standards should be encouraged to take a year or two off for additional training. It is not fair to the children to keep untrained teachers in the classrooms so long as there is a surplus of teachers who have had broad and generous training. Teachers who are lacking in training would do well to anticipate the legal changes which are certain to require higher standards in the near future. The teachers of both training and experience will be most in demand.

WHEN SHALL I MOVE?—This is a question which comes to most teachers. In those sections of the country which follow the absurd plan of electing teachers from year to year it comes as an annual strain and uncertainty and is a serious drain upon the most effective teaching. No teacher can do his best whose interest does not root deep in the lives of individual children and of the community. There is truth in the old adage "a rolling stone gathers no moss." And when in doubt it is safer to stay than to go elsewhere. There is a tremendous loss of energy in adjusting oneself to new conditions. School boards and the public are likely to take the teacher at his own valuation and if he looks upon his service as an incidental matter of such little importance that he may move about lightly the community is likely to accept that view. If he really counts in the lives of individual children and in the civic, intellectual, and moral life of the community he will not lightly leave a task unfinished.

Sup't Bogan Defends Chicago Schools

FROM EVERY PART of the United States there come reports of efforts to misuse the schools for commercial or political purposes. Sometimes these misuses involve so slight an infraction of educational standards that only a most thoughtful citizen or an experienced teacher would sense the danger to the integrity of the schools which belong to all and whose mission is to inculcate the highest ideals and standards. One of the most flagrant attempts to violate school integrity which has happened in the history of American education occurred in Chicago in December when Mayor Thompson undertook to use the school children to promote a personal scheme in the name of prosperity. Mayor Thompson's amazing request is quoted:

The Mayor desires that Superintendent of Schools William J. Bogan, request all district superintendents to have all principals instruct teachers that they should ask pupils in all schools at the same hour [decided by Mr. Bogan in the next 48 hours] to take their pencils with a piece of paper and write:

"To stimulate business and increase prosperity and to create jobs for the unemployed Mayor William Hale Thompson has evolved a plan whereby *one million dollars* in prizes will be presented to the holders of coupons which will be secured from the storekeepers with every 25-cent purchase during the Mayor's ninety-day *million dollar* prosperity drive. The Mayor would like to have you ask your fathers and mothers to ask the storekeepers with whom they trade if they will have the Mayor's coupons during the drive."

In explaining the matter to the Board of Education Superintendent of Schools Bogan wrote courteously:

This proposal would, without question, be regarded by many of our teachers as something in the nature of a lottery. Teachers, like physicians, have a code of ethics which varies sharply from that of many persons who may see nothing objectionable in lotteries. The community, as a whole, expects and demands that teachers protect their children from habits or practises which are not in accord with the highest ideals and principles. You, the Mayor, and I would all receive adverse criticism from teachers and parents alike if we were to ask teachers to use their positions of trust to influence pupils in a movement that smacks even slightly of gambling.

Furthermore, this plan would undoubtedly violate the religious teachings of thousands of parents. I cannot believe that the Mayor himself understood the significance of this proposal. Many people would regard it as in conflict with standards of conduct which parents and teachers have been building thru the ages. The argument may be advanced that this plan is similar to a church bazaar with raffles and other devices. These practises, however, are against the law. You may recall that in a former administration of Mayor Thompson his chief of police stopped lottery schemes sponsored by various churches.

I am, of course, always eager to cooperate in any legitimate way to relieve unemployment, stimulate business, and promote prosperity in Chicago.

The Superintendent also called attention to the many legitimate and constructive activities in which the schools had engaged to relieve unemployment. Instead of the bulletin proposed by the Mayor he suggested the following:

To the principals—You and your teachers are acutely conscious of the serious problem now confronting the city. Your cooperation in registering the unemployed recently, your enthusiasm in collecting funds for the Children's Aid Society, and your activity in caring for destitute children and adults in your school communities give abundant proof of this.

The Mayor of Chicago, the President and members of the Board of Education, and I, believe that judicious and sane buying on the part of our fellow citizens whose buying power has not been seriously impaired, will help in the financial, commercial, and industrial revival for which we all devoutly pray. In accordance with this belief I am asking that you have every pupil in your school copy the following letter:

"Dear Father and Mother—The Mayor of Chicago desires to stimulate business, increase prosperity, and create jobs for the unemployed. He believes that if every person who can afford to do so will aid in a campaign to buy clothing, food, furniture, and other articles, Chicago will once again enjoy prosperity. Will you help in this campaign? —Your loving child, [Name]."

Mayor Thompson's next move was to print a handbill in red ink denouncing the Superintendent. This he ordered the police to distribute to the children as they left school. Its contents follow:

To the Girls and Boys of the Public Schools of Chicago—You and I know that many people are out of work. You and I know that many people are suffering. You and I know that many pupils go to school without breakfast. You and I know that many others do not have enough to eat. I invite you all to join with your Mayor to help correct this condition by taking this handbill home and reading it to your mother and father. To stimulate business and increase prosperity and to create jobs for the unemployed I have evolved a plan whereby *one million dollars* in awards will be presented to the holders of coupons which will be secured from the storekeepers with every 25-cent purchase during my *million dollar* prosperity drive. I would like to have you ask your fathers and mothers to ask the storekeepers with whom they trade if they will have the Mayor's coupons during this drive. I regret that it is necessary to communicate with you through a handbill. I requested Mr. Bogan, superintendent of schools, to have this message given to you by your teachers. This he refused to do. This is the only request I have ever made of him since I agreed to his appointment to his high office and I will never make another request of him, for his answer refusing me indicates he is heartless and has a head filled with impractical ideas—as he insists on saving your spiritual bodies even if your physical bodies starve to death while he is doing so. Come on, girls and boys! Let's go for Chicago! It's teamwork that counts. We will pull the Old Town out of the rut she is in and bring back good times. A letter from you giving your name, address, and school will be appreciated, as I would like to appoint a committee of girls and boys in each school to be my personal representatives.—Very sincerely, William Hale Thompson.

The reaction of the citizens of Chicago is suggested by the following quotations from three leading Chicago papers:

We are confident enlightened public opinion will support the Superintendent. He can count upon the backing of citizens and civic bodies concerned for the welfare of the schools and the children. Chicago, we are convinced, is not disposed to turn over the educational system to the administration of the Mayor and the police department.—From the *Evening Post*, December 3, 1930.

Mayor Thompson undertook to use the school children for the distribution of circulars in one of his personal projects. A rule of selfapparent propriety keeps the schools clear of such manipulation and Superintendent Bogan refused to order the teachers to cooperate for the employment of the children at the Mayor's orders. Mr. Thompson thereupon used the police force as a messenger service in violation of city ordinance. He also sent the pupils a message reflecting upon the character of the Superintendent.—From the *Chicago Tribune*, December 4, 1930.

If there be value in skilful and orderly guidance of school work, if there be virtue in the exercise of scrupulous care in protecting young minds from demoralizing influences and excitements, Superintendent Bogan's course must be commended. In any event the Mayor's effort to poison the minds of the school children and their parents against the head of the city school system under whose direction the children pursue their studies must be thought an astounding piece of sabotage wellcalculated to destroy, or at least to weaken, discipline in the schools.—From the *Daily News*, December 3, 1930.

Research in Teacher Training

FREDERICK L. WHITNEY
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FROM ONE point of view teacher training is the basic business of the American public school system. The classroom teacher has long been recognized as the final determining factor in school efficiency. Administration cannot plan nor supervision direct above the actual level of teaching ability, and curriculum revision programs must be fitted to the understanding and the teaching skill of the corps which is to use the courses supplied. For at least 50 years there has been general acceptance of the dictum of the educational pioneers who maintained 100 years ago that there must be some sort of definitely organized preparation for teaching, that teachers are not only *born* but must be *made* also.

Necessity for a study of teacher training—If teachers must be prepared in order that public school teaching may be successful, the difficulties of teacher training should be subjected to scientific investigation, as well as the problems arising when the teacher is working under contract. There is the same necessity for research that is always found in a social situation where the variables of human personality are in operation. Business and government long ago stepped up to the level of reflective thought where generalizations are obtainable and prediction of the future operation of social forces can be made. Public education in the lower schools has likewise to some degree abandoned the realm of traditional decision and unthinking procedure, particularly in matters pertaining to education in the elementary school. But higher education, including teacher training, has only very recently begun to discover its problems and to make plans for their solution.

Research in teacher training—The origins of state teacher training in America are found in Massachusetts. The work of Governor Everett and of such educators as Cyrus Pierce, Charles Brooks, and finally Horace Mann resulted in the first state normal schools, progenitors of the state teacher-training institutions found now in every commonwealth. But both administrative and curriculum control began as a combination of lay and professional management of the new schools. There was no objective study of problems of organization and supervision other than dependence upon the reports of such European travelers as Calvin E. Stowe and others. It remained for Henry Barnard of Connecticut to begin the first more or less systematic investigation of the problems of teacher training in state institutions. Reports on these studies are scattered through his *American Journal of Education* and Colorado State Teachers College has recently reprinted his *Normal Schools and other Institutions, Agencies, and Means Designed for the Professional Education of Teachers* in two volumes in 1929. Here one finds critical studies of the organization of state teacher training in Massachusetts and five other states as well as in upper Canada and Nova Scotia. Plans for curriculums, for administration, and for support are investigated in particular.

RESEARCH is the method of progress. It is especially important in institutions for the education of teachers. Educational experiment stations are as necessary as agricultural experiment stations or as similar projects in business or industry. If a machine breaks down we find out why and build better. If a man breaks down and commits a crime we resort to a medieval method of legal armed camps which fill our prisons, but we do not find causes and remove them. The schools and homes and churches can mold life right if we give them a chance. Let us have more research at these essential points.—J. E. M.

A recent publication in the field of teacher-training finance [Frasier, G. W. and Whitney, F. L. *Teachers College Finance*. Colorado Teachers College Education Series No. 10. Greeley, 1930] traces through a list of 70 titles the development of research dealing with the fiscal problems of teacher training. This checking serves to give some idea of trends in the attack on difficulties arising in the establishment and growth of public teacher-training schools by the use of an objective unit of amount—money.

The first date in the list (1929), that of Barnard's publications, has been noted above. The second is Gordy's historical report of the *Rise and Growth of the Normal School Idea in the United States*, issued as U. S. Bureau of Education Circular No. 8 in 1891. The third is Salisbury's history of the normal schools of Wisconsin up to 1893, including a report on federal and state support. The fourth is the report of the National Education Association commission on normal schools of 1895. With the fifth item, which is Cubberley's doctor's dissertation on *School Funds and Their Apportionment* (1905), may be said to begin the more modern type of inductive research which aims through a process of reflective thought to arrive at generalizations useful in practical application to actual situations of need. In 1916 is found Bawden's survey of the higher educational institutions of North Dakota. This included the teacher-training schools, and similar surveys by the Office of Education have followed in Washington, Iowa, Arizona, Colorado, South Dakota, Alabama, and other states. Very probably the first objective studies dealing with teacher-training institutions alone were those made in 1917 by Allen and Pearse [*Self-Surveys by Teacher-Training Schools*. World Book Company] for the State Board of Public Affairs of Wisconsin and by Carter Alexander of 15 southern state normal schools ["Costs of Instruction in Normal Schools of the South and Missouri." *Elementary School Journal*, May 1917, p650]. In the same year, selfsurveys were reported by the presidents of Iowa State Teachers College and the Winona, Minn., State Teachers College.

About one fifth of the agencies responsible for these investigations in the teacher-training field appear to be the individual teachers colleges, nearly one half of them acting in the person of graduate students whose studies constituted their dissertations. The Office of Education had to do with another fifth; and practically one tenth each may be assigned to state units—state department of public instruction, state boards and commissions outside the state department, and private foundations. Smaller frequencies were

connected with the National Education Association, the American Council on Education, state education associations, the American Library Association, the American Association of Teachers Colleges, and a state political department.

Research by teacher-training faculties—The charge that teacher-training faculties are not as productive as they should be has been made repeatedly [Judd, C. H. "Teachers Colleges: Centers of Progressive Education." *School Executives Magazine,* May 1929, p398] and has been answered recently by a number of teachers college men [Pitman, J. A. and others. "A Symposium of Comment on the Address Made by Charles H. Judd before the American Association of Teachers Colleges." *School Executives Magazine,* June 1929, p463]. No attempt will be made to deny this fact but these institutions are not unique in this respect. When all state teacher-training schools are considered, it is found that our colleges of education are in the making and most of them are still struggling for some degree of academic respectability on their own campuses.

It has been seen above that research efforts in a study of their own problems began among the teachers colleges in 1917. In 1920, a selfsurvey was started at Colorado State Teachers College and a similar project is now to be found in the Territorial Normal and Training School of Hawaii. Committee and individual attacks on research problems have increased in number and in importance rather rapidly in the last ten years. Recent reports from a group of state teachers colleges are indicative of types of studies now in progress. This list of 93 items from eleven institutions includes such titles as: *The cost of maintaining a junior college in a teachers college, The improvement of a college placement test in English, An evaluation and rating scheme for work books, Teachers college faculty preparation, A professional aptitude test,* and the like.

Publication is one criterion for value of research. Productivity among teachers college faculties has increased in this respect notably over the last decade. In 1917, Alexander published in the *Elementary School Journal* a report of "Costs of Instruction in the Normal Schools of the South and Missouri;" and in 1919, Foght, then president of the Northern Normal and Industrial School at Aberdeen, South Dakota, conducted a survey of the four state normal schools of Alabama, which was issued as U. S. Bureau of Education Bulletin (1919) No. 41. In succeeding years, the names of such teachers college men as Armentrout, Bagley, Condit, Cross, Frasier, Gist, Haig, Harup, Howerth, Kerr, Mahan, Rugg, Russell, Strayer, Whitney, and many others have appeared.

A report from eight state teachers colleges on publications for the year 1928-29 consists of 39 titles, one half of them magazine articles, 15 in bulletin or brochure form, and three books. Just a casual search in the library card-catalog for titles for that year by teachers college faculty members yields a list of nearly two dozen books.

The last annual report of research in a typical state teachers college [Whitney, F. L. *Research Activities at Colorado State Teachers College for the College Year, June 1928 to June 1929.* Colorado State Teachers College, Greeley, 1929] found nearly 50 percent of a faculty of 104 members represented and one half of their research reports had been published or accepted for publication. Faculty rank was found to correlate positively with research activity but the number of studies undertaken was distributed rather equally among doctors, masters, and bachelors, those with no degrees doing only 6 percent of all. The studies in progress were such as: *An investigation of children's writing vocabulary, The relationship of motor ability to the intelligence of kindergarten children, The effectiveness of films in classroom procedure, An experimental study of class size in the primary schools of Trinidad, Colorado, Sources of income for state teachers colleges.*

The fact is that there is occurring a renaissance of interest in research among teacher-training faculties which is rescuing the preparation of public school teachers, administrators, and supervisors in many institutions from rule-of-thumb decisions based on expediency and tradition. Research seems to be the key word, the slogan, in many situations and it must be expected that this attitude toward objective experimentation will become more characteristic of teacher-training institutions in general year by year.

The happy home of a fine teacher.

Organized research in teacher training—In a small group of state teachers colleges, educational research is being definitely provided for in distinct departments or divisions. Two or three such centers were in operation before the World War, notably that of Dr. W. S. Monroe at the Kansas State Teachers College at Emporia. In 1920 and 1923, research bureaus were opened in Lewiston, Idaho and Bellingham, Washington. At present, 13 institutions in the American Association of Teachers Colleges report research offices definitely staffed—Gunnison and Greeley, Colorado; Lewiston, Idaho; Muncie and Terre Haute, Indiana; Cedar Falls, Iowa; Emporia and Pittsburg, Kansas; Natchitoches, Louisiana; Kalamazoo and Ypsilanti, Michigan; Bellingham and Cheney, Washington. However, only two of these [Cedar Falls and Greeley] have full-time directors and research secretaries, the other 11 directors giving from 85 percent to one fourth of their time to teaching or administration. Nine of the directors have the doctor's degree and four the master's. That part of their salaries allocated to research ranges from a very small figure to nearly $5000 and the annual department budget from $1883 to over $9000.

These research organizations exist to serve both their own institutions and outside agencies. In terms of frequency of types of service rendered, two thirds of their energy is expended at home and nearly one half of this consists of aid in routine matters, such as the classification of data as tables or figures, the computation of point, spread, and relationship measures, test making, and the like. It is found that work of this nature is of great value, as it releases the time and energy of faculty members for more important activities and in some cases is the determining factor in making research possible. The professional service within the teachers college consists most often of studies for the administration and for the training schools, next for the college teaching departments, and then for faculty committees. The conception held of the duty of the research department to education in general is indicated by the fact that over one third of all projects undertaken are for agencies outside the college itself. The largest number of these served state public school systems, local schools benefited in about half as many cases, and research contact was made also with other educational institutions, other research centers, and with certain lay groups and organizations.

Why Study Our Children?

W. E. Blatz and Marjorie Poppleton
Director and Secretary of St. George's School for Child Study, University of Toronto

Nearly two centuries have passed since Rousseau wrote in *Emile:* I wish that some discreet person would give us a treatise on the art of observing children, an art which would be of immense value to us, but of which our fathers and schoolmasters have not as yet learned the rudiments.

As regards theory, at least, Rousseau was much before his time for there are still parents who do not echo his wish nor make any conscious effort to materialize it. In place of accurate observation they pin their faith on love and commonsense, rule-of-thumb management, or training methods based on the whim of the moment supplemented by the afterthought, "Why should I suit all my reactions to the needs of my child?"

Any of these three applied to any other study, for instance that of horticulture or the rearing of animals, would be regarded as insufficient and unsatisfactory but for human beings these methods are still—in some families—"good enough."

One hundred years later than Rousseau, Preyer felt the same necessity and began to watch his own child carefully from birth on. His observations were published under the title *The Mind of the Child.*

Later still, in America, Miss Milicent Shinn published her observations of her niece and these appeared in an abridged form as *The Biography of a Baby.*

These early ventures, together with a study of animal behavior, laid the foundations for a genetic psychology, that is, a psychology of development. This school of psychologists took over the method of the biological sciences and tried to explain the nature of man by describing the way he developed, showing how each stage of growth arose from what preceded it and in turn gave birth to what was to follow. They began to take what might be termed "the long or longitudinal" view, wishing not only to study the child in his setting or in his context on one particular page of his life history but to see him also in relation to the present chapter, the preceding chapters, and the possible subsequent ones. Shakespeare, without doubt, had this view in mind when he spoke of the seven ages of man but at that time there were no modern psychologists to profit by the suggestion.

When people began to look at children as children, it was no longer possible to consider the child as a man in miniature. The adult came to be interpreted in terms of the child rather than vice versa. This brought with it the realization that on this new foundation and in view of this changed aspect there was little material at hand with which to build. G. Stanley Hall attempted promptly to supply the lack by means of a rapid and widespread use of the questionnaire. Abundance of case reports flooded the mails, narratives of childhood experiences by the score poured into the offices of the instigators, but these were found to be too inaccurate to be relied on, being for the most part second-hand impressions of children or incidents of childhood reported from memory. People were not yet aware of the necessity for making exact observations. They were, however, at last interested.

The most *important point in the training of teachers is to learn to observe children—to see as they see, to feel as they feel, to know their individual needs, habits, and resources.*

In 1919 new emphasis was given on the scientific side by John B. Watson in his *Psychology from the Standpoint of the Behaviorist.* Watson systematized observation into definite experiments, so that for the first time children were studied under controled conditions. His experiments in connection with the beginnings of the child's emotional life were of a kind easily duplicated by those interested in testing the validity of his results and, although not completely substantiated, the point to note here is the stress thus laid on the importance of emotion as a subject of investigation. It came to be recognized that the emotional life of the individual is, to a large extent, determined by his early experiences through which habits are built up which may make his life or spoil it.

Freud, from a different approach, laid emphasis on the same thing. He claimed that the personality disorders he treated in his clinic had been caused by some shock or violent emotional experience of early childhood. Psychiatrists and others concerned in the care of the insane or feebleminded began to search in the early environment of the individual just as much as in the annals of heredity for the cause of his malady. Prevention of mental disease seemed more and more to depend on the securing of a satisfactory environment for the child during the first years of his life. Soon *habit clinics* [Dr. Douglas A. Thom, Boston; Dr. Esther Richards, Johns Hopkins University; Dr. Ira S. Wile, New York City] grew up to deal with children who were not mentally defective but who were badly adjusted to their homes and whose behavior, therefore, was socially defective; that is, they stole, lied, ran away from home, and the like. The workers in the clinics received invaluable assistance from pediatricians, notably Dr. Holt, whose book, *The Care and Feeding of Children,* prescribed a well thought out routine in child training and effectually disposed of the ideas that the baby must be fed *because* he cries and rocked *because* he is fretful, and other similar fallacies.

On the educational side, when one looks forward from Froebel, it is easy to understand how the establishment of nursery schools came about. Attention had been directed towards the young child of kindergarten age and to the infant in arms but, though public interest in both of these had been effectively aroused, the child of intermediate age was completely ignored and forgotten. Only when day nurseries were opened in England as emergency measures for

meeting special needs during the World War was the preschool child discovered and regarded with active interest by the child welfare centers and clinics. Up to that time he was felt to be too young to profit by education and too old to require the concentrated attention bestowed on a baby in arms. In the establishment of nursery schools America followed suit, planning, however, to utilize the possibilities they would afford in the direction of research in psychology, nutrition, anatomy, and other sciences.

Many of those who are critical of this new movement advance the objection that the nursery school releases parents from their responsibilities. What the nursery school did in point of fact was to demonstrate the inadequacy of methods of training frequently used. Nothing resembling a constructive program could be carried through if the effect of providing the child with suitable surroundings and consistent discipline during the day was bound to be neutralized at home over night. With this in view, *the training of parents to facilitate their cooperation with the schools became one of the aims of the child study movement.* There existed already certain types of parent and adult education, grownups having at last rebelled against the idea so often expressed by, "I am too old to learn that now." Fired with the idea that there need be no limit to the learning period many groups had set about the task of training themselves.

The approach to parent education today should be that of stimulating independent thinking, of fostering by this means and by directed reading the growth of an attitude, rather than advising or prescribing for individual problems of child management, which is what grownups are inclined to expect.

Members of parent education groups and nonmembers frequently make use of a consultation clinic and in this connection it is enlightening to those who are still asking the question "Why study our children?" to notice the different attitudes displayed by these two classes. The former have already begun to think objectively about their difficulties: "I had not realised that regular habits of eating and sleeping might have a significant influence upon habits of studying and playing;" "I thought that children knew how to play by instinct and that this at least did not require teaching and guiding." The parent is now engaged in an illuminating and fascinating occupation similar to that of the actor. He is studying the situation of which he himself is a part. If he can achieve the actor's temporary emotional detachment from the situation while he is considering it, so that he can view his own behavior impartially, his contribution to the progress of child study will be greater because it is more intimate than that which could be made by anyone else with reference to the same circumstances.

At the presentday the three main points of emphasis in child study are: first, the need for training in the basic physical habits; second, the importance of emotional control; and third, the significance of the relationship of parent and child.

But in spite of all that magazines, books, lectures, and radio talks may supply in the way of advice and warning on the subject of child training, are parents requiring help with their children? There are many who ask, "Why this furore when we grew up without any more help than the love and commonsense of our parents?" And so again, "Why study our children?"

In striving to answer with the implication that such study is necessary it must be pointed out that changed conditions require changed tactics. Conditions of living are so different from what they were a few years ago that we are faced by a new set of problems. Mechanical inventions have made housework less burdensome, standards of comfort are higher, and the radio and movie have altered the nature of our amusements. There are people who have not adjusted their thinking to harmonize with these changes. In a pioneer society the effort required to secure the necessities of life called for courage, perseverance, and energy. Children had to cooperate in order that the work of the house might be done and this cannot be remedied today by assigning a few artificial duties to the child. Only a thorough comprehension of present conditions can enable us to plan a satisfactory social discipline for our children.

Among these conditions a changing attitude towards authority is noticeable. *Government by knowledge* is supplanting the "instant obedience" school; the development of the capacity for making independent judgments rather than the ability to respond at once to commands.

There is yet another thing which stimulates parents to study their children. Whereas they used to think themselves blameless or the victims of divine visitation if their children turned out badly or were subject to illhealth, they are now beginning to suspect that their own methods may have had something to do with it. Instead of being released from responsibility they feel it more.

This brings us to the relation between parent and child. The fact that they are born at different times makes an insuperable difference in attitude which is better recognized and studied than ignored, as escape from its obligations is impossible. In learning to understand ourselves, how we acquired our ideas on child training, whether they are a revolt against or an imitation of the methods to which we ourselves were subject, how our outlook on life has been affected by attitudes established in childhood—in finding an answer to these queries we may also find the key to our children's problems.

During all the present clamor about child study it is well to remember that the basic foundation of this is knowledge of children. The real task that the psychologist has to perform is to find out more about the child. The psychologist studies the child to find out and the parent studies the child in order to make life more interesting and more peaceable. Scientists and research workers should keep in mind that the actual fund of knowledge about children is still very meager and that there is a genuine danger that practise will far outstrip data.

Most of us would admit that we would like insight into the behavior of our children. How can this better be attained than by study, which brings us at least to some extent into the detached and objective attitude of the spectator? Such an attitude makes it possible, even for one in the intimate relationship of a parent, to step out of a situation and thus to understand and control it in a way which would be impossible if he remained emotionally linked up with it. To study our children and acquire this capacity for insight will be a sure means of strengthening affection through saner understanding in the same way that sentiment finds its backbone in friendship.

WE ARE LEARNING to look upon the education of the child during the preschool years as an asset or the lack of it as a liability to the welfare of the state.—President Uel W. Lamkin, Maryville, Missouri.

Fear, a Mental Health Hazard

CLARA BASSETT
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IN ANY SCHOOL SYSTEM such clamorous problems as the child who frequently lies, the youngster who takes things which do not belong to him, the pupil involved in sex offenses, or the obviously defective child are almost certain to be considered in need of special help and understanding. Very soon in their career whatever constructive forces there are in the community are focused upon them in an effort to meet their needs. This is not the case, however, with one whole group of problem children from which many suffering from serious mental conditions later drift into the psychiatric clinics.

The timid, shrinking child who is rigid with fear, the shy, selfconscious youngster unable to make friends or to play with others, the child who is always by himself, withdrawn and absorbed in his daydreams, while usually causing no trouble in school, are often far more serious problems from the standpoint of mental health than the obviously delinquent children. In the dank soil of such a fear-ridden, repressed, unhappy, and shut-in childhood frequently develops a chronic mental disease known as dementia praecox, which fills our state hospitals with young patients whose malady is very difficult to treat successfully. Even though many of these timid children do escape a serious mental breakdown, their lives are in danger of being permanently characterized by fear and worry, inability to make friends or to have a good time, a sense of being different, and a marked feeling of inferiority and inadequacy.

It is very difficult for the teacher to believe that these children especially need her help because she often values them as her "model pupils." Their exaggerated conscientiousness, their pathetic eagerness to please, their desire to conform in every way to the rules and regulations, their excessively careful and often superior performance in their school work, and their quiet timidity all seem to the teacher, shepherding a noisy, restless flock of forty or fifty children, to be the very image of a perfect pupil.

David was a finelooking, wellbuilt youth of seventeen who came to the clinic alone because he was "afraid of losing his mind." He hid behind his hand as he talked in a low monotonous voice, jumped when someone came up behind him, and complained of indigestion, eye trouble, nervousness, inability to think, vague fears and worry, great embarrassment when with other people, inability to make friends, a painful lack of confidence in self, and a feeling of being watched.

It was obvious from the combination of his symptoms that David's mental condition was serious, that unless something was done immediately hospital care might be necessary. His parents were visited at once. They refused at first to believe that the boy was really sick and kept repeating what a good, quiet boy he had always been, never causing them an hour's worry and that his teachers, too, had always said he was a model pupil.

The parents of the boy were in fairly comfortable financial circumstances, kindly, and eager to give their three children every advantage in their power. Their life revolved about their home and children, especially the mother, whose life was limited to the household and the children to whom she was abjectly devoted. The mother said with dramatic gestures and tears in her eyes, "I have always been too crazy about my children; they are all little babies to me; sometimes I think it seems too much, for they even ask me to cut their bread for them."

Paul, the oldest child, age nineteen, was a jaunty, handsome young man, who had always been outstandingly successful in school and in athletics and games. He had many friends among both boys and girls, went out to parties and dances, and was very successful in his work with an advertising agency. He had escaped the clutches of his mother's smothering devotion because David, born a year and a half later, required her attention. Consequently he had been left free to develop a normal, balanced personality.

David was not well as an infant and his mother lavished on him every care and attention. As the baby of the family he was indulged and petted and was the center of the stage until, when he was five years old, his sister was born. Almost overnight the spotlight of attention and affection shifted to the new baby and he was left shivering out in the cold. David was suddenly rebuked, expected to be quite grownup, and to give up his baby ways which had been previously encouraged. At the same time he was sent off to school. He had never been permitted to play with other children and now he was thrust into the midst of thirty. Instead of having the sole attention and affection of his mother, he now had to compete with twenty-nine lusty and pushing youngsters for the attention of the teacher. The teacher was irritated at his babyish ways, his helplessness, and his inability to take his part with the other children. The other children didn't understand his shyness, fear, and withdrawal from their activities. They thought he remained away from their games because he felt "stuckup" and superior. They called him a "sissy," a "bookworm," and with the ruthlessness of childhood excluded him from their fun so that throughout his school life he was left alone.

After this bad beginning David dragged disconsolately through school, quiet, obedient, submissive, never learning to make friends, unnoticed by the teachers, always alone and absorbed in his own thoughts. After school he went on long walks alone, sat alone in the movies, spent long hours in the library dreaming over books, or sitting at home inactive.

Another element in his difficulties was the fact that both his parents and teachers frequently compared him unfavorably with his successful brother. Night and day he heard the refrain, "Why can't you be like your brother?" To be like his brother was the one thing he most longed for but he had not the slightest idea how it could be accomplished and these admonitions merely added to his feeling of helplessness and hatred for his brother, to whom he had not spoken for two years. The brother reacted to the situation by behaving in a very superior manner, snubbing and twitting David when not disciplining and bullying him. As a result David felt something was wrong with him, that he was a complete failure, that no one liked him; he was hopeless, sensitive, easily discouraged, and filled with fear in the presence of others and especially paralyzed in the presence of girls. Physical examination of David was found to be negative and psychological study

showed him to have an intelligence of high average grade.

Usually children like David develop because of mistakes in handling during the first few years of their lives. Sometimes too much affection and unwise shielding from contacts with other children, too much clinging to mother for protection, too few opportunities for independent experience which develops confidence and a knowledge of his environment play a causative role in the child's development. Mothers often unconsciously encourage this early timidity and dependence because they enjoy petting and sheltering the child. Thus the child often finds it impossible later to feel at ease in the world, because nowhere does he find the same fostering, uncritical care as lavished on him by his indulgent parents and his experience has been so limited that he is bewildered and has acquired none of the technics necessary for meeting life.

More frequently too much harsh criticism, nagging, and repression, the frequent use of fear and threats, too little emphasis on spontaneity and joy, early darken the small life and fill it with shadows of fear. Unfavorable comparison with brothers and sisters or friends, a secret feeling on the part of the child that he is not wanted or not loved by his parents, or that his brothers and sisters are their favorites, or that his companions don't like him, may lie at the beginning of the difficulty. His deep feeling of inferiority may be based on a real or imagined physical defect about which he is extremely sensitive. Sometimes the root of the trouble may be traced to constant criticism on the part of adults because of bedwetting or to the child's excessive worry and fear over some secret habit. Inability to satisfactorily measure up to the expectations and demands of his parents or teachers may contribute.

The timid, fearful, seclusive child like David needs the prompt and sympathetic assistance of some interested adult. *He cannot help himself.* The first step, perhaps, is to get really to know the child, to become acquainted with his inner attitudes and feelings. This will require time and patience because psychologically the child habitually runs in and slams and bolts the door, so to speak, against anyone who approaches him. He must be coaxed out of his shell. He must be surrounded by such a warmth of love and approval that he will venture to open the door and peek out and later even step out in the open for a few minutes at a time. With sympathetic understanding, constant encouragement, and repeated evidences of uncritical affection he may be gotten to express his inmost feelings about school, his reactions to companions, parents, brothers, and sisters, and to unburden himself about his secret worries and thoughts. The number of secret worries such a youngster may harbor unknown to anyone around him is often amazing and tragic in its possibilities for silent suffering. The modification or removal of the chief causes of the problem must next be considered.

THIS is the 36th article THE JOURNAL has published on Mental Health. These articles are part of the library of every member who has formed the valuable habit of saving THE JOURNAL file. Among the excellent articles which have appeared in past issues are:

***Clara Bassett*—School Success, an Element in Mental Health (Jan. 1931); Understanding the Problem Child (Dec. 1930); The Teacher's Approach to the Problem Child (Nov. 1930); The School's Relation to Mental Health (Oct. 1930).**

***J. Mace Andress*—Mental Health and the School of the Future (June 1930); The Physical Basis of Mental Health (May 1930); Mental Health and Learning (Apr. 1930); The Mental Health of the Adolescent (Mar. 1930); On the Threshold of the School (Jan. 1930); The Mental Health of the Teacher (Nov. 1929); The Mentally Healthy Child (Oct. 1929).**

The child's selfconfidence and assurance must be carefully and systematically cultivated. He must be weaned away from his preoccupation with books, his solitude and daydreams. He must be patiently taught more or less concretely the art of making friends, beginning with the cultivation of one or two and extending outward until he is able to hold his own in groups. The person helping the child must actively arrange situations which will make personal contacts with other children easy, by inviting one or two in for supper, to stay all night, or to go on a picnic, and the like. At first the adult will have to be in on these affairs to encourage and to assist, but as the child gains facility in making friends the adult may gradually withdraw.

Much commendation and opportunity for the active exercise of any special ability or talent is a great aid in this process. Lessons, accompanied by copious encouragement, in swimming, games, or dancing, help greatly in developing the child's ability to use his body spontaneously and happily, which in turn results reflexly in less mental tension, fear, and selfconsciousness. Special care should be taken to help the child to become acquainted with the opposite sex and to make friends with individuals his own age.

If the child's problem is based on a definite physical defect this whole matter should be talked out with him. Instead of wasting his energy and emotion on bitter and fruitless rebellion against the inevitable he must be helped to achieve a right acceptance of the handicap as a discipline which can be made to yield gracious returns in an enlarged sympathy, a deeper understanding of others, a gentleness and consideration which will endear him to all.

In short, everything in the child's life which emphasizes fear, flight, and absorption in phantasy should be eliminated so far as possible and emphasis placed on every little element which cultivates selfconfidence, selfexpression, independence, spontaneity, joy, and social feeling. The child must be slowly and patiently won back to the group and he must be lovingly taught how to find his place and function in it, for only there will he find the satisfaction of work, friendship, love, and service. The way of solitude leads to tragedy, isolation, and perhaps a serious mental disease.

The process of treatment will not be easy, for the child will be inclined to pull back at every step. He will find many plausible excuses in his effort to escape the new and difficult situations to which he is exposed and to which he feels unequal. But if the treatment suggested is applied lovingly, patiently, and with persistence the effort will be rewarded by a transformation in the child.

As his fears slowly vanish and his selfconfidence develops he will become less sensitive to criticism and will have a less intense need for conformity. Cultivation of friendships, increased participation in recreational activities with children his own age, and the development of new interests decrease his unhealthy absorption in school work, reading, and daydreaming. His face will display more animation and interest. He will be more colorful and better able to express himself and his emotions. In a word, the child will have developed from a lonely, sad onlooker to an eager participant in the game of life.

Environment and Character Education

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Teachers as well as patrons of the public schools have subscribed too easily to the idea that situations demanding character education are more prevalent in schools located in poorer districts than in those of better environment. There have been teachers in schools where children have "a good background" who would make gestures of shuddering horror at the idea of teaching the children of the underprivileged classes. And teachers in poorer schools have been known to look enviously upon these fellow pedagogs and to sigh, "Of course, *you* have no discipline problems."

Bill, from the neighborhood in which gutters are gutters, because of his soiled clothes, his unwashed neck and ears, looks plain "tough." The inexperienced observer would naturally assume Bill to be a member of a "gang" and an adept at directing a rock from a hidden nook in the alleyway straight to the window of the corner grocery. To the inexperienced teacher Bill, with his tousled hair and grimy face, is either a thing from which to flee or a source of inspiration. "Think of the good one can do in that school!" is a frequent fervid comment of the beginning teacher imbued with the missionary spirit.

Horace, jr., on the other hand, who comes from the environs where golf, installment plans, and contract bridge vie with the school in preparing him for his place in a civilized society, saunters into the schoolroom immaculate as to blouse, ears, and teeth. Cleanliness, at least, he has in common with the angels. "Of course," announces the inexperienced teacher, "we have no discipline problems in our school." At which moment Horace, who has learned the fine art of looking as though he had long since outstripped the Joneses, might be heard saying to Reginald Jones, jr., "Huh, your dad's new car's only a six, isn't it? My dad's going to get an eight." A character education situation? Well, no. For there is Horace's clean blouse. A little childish rivalry, perhaps, and "we are all human, you know." Horace and Reginald are standardized as to blouses, signs of ablutions, and toothbrushes. To the unsuspecting, they radiate an atmosphere of upper middle-class piety—and it becomes easy to dismiss the character education problem with a serene, "Of course, in our district, we don't have the character education problem that you have. Our children all come from better homes. Our homes always cooperate."

Teachers have a profound stake in the environment which surrounds children. By the very nature of their occupation they are concerned with every advance which means better housing, adequate playfields, abundant parks, the abolition of gambling, the overthrow of vice and crime, the elimination of poverty, and the conservation of health. By giving a little time as citizens to the solution of these community problems teachers can help to remove the millstones of vicious surroundings from the necks of children.

And Horace, having by environmental processes learned how to keep his better foot in evidence may, under the very eyes of the school, develop into a clever hypocrite; his clean blouse, wellcombed hair, and pretty manners ministering agents in maintaining an illusory aura of virtue.

Teachers cooperating in the character education survey in those Denver schools representing the extremes of our social environment have, however, been able to see beyond the obvious. Interviews with teachers in a school located in a neighborhood of flower-filled porch urns and striped awnings, brought out such admissions as the following:

"I meet the mothers of the children but they usually put on a 'front.' I seldom get at the real home situation." "The children in our school are trained to keep still about home."

And many teachers in schools drawing their pupils from the submerged strata of our society will say:

"Our people are all right—once you get to know them." "We have been able to do a great deal in this community by creating a little community spirit." "We have very few discipline problems."

The diaries kept by a selected group of elementary-school teachers of Denver during the week in which a survey was made reveal a startling similarity in the character situations in schools representing the two extremes of society. Incidents almost identical in nature and handling occurred in both types of schools.

True, a few diaries kept by teachers in schools of the better districts showed a tendency toward abstractions and generalizations, toward assuming character values without definite proof. Again the specific instance was dealt with in more vigorous terms in schools of the poorer vicinities. But the only great difference in the diaries from these contrasting schools lies in the matter of physical cleanliness, the influence of which is only too evident in both types of schools—its presence on the one hand deceiving the teacher into assuming that "all is well," its absence, on the other, misleading the teacher into an assumption of sins as black as Bill's hands.

For the most part, however, the instances related in both types of diaries are surprisingly similar in number, nature, length, and detail involved.

From a school located in one of the poorer districts comes the following story:

Fannie J., a ten-year-old colored girl, was the terror of the neighborhood. With her temper tantrums she ruled her own household and intimidated the children. . . . When she couldn't have her own way, she kicked the wall and shrieked like a siren. The whole school knew that Fannie was on a "tear." . . . I took my class out of the room and put a chair against the door so she couldn't get out, drew the blinds, and left her to herself. Without an audience, Fannie's shrieking soon died down.

Here is a story from an elementary school in one of Denver's wealthy districts:

The "show baby" of our group is a constant example of what unrestrained conduct means. She learned when an infant, evidently, to get what she desired by screaming for it. For several weeks she will make little trouble, then shows all signs of an impulsive animal nature. For days she will be quite tractable toward her associates, then breaks every promise and loses all control. Isolation and a complete ignoring of the child seem to be the only remedy.

In a diary from a school located among railroad tracks and tumbledown houses we read:

Several children tattled today. They were

taking care of others and forgot to do the right thing themselves. We concluded that tattling was a bad habit and offenders and tattlers alike were deprived of privileges.

The incident is tallied by a story from a school where the liveried chauffeur is a common sight:

Four boys were coming down the hall making no attempt to conceal their anger. . . . The boy who seemed most angry was spokesman. "Charles is a council member for our class," he said, "and he has just reported us for fighting on the grounds. That is all right, for we were fighting. But he is the one who started it and he didn't report himself. Wait till I meet him in the alley tonight."

Down in a district that has long since forgotten its better days, a teacher writes:

During recess, a little kindergarten boy was reported for swearing. Everyone was horrified and as the attitude of the group seemed to surprise and shame the offender nothing more was said.

And the same story comes from a district where incomes are told in terms of five figures:

A little girl who received a conduct slip for swearing came to me weeping and assured me that this was the first such slip she had ever received.

From a school where slant-eyed orientals, Mexicans from the beet fields, and colored folk vie with poorer white children in matters of patriotism, comes this story:

Two Spanish-American boys failed to stop playing or to salute during the flag-raising this morning. Several children were indignant about it. "Frank and Mike did not salute the flag," said Pedro, another Spanish-American boy. "They didn't stop playing marbles either," said another. "May I tell him why we salute *our* flag?" breathlessly questioned Kai, a little Japanese. And the two boys were told in no uncertain terms about the honor due the flag.

And from a neighborhood of prim box hedges and pert gables, a teacher writes:

As we were about to begin our music lesson this morning, a boy asked if I would please play, "The Star Speckled Banner." Then he looked around, seeming to expect the class to be amused. He was disappointed, for most of the children sensed the lack of respect shown by the boy.

John, who lives in a district down between the river bottom and the county jail, is a leader:

He wants to lead all the time, and his ideas are such that his leadership would be profitable to others if they were all followers. When John does not get his own way, he sulks, pouts, and goes off by himself.

Contrast John with Mary, who lives on a parkwayed boulevard:

Mary, who is seven years old, wanted to be chairman of a committee. Mary is extremely enthusiastic about building a house for the *Three Little Pigs,* our project for the 2A group. The class chose Rodney for chairman. Mary flounced out in a temper, started to cry, and slapped Rodney. "If I can't be chairman, I won't be anything."

THE NEED *for smaller classes*—A pernicious influence is showing its head in American education. It is the false notion that somehow classes can be made larger. It is all the more difficult because it seems to have some scientific foundation. There have been a few investigations — all of them dealing with petty accuracies—which appear to indicate that it is possible to teach a larger class in the drill subjects more effectively than a small class. These experiments may be entirely reliable so far as they go but they hardly go an inch down a road that is a mile long. The petty accuracies are the least of education and anyone who knows schools can see that teachers are already overloaded to the point where it is almost impossible for them to maintain that close contact with homes and that association with each young life without which education is a farce.—J. E. M.

From a neighborhood where architecture is a mere matter of four walls and roof, these stories were received:

Pauline, who does not take physical education, has been spending her time in the gymnasium while the other children were at play. Today we discovered that she had been taking various articles and money from the box for lost and found articles.

Florence and Henry had a scuffle over a pair of scissors. "He took my scissors and gave me his."

And the echo of these incidents comes from a vicinity where the walls of Spanish and Italian bungalows vie with the rainbow in their color effects:

A second grade boy reported that another boy had taken money from him in the gymnasium.

Mary, a new girl, was assigned to work at the same table with Betty. At the end of the period, Mary said that Betty had taken her paint brush. I found upon investigation that there were two brushes and that both girls claimed the new one.

The diaries of the two types of schools continue to reveal similarities in the teachers' appreciation of the contribution to character education made possible by subjectmatter, socialized recitations, group work, and the project. In only one way do the diaries reveal any conspicuous difference. This difference lies in a seemingly greater appreciation of positive character education incidents on the part of the teachers in the poorer districts than on the part of the teachers of the wealthier communities.

From the diaries of the poorer localities come numerous stories like the following:

Opal asked if she might be permitted to hang up the wraps of some of our more "hasty" children.

A child noticed that she was standing in the teacher's light. She stepped aside and pardoned herself for "shutting off the light."

The children had been making clay animals, some of which were on the window sill. Robert noticed these would be a hindrance to the custodian who had come in to wash the windows. He stepped up to the window and removed the animals.

A bottle of milk was spilled. Without a word from the teacher Frank ran to the cupboard, got out a cloth, mopped up the milk, washed the cloth, and wrung it out.

Last week a 6A boy brought a bird with an injured wing to school for our care.

Such incidents, though not entirely absent from the diaries representing the better districts, are so frequent in the diaries from the schools of the other social extreme that some element of difference is indicated. Perhaps the teachers of less fortunate pupils are more alert to such situations. Perhaps the teachers of the gold-spooned children take such incidents for granted; and yet the equal emphasis placed on incidents of a negative nature will hardly permit such an assumption.

If any conclusions are made possible from a comparison of character education incidents in these two types of schools they must certainly lead us to the decision that a character education program may be essentially the same for the child of Judy O'Grady and the son of the Colonel's Lady.

I THINK we may assert that in a hundred men there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. The least and most imperceptible impressions received in our infancy have consequences very important and of a long duration. . . . We may turn the minds of children to what direction we please.—Locke.

Guidance in Reading

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IN THE DECEMBER 1930 JOURNAL, pages 287-8, my article pointed out that an improved program of instruction with respect to reading includes at least five unique features:

> A carefully planned series of purposeful activities during the reading period; provision for wide reading in different school subjects; specific guidance in the various forms and applications of reading involved; the organization of reading materials in terms of interesting, significant units or problems; and provision for the development of initiative and excellence in independent reading activities.

It is the purpose of this article to consider the broader place which reading has assumed during recent years in various school activities, to describe the provision made for reading activities at various grade levels, and to discuss types of guidance in reading that are essential.

The rapid expansion of reading during recent years in such subjects as history, geography, and science was strikingly illustrated in an exhibit which appeared in the corridor of the Cleveland Public Library in 1929. On one side of the exhibit case was an open copy of *A History of the United States* by Thomas. Beneath it appeared the statement, "Twenty-five years ago history was taught through the use of a single text." In the center of the case hung a large map of the United States. Above it appeared the legend, "The Making of Our Nation." Leading from numerous points on the map were ribbons which were attached to many books containing interesting accounts of important historical events. On the right-hand side of the case appeared the impressive statement, "Today the library enriches the study of history through the use of many books."

The provision for wide reading in different school subjects has obvious values. In the first place, it greatly enriches instruction. As pointed out by Judd, the true method of training pupils is to give them direct contact with nature and with social life about them and then to provide opportunity for them to extend their experiences thru reading. Bobbitt supports this view by emphasizing the value of reading as a means of familiarizing pupils with the world that lies beyond their immediate environment. Other educators have pointed out repeatedly the fact that the information which pupils should secure today in each subject is so broad that it cannot be obtained from a single book, if indeed it can be from many. Furthermore, experiments show clearly that much reading in a given field not only contributes a wider range of information but also provides more permanent and lasting impressions than can be secured from a single text.

Wide reading also promotes the development of desirable reading interests. As pointed out by Ayres and McKinnie in the Cleveland survey,

> The reading that produces the greatest educational returns to young people is the reading of books chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, manner and customs in other lands, and the like. When children are brought into contact with enough and good enough books of these sorts, life-long habits of intelligent reading become fixed.

It is apparent that teachers of the content subjects have unique opportunities to stimulate interest in many important problems and to promote the development of permanent habits of diversified reading.

In the past, reading materials were used very little in enriching instruction below the fourth grade. Today much reading is introduced from the beginning in schools that have adopted progressive methods. Even before pupils can read from books they often read from the blackboard directions that relate to the activities in which they are engaged or sentences that summarize interesting facts that they have learned. As pupils make progress in learning to read they should be provided with mimeographed or hectographed accounts of some of their class experiences and with directions for use in the study of important units of work.

During the middle and latter part of the first grade, teachers should make increasing use of simple books relating to the topics or problems studied in such fields as the social studies, science, health, number, and art. The books used should be carefully coordinated in difficulty with the material read in the reading class. Children are thus introduced early in their school life to printed materials relating to the great fields of experience that merit emphasis in elementary education. Thru careful guidance in reading such books, pupils should acquire the basic attitudes and habits involved in reading various types of informational material. During the second and third grades the use of such books should be greatly extended, thus providing a broad informational background for the work of the middle grades. Furthermore, children should engage during the second and third grades both in careful reading under guidance and in free recreational reading. The former promotes the development of valuable reading and study habits in specific fields; the latter stimulates permanent interest in independent reading.

During the fourth, fifth, and sixth grades at least four types of reading material should be provided. *First,* as a rule, there should be a carefully prepared text which presents an organized and sequential view of the problems to be studied. *Second,* there should be many supplementary books both in the classroom and in the library from which pupils may acquire a wealth of valuable information and vivid, lasting impressions. These books should vary in difficulty in order to provide adequately for the various levels of reading achievement represented in the class. *Third,* there should be interesting, attractive library books at hand relating more or less directly to the problems or fields studied which may be read independently during free periods. *Fourth,* there should be magazines, newspapers, and bulletins of various types from which pupils may secure needed information on frequent occasions.

In junior and senior high schools even wider provision of reading materials should be made in each subject. As an example of desirable types the classroom equipment of an instructor of community life is summarized briefly: basic texts [30 copies]; parallel texts [175 copies]; supplementary books [100 copies]; mimeographed material [60 guide sheets for the course]; magazines, pamphlets, bulletins, reports, folders, yearbooks [8 filing case drawers full]; newspaper and magazine clippings, pictures, cartoons, posters, drawings, charts [in classified folders in classroom files]; copies of pupils' individual projects [completed during previous

terms]. Such materials, when supplemented by the opportunities of a school library, enrich instruction, provide training in various types of reading activities, and lay the foundation for broad reading interests.

As the materials of instruction have been enriched during recent years in the content subjects, the uses and applications of reading have expanded rapidly. For example, studies made in the middle grades have revealed many uses of reading of which the following are typical: finding answers to thought-provoking questions; selecting facts which relate to a problem under discussion; discovering problems for additional study. In an investigation at the secondary-school level Monroe discovered a wide range of purposes such as the following:

> Preparing a summary containing the central ideas of the materials read; extending one's range of general information by reading much material directly related to a given subject; discovering reading materials relating to topics under discussion; securing a clear comprehension of the significance of each word in a concisely expressed statement or principle.

As the uses and applications of reading have expanded during recent years, two very significant facts have been discovered through careful studies and experiments. The first is that general training in reading does not insure efficiency in all the forms and purposes of reading required in the content subjects. There is some transfer, to be sure, for which we should be grateful. The only guarantee of efficiency in specific reading situations, however, is wellplanned guidance and training until adequate attitudes and habits have been developed. The second fact is that the purposes, forms, and applications of reading differ notably in different subjects. It follows that guidance in reading must be provided in all school subjects and activities that involve reading. Every teacher in both the grades and the high school, therefore, is a teacher of reading in the sense that he provides pupils with wide opportunities to read, gives specific training and guidance in the various forms and applications of reading required, and stimulates interest in recreational reading relating to the fields studied.

Without doubt one of the most challenging problems today with respect to reading relates to the types of guidance that should be provided in the content subjects. Six types will be described briefly:

[1] *Continuous guidance in the application and refinement of fundamental habits of interpretation*—As indicated in an earlier article, the reading period is primarily responsible for the orderly development of good habits of interpretation. It is obvious, however, that the reading period can do little more than lay the foundation for good habits. Experience teaches that these habits become thoroughly established and are developed to a point of excellence only as they are applied under guidance in various school activities. To this end, teachers of the content subjects should provide real motives for reading, should stimulate a thoughtful reading attitude, should make wellplanned assignments which will challenge a maximum of good thinking while pupils are in the act of reading, and should frequently provide supervised study periods in which specific guidance in reading and study activities will be given.

[2] *Guidance in attaching to familiar words new meanings that are essential in given subjects*—It is often assumed that when pupils have learned to recognize the pronunciations of words they are able to interpret accurately the meaning of any passage in which these words appear. Such is not the case, however. Contrast, if you will, the common meaning and the geographical significance of the following words: *pass, divide, coast, deep*. One of the important obligations of teachers of the content subjects is to aid pupils in attaching appropriate concepts to words that have special meanings in their fields.

[3] *Guidance in the recognition of the meanings and pronunciations of words used only in given subjects*—The teacher of reading is usually responsible for developing independence in the recognition of the meanings and pronunciations of words in general reading activities. The teachers of content subjects should build on that training and should provide such guidance as will acquaint pupils with appropriate sources of help on specific and technical words in their fields and develop accuracy and independence in their use.

[4] *Guidance in acquiring power and excellence in types and purposes of reading peculiar to specific subjects*—The teacher of reading devotes much time to training pupils to read for purposes common to various subjects, such as answering factual and judgment questions, selecting important points and supporting details, and securing information that relates to a given problem. In addition to improving and refining these habits when applied under their direction, the teachers of content subjects are directly responsible for initiating and carrying forward training in reading for purposes peculiar to their subjects, such as finding what is given and what is to be found in an arithmetic problem, reading and interpreting maps in geography, or judging the validity of printed statements in the light of fundamental principles in science. Each subject has many specialized reading problems which must be clearly recognized and provided for.

[5] *Guidance in overcoming specific difficulties in the forms and applications of reading in given subjects*—The fact is widely recognized that the reading teacher should make continuous studies of the progress, difficulties, and needs of pupils with respect to fundamental reading habits, and should provide appropriate corrective and remedial training. Similarly, teachers of content subjects should study regularly the difficulties of pupils in the various forms and applications of reading in their respective fields and provide the necessary corrective and remedial training. This recommendation departs radically from traditional practise. Investigations show clearly that such steps are indispensable.

[6] *The cultivation of increasing standards of excellence and superior achievement in reading activities in various school subjects and activities*—The need for higher standards is universally recognized. They can be rightly conceived and fully attained only as teachers of all subjects cultivate pride on the part of their pupils in superior achievement and provide daily stimulation and guidance in attaining them.

THE FOOD OF THE MIND—The impressions one allows to pour into his mind determine its fiber and its quality. One should as surely avoid the trivial and the vulgar as he would avoid smallpox. One would not think of putting poisoned food into his body; still less should he think of putting poisoned food into his mind. The man who gorges his body to excess we call the glutton. He is a pitiable figure choked by his own fat. Even more pitiable is the man who gluts his mind until fatty degeneration of the brain and the choking of the higher impulses destroys his most precious possession. It's the brain that counts.

The Enrichment of Adult Life

ARTHUR DEAN

GOING TO SCHOOL and getting an education are two different things. We have seen people who went to school so much that they missed getting an education. There are many others who are intelligent beyond their schooling and not like some highbrows who are educated beyond their intelligence.

Some folks have the idea that they are sick of education, when as a matter of fact they had a youthful attack of schooling indigestion from which they have never fully recovered.

Yet these same adults show a real affection for adult education. If they didn't they would not turn radio dials and listen to educational, musical, political, theatrical, and economic programs. If folks were not interested in enriching their lives they would never travel, modernize their farms and homes, read newspapers and magazines, or learn to operate a new gear-shift.

In a very large way we adults have gone back to school—not to the little brick or wood schoolhouse but rather to the radio, newspaper, magazine, club, extension, correspondence, and movietone school. My only point is that much of the education received so informally needs to be supplemented by definite and free public instruction. We who pay tax bills directly or indirectly are just as much entitled to a free opportunity for selfimprovement as are the youngsters.

In fact, you and I know that we really have more use for education than many of our children seem to have. Some day our children are going to use their schooling. Well and good—that's all right. But meanwhile you and I, as adults, could use today an education which we never received.

So I, for one, have gone back to school. I go to a musical radio school and hear Walter Damrosch and symphony concerts. I have enroled in a current-events class and hear Lowell Thomas, Floyd Gibbons, and H. V. Kaltenborn. I attend newsreel schools at movies. I have joined, for two cents a day, a newspaper reading school. My wife attends a parent-teachers association school where she learns about childhood and the practical cooperation between school and home. My secretary goes to a night high school for that academic diploma which she lost in the days of her early schooling. My janitor is studying steam boiler practise by correspondence. Everybody in my personal and official family is going to school—except my dog. His education is finished.

AMONG the many services of the National Education Association in its effort to advance education are the nationwide radio programs which are featured during American Education Week. This article is an address which was delivered over the network of the Columbia Broadcasting System on Saturday morning of American Education Week. The constant interpretation of education, particularly in its newer and broader significance, is the privilege of every teacher. It is surprising how far a little effort in this direction goes; how eager the public is to hear of the fine things which educational workers are doing to make happier people, more public-spirited citizens, better homes, and nobler communities.

Speaking about dogs. The old saying is, "You can't teach an old dog new tricks." Well, you can. I know because I have raised thirty dogs. But generally speaking you can't teach an old dog many new tricks, because he is no longer a student. He finished his education when he finished his schooling.

But adult humans are not dogs. Psychologists have proven that adults can be taught new tricks and that they learn nearly as well as young folks. That's encouraging, isn't it? This means that mother can study French or Spanish as profitably as her high-school daughter; that father, who is now bookkeeper, can study public accountancy and do as well, if not better, than his young son who is learning fractions. If adults could not be taught new tricks there would be no market for inventions, no field for investments, no travel, no radio, no movie, no new ideas. The whole world would be a flat tire.

We are living in a very complicated age. A complicated world involves a complicated man. And that's why some men have failed—they could not learn new tricks in the complications of modern life.

Many working men and women are always hovering on the edge of vocational failure. New processes of manufacturing, new ways of distributing products, and new systems of financing and accounting mean new workers. The old dog who will not learn new tricks must stand aside. It's only those who have the habit of learning, the habit of thinking, the habit of *growth,* who can keep in line with this complicated old world.

I know folks want to grow. Otherwise they would not subscribe for correspondence courses and pay out their own money for a thing which I think they should get for nothing thru the educational system. Surely a paved highway to adult learning is entitled to a bond issue.

I know people are ambitious or else they would not enrol in the "Fly-by-night" and "Hide-by-day" fake schools, which promise to make you a seat-warmer endorsing a thousand-dollars-a-month salary check at a mahogany desk. Why not public funds for selfimprovement of those who support the state by their industry?

THE NATIONAL EDUCATION ASSOCIATION has many important commissions and departments. An especially important activity is that of the National Commission on the Enrichment of Adult Life. This Commission, working under the leadership of James A. Moyer, state director of university extension for Massachusetts, is working out a comprehensive program to encourage the wise use of leisure. This is a problem which can be studied by every teacher and every faculty. Let each school ask itself what it is doing to train for leisure and the continuing enrichment of life.

Instead of playing *upon* ambition for commercialized, selfish, and dishonest ends, let the community play *up* to ambition by helping those who would help themselves.

Why shouldn't mother go back an hour a day or a couple of hours a week to school to study home decoration, French, parliamentary law, care of babies, or whatnot?

Why shouldn't bookkeeper father, who sees himself soon out of a job because a youngster can run an adding machine, go to a free evening vocational school or take a university extension course which will prepare him to learn a new vocational trick in a world full of new tricks?

I like to hear an investment talk, or a speech about economics, or listen to beautiful music over the radio. They stir my imagination and interest. They make me want to grow. I like this listening and seeing education which I am getting while sitting in a comfortable chair. But I need more. I want to attend a class in investments. I want to know the basic principles of economics. I want to learn to play an instrument. Listening and seeing are good but I want to be up and doing. I want a better job, more money, a richer life.

Quite frankly, my own educational requirements at my age are just as important to me as any school requirements of my ten-year-old boy are to him at his age.

I don't see why I shouldn't use the school or the public university for my own education. I don't see how I ever got into the habit of thinking that I was through with education just because I possessed a diploma. The world has grown a great many new tricks since this old dog graduated.

Whenever I get philosophical I like to compare life with a tree. A tree starts small, just as I did. If its roots had been confined to the limits of an iron water pail it would have died, just as I would have died mentally and physically had I been confined to the limits of an iron pail schooling.

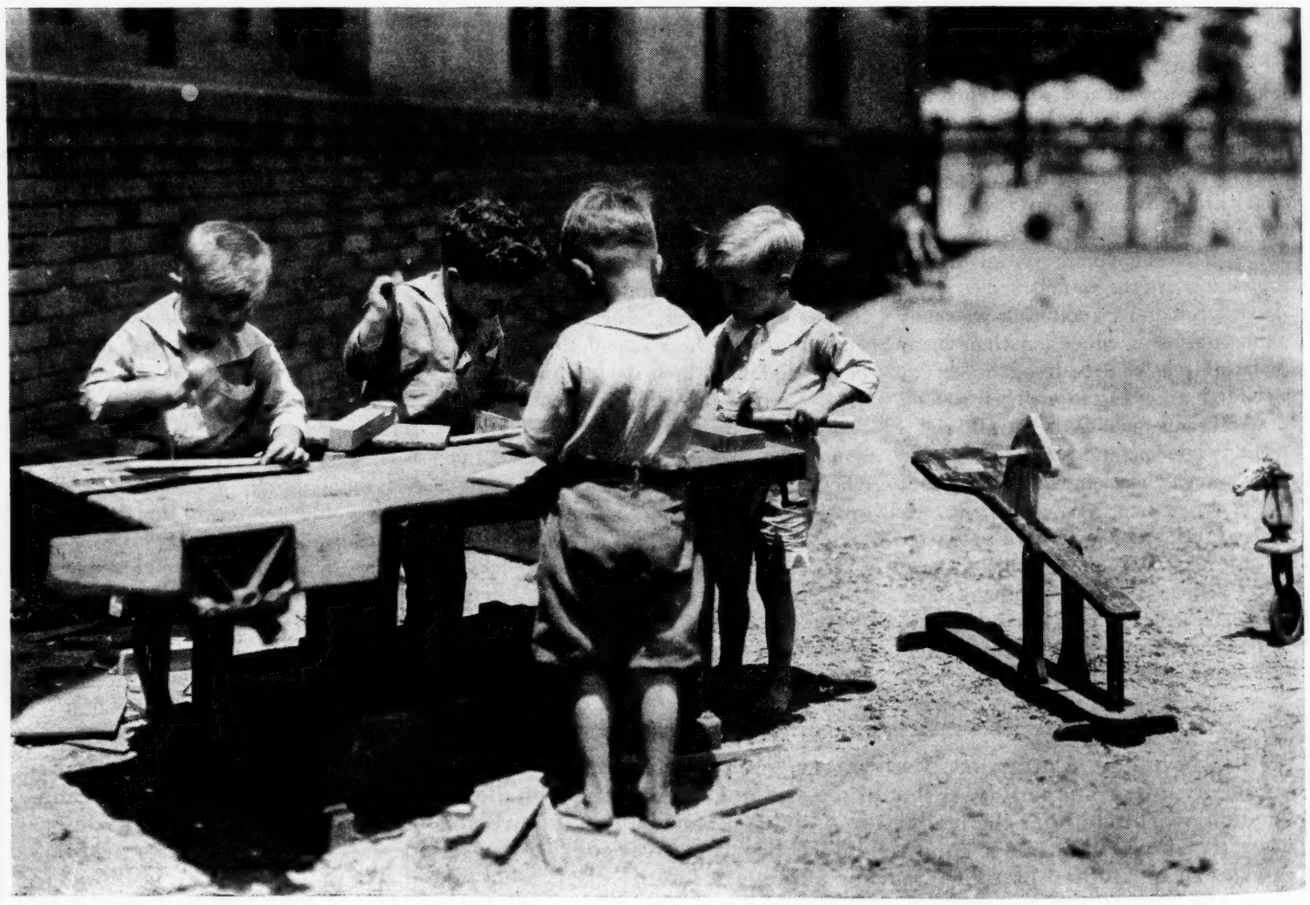
The tree wanted to grow. Its roots reached out and covered new ground. They drew new sources of nourishment. Every foot of new height meant new and longer roots. The tree reaches for the sky, even as you and I. The tight water pail couldn't hold its aspirations. Mere schooling of my younger days cannot hold the nourishment necessary for the growth of my own roots of human desires.

The tree roots cannot break through an iron pail; that's why we plant tree seedlings in paper cups. You and I must look upon our early schooling as being merely of the paper-cup idea. It served a good purpose in starting our roots in a rich soil which gave us the desire to grow *outside of the paper cup*. Those who see no use for further education are existing with their educational roots in the root-bound pails of a childhood schooling.

Paper-cup education is all right for seedling youngsters. Make the soil rich. Help the children to get the habit of learning. Train them to be intellectually curious. Teach them to grow.

But we oldsters are educationally root-bound. We ask increased interest in the public education of adults that we, like our children, may live enriched lives which shall continue to grow.

We oldsters are old dogs but we'll show the world we can learn new tricks if given half a chance.



LOS ANGELES has one of the most remarkable school systems in the world—notable for its vitality, its adaptation to the most diverse needs, its wonderful staff of teachers and school officers, its amazing growth with the rise of the city itself.

Child Health and Protection

HERBERT HOOVER

THE WHITE HOUSE Conference on Child Health and Protection which met in Washington November 19-22 has started a new epoch in child welfare. The material brought together is of the utmost significance. It is to be embodied in a series of books to be published by the Century Co. of New York. President Hoover's address at the opening of the Conference was much appreciated. It follows:

SOMETHING more than a year ago I called together a small group of representative men and women to take the initial steps in organization of this Conference on Child Health and Protection. Under the able chairmanship of Secretary Wilbur and the executive direction of Doctor Barnard, organization was perfected and enlarged until by the fall of last year something over 1200 of our fellow citizens were enlisted from every field of those who have given a lifetime of devotion to public measures for care of childhood. These skilful and devoted friends of children have given unsparingly and unselfishly of their time and thought in research and collection of the knowledge and experience in the problems involved. Their task has been magnificently performed and today they will place before you such a wealth of material as was never before brought together.

I am satisfied that the three days of your conference here will result in producing to our country from this material a series of conclusions and judgments of unprecedented service in behalf of childhood, the benefits of which will be felt for a full generation.

I wish to express my profound appreciation to all those who have so generously contributed the time and thought and labor to this preparation and to you for giving your time to its consideration. The reward that accrues to you is the consciousness of something done unselfishly to lighten the burdens of children, to set their feet upon surer paths to health and wellbeing and happiness. For many years I have hoped for such a national consideration as this. You comprise the delegates appointed by our federal departments and by the governors of our states, the mayors of our cities, and the representatives of our great national associations, our medical and public health professions. In your hands rest the knowledge and authority outside of the home itself.

In addressing you whom I see before me here in this auditorium, I am mindful also of the unseen millions listening in their homes, who likewise are truly members of this Conference, for these problems are theirs—it is their children whose welfare is involved, its helpful services are for them, and their cooperation is essential in carrying out a united and nationwide effort in behalf of the children.

We approach all problems of childhood with affection. Theirs is the province of joy and good humor. They are the most wholesome part of the race, the sweetest, for they are fresher from the hands of God. Whimsical, ingenious, mischievous, we live a life of apprehension as to what their opinion may be of us; a life of defense against their terrifying energy; we put them to bed with a sense of relief and a lingering of devotion. We envy them the freshness of adventure and discovery of life; we mourn over the disappointments they will meet.

The fundamental purpose of this Conference is to set forth an understanding of those safeguards which will assure to them health in mind and body. There are safeguards and services to childhood which can be provided by the community, the state, or the nation—all of which are beyond the reach of the individual parent. We approach these problems in no spirit of diminishing the responsibilities and values or invading the sanctities of those primary safeguards to child life—their homes and their mothers. After we have determined every scientific fact, after we have erected every public safeguard, after we have constructed every edifice for education or training or hospitalization or play, yet all these things are but a tithe of the physical, moral, and spiritual gifts which motherhood gives and home confers. None of these things carry that affection, that devotion of soul, which is the great endowment from mothers. Our purpose here today is to consider and give our mite of help to strengthen her hand that her boy and girl may have a fair chance.

Our country has a vast majority of competent mothers. I am not so sure of the majority of competent fathers. But what we are concerned with here are things that are beyond her power. That is what Susie and John take on when out from under her watchful eye. She cannot count the bacteria in the milk; she cannot detect the typhoid which comes through the faucet or the mumps that pass round the playground. She cannot individually control the instruction of our schools or the setting up of communitywide remedy for the deficient and handicapped child. But she can insist upon officials who hold up standards of protection and service to her children—and one of your jobs is to define these standards and tell her what they are. She can be trusted to put public officials to the acid test of the infant mortality and service to children in the town—when you set some standard for her to go by.

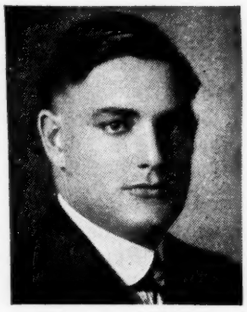
These questions of child health and protection are a complicated problem requiring much learning and much action. And we need have great concern over this matter. Let no one believe that these are questions which should not stir a nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies to direct the energies of our nation to yet greater heights of achievement. Moreover, one good community nurse will save a dozen future policemen.

Our problem falls into three groups: First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, the problems of the delinquent child.

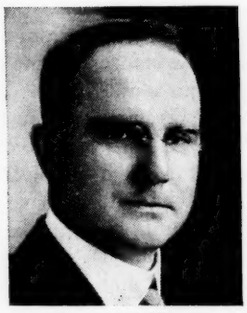
Statistics can well be used to give emphasis to our problem. One of your committees reports that out of 45,000,000 children—

35,000,000 are reasonably normal.
6,000,000 are improperly nourished.
1,000,000 have defective speech.
1,000,000 have weak or damaged hearts.
675,000 present behavior problems.
450,000 are mentally retarded.
382,000 are tubercular.
342,000 have impaired hearing.
18,000 are totally deaf.
300,000 are crippled.
50,000 are partially blind.
14,000 are wholly blind.
200,000 are delinquent.
500,000 are dependent.

Ten Years of Outstanding Professional Pion



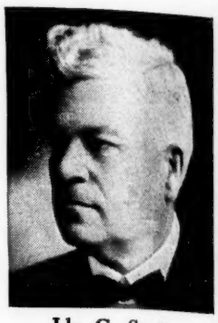
Leonard Power
1921-22



Worth McClure
1922-23

W. T. Longshore
1923-24

Jessie M. Fink
1924-25



Ide G. Sargeant
1925-26

THESE TEN PIONEER PRESIDENTS of the Department of Elementary School Principals of the Natio America. Organized at Atlantic City, February 28, 1921, this group has grown until now it n achievement of the decade outranks in importance this remarkable growth. It means that the boy college and thruout their lives they will do better and be better because a good foundation has bee which they are receiving in the solution of educational problems. It means that 4000 communities ha the improvement of their service; that they are working on the problems of the profession; that the and social advance. All honor to these pioneers! May their tribe increase until every principal in th by 1940. ¶No elementary school principal can afford to be without the bulletins and yearbooks of th of matters which concern the principal and his school. Not to keep abreast of the significant develo among us. The great achievements lie ahead. There are more opportunities for leadership in the ele

And so on, to a total of at least 10 millions of deficients, more than 80 percent of whom are not receiving the necessary attention, though our knowledge and experience show that these deficiencies can be prevented and remedied to a high degree. The reports you have before you are not only replete with information upon each of these groups, they are also vivid with recommendation for remedy. And if we do not perform our duty to these children, we leave them dependent, or we provide from them the major recruiting ground for the army of ne'er-do-wells and criminals.

But that we be not discouraged let us bear in mind that there are 35,000,000 reasonably normal, cheerful human electrons radiating joy and mischiefs and hope and faith. Their faces are turned toward the light—theirs is the life of great adventure. These are the vivid, romping, everyday children, our own and our neighbors', with all their strongly marked differences—and the more differences the better. The more they charge us with their separate problems the more we know they are vitally and humanly alive.

From what we know of foreign countries, I am convinced that we have a right to assume that we have a larger proportion of happy, normal children than any other country in the world. And also, on the bright side, your reports show that we have 1,500,000 specially gifted children. There lies the future leadership of the nation if we devote ourselves to their guidance.

In the field of deficient and handicapped children, advancing knowledge and care can transfer them more and more to the happy lot of normal children. And these children, less fortunate as they are, have a passion for their full rights which appeals to the heart of every man and woman. We must get to the cause of their handicaps from the beginnings of their lives. We must extend the functions of our schools and institutions to help them as they grow. We must enlarge the services of medical inspection and clinics, expand the ministrations of the family doctor in their behalf, and very greatly increase the hospital facilities for them. We must not leave one of them uncared for.

There are also the complex problems of the delinquent child. We need to turn the methods of inquiry from the punishment of delinquency to the causes of delinquency. It is not the delinquent child that is at the bar of judgment but society itself.

Again, there are the problems of the orphaned children. Fortunately we are making progress in this field in some of the states through the preservation for them of the home by support of their mothers or by placing them in homes and thus reducing the institutional services.

There are vast problems of education in relation to physical and mental health. With so many of the early responsibilities of the home drained away by the rapid changes in our modern life, perhaps one of the most important problems we shall need to meet in the next few years is how to return to our children, through our schools and extrascholastic channels, that training for parenthood which once was the natural teaching of the home. With the advance of science and advancement of knowledge we have learned a thousand things that the individual, both parent and child, must know in his own selfprotection. And at once the relation of our educational system to the problem envisages itself and it goes further. *The illnourished child is in our*

eering Among Elementary School Principals

E. Ruth Pyrtle
1926-27

Arthur S. Gist
1927-28

Eva G. Pinkston
1928-29

Herbert C. Hansen
1929-30

Cassie F. Roys
1930-31

atio l Education Association have laid the foundation for one of the greatest professional groups in it n bers more than 4000 of the finest men and women in American education. No other educational boy nd girls in 4000 schools are having a higher type of educational service — that in high school and bee id. It means that tens of thousands of teachers are happier and more effective because of the help es ha a finer type of civic leadership. It means that 4000 men and women have dedicated themselves to the re loyal to its high ideals; that they believe in personal growth and in the possibility of professional in th United States is inspired by a desire to do his part. Let there be 10,000 members in this Department of th Department. In these publications are found the latest results of research and the most recent news evelo ents in one special field of service is to miss the highest joy and success. May the pioneer spirit grow e ele ntary school today than there were in the college a generation ago.—J. E. M.

country not the product of poverty; it is largely the product of illinstructed children and ignorant parents. Our children all differ in character, in capacity, in inclination. If we would give them their full chance they must have that service in education which develops their special qualities. They must have vocational guidance.

Again, there are the problems of child labor. Industry must not rob our children of their rightful heritage. Any labor which stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of joy, and play is sapping the next generation.

In the last half a century we have herded 50,000,000 more human beings into towns and cities where the whole setting is new to the race. We have created highly congested areas with a thousand changes resulting in the swift transition from a rural and agrarian people to an urban, industrial nation. Perhaps the widest range of difficulties with which we are dealing in the betterment of children grows out of this crowding into cities. Problems of sanitation and public health loom in every direction. Delinquency increases with congestion. Overcrowding produces disease and contagion. The child's natural play place is taken from him. His mind is stunted by the lack of imaginative surroundings and lack of contact with the fields, streams, trees, and birds. Homelife becomes more difficult. Cheerless homes produce morbid minds. Our growth of town life unendingly imposes such problems as milk and food supplies, for we have shifted these children from a diet of ten thousand years' standing.

Nor is our problem one solely of the city child. We have grave responsibilities to the rural child. Adequate expert service should be as available to him from maternity to maturity. Since science discovered the cause of communicable disease, protection from these diseases for the child of the farm is as much an obligation to them as to the child of the city. The child of the country is handicapped by lack of some cultural influences extended by the city. We must find ways and means of extending these influences to the children of rural districts. On the other hand, some of the natural advantages of the country child must somehow be given back to the city child—more space in which to play, contact with nature and natural processes. Of these the thoughtless city cheats its children. Architectural wizardry and artistic skill are transforming our cities into wonderlands of beauty but we must also preserve in them for our children the yet more beautiful art of living.

Even aside from congestion, the drastic changes in the modern home greatly affect the child. Contacts of parents and children are much reduced. Once the sole training school of the child, the home now shares with the public school, the great children's clubs and organizations, and a hundred other agencies the responsibility for him, both in health and discipline, from birth to maturity. Upon these outside influences does his development now very largely depend.

The problems of the child are not always the problems of the child alone. In the vision of the whole of our social fabric, we have loosened new ambitions, new energies; we have produced a complexity of life for which there is no precedent. With machines ever enlarging man's power and capacity, with electricity extending over the world its magic, with the air giving us a wholly new realm, our

children must be prepared to meet entirely new contacts and new forces. They must be physically strong and mentally placed to stand up under the increasing pressure of life. Their problem is not alone one of physical health but of mental, emotional, spiritual health.

These are a part of the problems that I charge you to answer. This task that you have come here to perform has never been done before. These problems are not easily answered; they reach the very root of our national life. We need to meet them squarely and to accuse ourselves as frankly as possible, to see all the implications that trail in our wake, and to place the blame where it lies and set resolutely to attack it. From your explorations into the mental and moral endowment and opportunities of children will develop new methods to inspire their creative work and play, to substitute love and selfdiscipline for the rigors of rule, to guide their recreations into wholesome channels, to steer them past the reefs of temptation, to develop their characters, and to bring them to adult age in tune with life, strong in moral fiber, and prepared to play more happily their part in the productive tasks of human society.

There has not been before the summation of knowledge and experience such as lies before this Conference. There has been no period when it could be undertaken with so much experience and background. The nation looks to you to derive from it positive, definite, guiding judgments. But greater than the facts and the judgments, more fundamental than all, we need the vision and inspired understanding to interpret these facts and put them into practise. I know that this group has the vision and the understanding and you are the picked representative of the people who are thus endowed. It will rest with you to light the fires of that inspiration in the general public conscience and from conscience lead it into action.

The many activities which you are assembled here to represent touch a thousand points in the lives of children. The interest which they obtain in the minds and hearts of our country is a turning to the original impulses which inspired the foundation of our nation, the impulse to secure freedom and betterment of each coming generation. The passion of the American fathers and mothers is to lift children to higher opportunities than they have themselves enjoyed. It burns like a flame in us as a people. Kindled in our country by its first pioneers, who came here to better the opportunities for their children rather than themselves, passed on from one generation to the next, it has never dimmed nor died. Indeed human progress marches only when children excel their parents. In democracy our progress is the sum of progress of the individuals—that they each individually achieve to the full capacity of their abilities and character. Their varied personalities and abilities must be brought fully to bloom; they must not be mentally regimented to a single mold or the qualities of many will be stifled; the door of opportunity must be opened to each of them.

May you who are meeting here find in your deliberations new fuel with which to light this flame of progress so that this occasion may be marked with a fresh luster that will set us anew on the road through the crowding complexities of modern life.

The Significance of the Conference

MR. CHAIRMAN, I am sure we have all been greatly inspired by the significant discussions of these days and by the findings that we have had presented to us from day to day. There has been laid during this period the foundation for the most remarkable quarter of a century of progress that has ever come in the history of the world. This Conference has a significance which lifts it into a place of supreme importance, not only in a decade or a century, but in a period of a thousand years.

It is significant, in the first place, because of the noble object to which it is dedicated—the giving of a fair start in life to every boy and girl.

It is noble, in the second place, because it has brought together a vast group of the most gifted citizens of this nation; it has lifted them above the narrow confines of their localities or special fields into one gigantic, cooperative, joint enterprise on behalf of this great, common cause.

It is significant, in the third place, because by its very successful achievement it has given to the conference method of solving our problems a new impetus.

It is significant, in the fourth place, because it has brought together the greatest body of principles and purposes and plans and data that has ever been assembled in this great field of individual and racial advance.

It is significant, in the fifth place, because it is a long step in the direction of a planned America. If ever we are to inspire our young people with that sense of adventure and achievement and cooperation that we have usually associated with war; if ever we are to carry that over into the realms of peace it will be because we have built into the lives of those young people a sense of their opportunity and common destiny and possibility.

We can solve all our petty problems and still we shall be nowhere, unless we have aroused that inspiring sense of our opportunity as a great people. We have the beginnings of it here in Washington, on the material side, in this great development that you see building here in the city; we have the beginnings of it on the social side, in a conference such as this. And the thing I want to say is just this: That this conference, in the end, is worth just the difference it makes in the lives of human beings.

We can go home with these fine reports under our arms and read parts of them but unless each of us in his individual capacity as a worker puts this truth into his work day by day and week by week and year by year, it will fall on infertile soil; and if we are going to put it into operation day by day in our work, with all which that implies in terms of public support, we can do it only as each member of this conference makes of himself a continuing interpreter to the masses of the citizens of this country, of what this means in terms of child life and social advance. We need an entirely new appreciation of human statistics and social research. It is as important to know how many people there are employed and unemployed month by month in the various occupations as it is to know how many hogs were sold yesterday.

We have already too large a gap between the specialist and the mass practise of America. We can never bridge that gap until each teacher [not only each superintendent and each principal] and each parent and each social worker and each doctor who has a vision of a better day is willing to talk and write in every contact of his life to bring that picture to his associates and to the citizens at large.—Joy Elmer Morgan in the Official Proceedings of the White House Conference, *United States Daily*, November 28, 1930.

Teaching Topics on Narcotics

AMERICA is on the eve of a great future. Through the courageous efforts of its pioneers and its marvelous achievements in public education, it has laid a foundation such as no other people ever enjoyed. Americans have not been afraid of difficulties and sacrifices. They have preferred to look forward and upward. Their idealism has been practical and genuine. Out of this practical idealism came the outlawry of beverage alcohol—the most gigantic social achievement ever deliberately undertaken by a great people. The foundation for this advance was laid in the schools. Its continuing success, its ability to survive attack and confusion, its spread to other countries—all these depend on the ideals and devotion of teachers in seeing that young people understand the great advantage of the new system and learn to take pride in the wisdom of our American policy. Ordinarily, it would take 25 years to bring into effective operation a great reform like the outlawry of beverage alcohol. Teachers can shorten this time by helping young people in high schools and colleges to see the wisdom of keeping their bodies and minds fit in this high-powered age. The material in the following pages gives specific suggestions which teachers will find useful.—J. E. M.

THE INSTRUCTION concerning alcohol, tobacco, and other narcotics should be in the main, a part of the general work in training to personal health habits and to promotion of community health and welfare. The keynote should be, "Teach by facts and illustration; not by exhortation."

Ideally, the instruction should be positive and demonstrative. Practically, the persistence of erroneous traditional beliefs about these substances, especially about alcohol, makes necessary concrete knowledge of their nature and effect as reason for practising sobriety.

The choice of material, therefore, involves: (1) recognition of the individual and community advantages resulting from sobriety; (2) correction of current fallacies as to the nature and effects of these substances in which much of their use finds excuse; (3) definite knowledge of modern scientific experiments and observations on this subject; (4) the application of this information to practical conditions of modern life in meeting individual and community problems. There are, for example, industrial and transportation conditions now which make the use of alcoholic liquors very much more dangerous in their results than was the case a century ago. The physiological lesson should be deftly interwoven with the concrete instruction.

The Aims of Health Education

TO INSTRUCT children and youth so that they may conserve and improve their own health.

(2) To establish in them the habits and principles of living which throughout their school life and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life.

(3) To influence parents and other adults, through the health education program for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.

(4) To improve the individual and community life of the future; to insure a better second generation and a still better third generation; a healthier and fitter nation and race.—From *NEA Health Education Report, 1930.*

[How do these aims of health education apply to the teaching of narcotics?]

Facts taught should be graded to meet the interest and psychological development of pupils. Motivation may be given through the appeal to desire for fitness for sports, efficiency in play and work, vigorous health, safety, service to others, character qualities such as selfcontrol, kindness, sportsmanship, selfreliance, duty, reliability, truth, good workmanship, cooperation, loyalty. Incidental training may be given in connection with or through arithmetic, language, history, geography, biography, English, drawing, projects. Much of this information will find its way through the children back into the home and if constructively developed, will often react on the home environment favorably to the child's physical, mental, and moral development.

In this outline positive ideals around which physical facts may be taught are suggested solely as a guide to the teacher but are never to be made a basis for "moralizing." The success of this training will depend in no small degree upon leading young people to discover for themselves from the facts that sobriety has a value which makes it desirable to them in promoting activities or ideals in which they have interest.

Ages six to eight—The health work at these grades emphasizes the importance of using and of choosing healthful foods and drinks needed for growth and repair.

Good drinks for children: Water, milk, fresh fruit juices.

Drinks children should not use: Tea, coffee, soft drinks containing caffein, beer, wine.

Ripe fruits are good foods for children. Fermented cider and wine, which man makes from them, are drinks harmful to children.

Make use of simple facts taught by pictures and stories to small children to help them to understand that in these drinks good food material has been changed into a harmful substance. Use stories, pictures, songs, memory verses; make posters with simple drawings or cut-out pictures with accompanying legends representing positive ideals of abstinence or of using what is healthful and will build up body, mind, and character.

Ages nine to eleven—Continue use of concrete illustrations either from the experience or practise of individuals as Lindbergh and many athletes or from stories of experiments with masses of individuals in games, army marching tests,

HABIT FORMING DRUGS—The National Education Association urges all teachers to emphasize the evil effects of alcoholic drinks, tobacco, and other narcotics upon the human organism. The Association condemns the fraudulent advertising of certain manufacturers in their efforts to foster cigaret smoking. It commends for use in the schools selected periodicals which do not carry tobacco advertising.—Resolution adopted by the National Education Association, Columbus, Ohio, July 3, 1930.

[Prices for reprints of this 4-page feature on the teaching of narcotics are: 1 copy, 10¢; 20 copies, $1; 100 copies, $4; 1000 copies, $30.]

shooting tests, tests of rivalry in accomplishing physical work, experiences of explorers in hot and cold climates. Even some of the simpler laboratory experiments may be understood and their results illustrated by simple charts, posters, or objects.

Use the appeal of hero admiration; sayings of athletic leaders and of men like Franklin, Lincoln, Edison, Nansen, and the like about drink and the advantages of sobriety. Such instruction will helpfully contribute to training in courage to choose what will build up instead of what will tear down.

SPORTS AND ATHLETICS: *The law of sportsmanship*—Playing fair to win by strength, skill, courtesy.

Alcohol, an ingredient in fermented beer, wine, and cider often offered to children, as well as in stronger drinks like whiskey; a narcotic poison which tends to make brain and nerves dull and less able to guide bodily activities properly.

Actual experiences in football, baseball, walking, running, marching, climbing, swimming, target shooting, have shown the advantages of abstinence from all kinds of alcoholic drinks in sports. Alcohol's effects on the body impair strength, endurance [ability to hold out to the end], skill, cause mistakes or carelessness.

Disadvantages of tobacco using in athletics; training rules about smoking.

SCHOLARSHIP: *The law of good workmanship*—The child who is a good worker tries to do the right thing in the right way, and to gain the best possible education to prepare for the time when grown up and at life work. Experience has shown that the use of alcoholic beverages decreases accuracy and reliability of performance in many kinds of work.

GROWTH—In connection with foods, the changes and waste of food materials entailed by fermentation in turning sugar and starch of good fruits and grains into the alcohol in various beverages; experiences of the nations during the World War in saving food by reducing or stopping the manufacture of alcoholic drinks. Healthful drinks from fruits and how to prevent fermentation [using at once or heating and sealing].

HEALTH: *The law of good health*—The good citizen tries to gain and keep good health, avoids habits which would harm him and others.

Alcohol—Characteristic action as a narcotic checks and impairs physical and mental activities of healthy persons; dulls user's ability to judge of its effects upon himself; deceives user into thinking it does him good when it is really making him less capable and fit. How alcohol impairs ability to resist many diseases [e. g., tuberculosis] and diminishes normal powers of resistance.

THE EIGHTEENTH AMENDMENT—The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands.—Resolution adopted by the National Education Association, Columbus, Ohio, July 3, 1930.

Tobacco—Dulling effect on ability to perceive need of fresh air and ventilation.

Soothing syrups—Why they should not be given to babies.

Ages twelve to fourteen—Continuing the point of view of the preceding period with direct teaching toward thought of preparation for life efficiency.

HANDICAPS TO GOOD WORKMANSHIP AND RELIABILITY—The good citizen tries to do the right thing in the right way, is reliable, gets the best possible education, and does good work in preparation for life; no slipshod or careless work with mistakes or blunders which may cause hardship or disaster to self or others, or spoil success, can be depended on.

TOBACCO—(1) Effect on growth at age when strength and vigor are needed for development; needless diversion of bodily processes required for repairing physical or mental injuries likely to be caused by tobacco. (2) Drug effect tends to require increasing use, to tie one up to it, to make it difficult to get along without it. (3) Effects on skill [experiments with baseball throwing, and target practise]. (4) Inconvenience; habit may cause needless discomfort and therefore inefficiency when for any reason tobacco cannot be obtained or is forbidden on account of health. (5) Needless expense at an age when most young people feel they do not have all the money they would like to spend and should be saving and planning for more education or a fund to start in business.

HABIT-FORMING DRUGS—Do not excite curiosity about habit-forming drugs but give information that these drugs are sometimes used by unfortunate people who have been quickly enslaved by them because of the effect of the drugs on body cells. This slavery sometimes is so great that the user breaks every rule of reliability to get the drug, i. e., honesty, carefulness with money, keeping promises, truth. Warn against accepting pills, powders, candy, or drinks from strangers or new acquaintances unknown to parents.

ALCOHOL HANDICAPS—Changes within a century in methods of transportation [railroads, steamships, motor vehicles, airships] and in production from hand work to machinery now require clear brains and steady nerves. A project for study of the alcohol question of today can very well be built around this idea.

Nature of alcohol—A narcotic poison especially affecting brain and nerve cells. Characteristic action: (1) to check or impair body activities; (2) to dull the user's ability to judge of its effects upon himself; (3) to deceive the user into thinking it does him good when it is really making him less capable and fit.

Safety—Why American railroad engineers voluntarily became abstainers; why railroads require abstinence on the part of train operatives; why the millions of motor vehicles in use make imperative abstinence from alcoholic liquors on the part of their drivers; why employers prefer abstinent employees. Effects of alcohol that make the drinker more liable to accident [in factories, mines, motor vehicles, airships] causing: clumsiness in handling delicate or high-power machinery; decreased alertness in perceiving or detecting danger; decreased quickness and accuracy in deciding how to meet it; more recklessness in taking chances; effects on the sense of balance needed in aviation; longer time required by drinkers in recovering from accidents. Simple accounts of experiments proving these facts should be studied.

Efficiency—Abstinence as an advantage to the worker; stories of experimental tests showing that alcohol compels a greater expenditure of energy in doing a given piece of work ["makes hard work harder"], fatigue appears sooner. Why good food and hot or nourishing drinks are better than beer or wine for the tired worker. Effects of alcohol on resistance to heat and cold; better means than alcoholic liquors for meeting exposure to extremes of temperature. Efficiency and power to work safely may be impaired for several hours after taking alcohol because the blood continues to carry it to brain and nerve cells until the body has entirely disposed of it.

Health—The effects of alcohol already mentioned are examples of its poisoning some of the body cells so that they do not work accurately or perhaps not at all. The drunken man is sick, poisoned for some hours by the amount of alcohol he has taken. It is possible for one to take enough to cause death. But one does not have to get drunk to be poisoned by alcohol to a degree seriously interfering with safety and work.

The better average health of abstainers than of drinkers. Better average health of children in non-drinking homes where money instead of being spent for liquor is spent for good food, a comfortable home, and care of the children and their mother.

Selfcontrol and kindness—The good citizen controls himself [herself] in speech, temper, actions; is kind. The depressant action of alcohol on brain and nerve cells results in impaired selfcontrol. This often leads to immoderate and destructive use of alcoholic liquors, causes impatience or irritability, sometimes offenses against good order as assaults or other violent acts, sometimes cruelty shown by persons who, if they do not use alcohol, are naturally kind and considerate.

The right of everybody to safety and protection against acts of people made dangerous or irresponsible by narcotic poisons. Why do all nations have laws intended to control or reduce the liquor traffic? Safety, efficiency, and health reasons for laws of the United States prohibiting the traffic in narcotics.

Ages fourteen to eighteen—For the individual, use points of view of youth's own dominant interests as self-esteem, desire for strength, freedom and capacity for selfsupport. This subject affords opportunity at these ages for cultivating the spirit of openmindedness to new truth, fearlessness in choosing to govern life by it and in helping others to understand it—laws of truth and self-reliance; for the social point of view—the laws of teamwork and loyalty in friendly cooperation with others for the welfare of everybody.

Special attention should be given in biology or physiology to modern experimental study of the nature and effects of alcohol and to the relation of these effects to conditions of modern living.

Tobacco—Studies of experiments and observations on effects of smoking on athletic success and scholarship of college students. Advantages of abstinence from smoking until at least twenty-one years of age physically, mentally, morally [development of moral fiber in sticking to wise choices without fear of being laughed at].

IN THE KINDLY ATMOSPHERE of the school under the leadership of teachers who have commonsense combined with an understanding of human nature the whole question of beverage alcohol can be lifted to a high plane of intelligent consideration. Reliable facts can be broadcast, attitudes can be established that are firm enough not only to guide the individual in his own habits but to fortify him against the subtle influences that may be brought to bear in later years or in other places. It is well that teachers everywhere are again giving attention to this problem. No institution among us is so deeply indebted to our American policy of outlawing alcohol as is the public school. We have more young people in high school and college than all the rest of the world combined. Within a single decade from 1920 to 1930, high-school enrolment has grown from two million to more than five million. Let every young person learn to be proud of this achievement.

Narcotic drugs—Viewpoint: Observance of laws of health and of selfcontrol in order to become useful citizens worthy of their country.

The story of China's effort to free itself from opium; why necessary; trade forced back upon her by selfishness of other nations; laws of the United States against traffic in these drugs; why necessary. Physical effects quickly fasten the habit on users. Young men and women of this generation can end the dangers of this habit by choosing to let these drugs absolutely alone.

Alcohol—Industrial and business relations: Advantages of entire sobriety to efficiency, reliability, responsibility, mutual understanding, and goodwill; studies of the experiments demonstrating why and how alcohol tends to impair these qualities and selfjudgment of user as to effects upon himself; the amounts of alcohol producing experimental results, equivalents in quantities of beer, wine, or spirits. Drunkenness not the sole test of injury; is a late stage of the dulling or paralyzing effects on nerve cells normally exercising control or restraint. General stages of intoxication due to dulling the sense of feeling or to dulling consciousness: [From "Alcohol: Its Action on the Human Organism" by Alcohol Investigation Committee of the British Medical Research Committee, 1924.] (1) greater gaiety, volubility, or extravagance of speech; (2) slight clumsiness or inaccuracy in motion, slurring of speech, "don't care" feeling, sometimes leading to recklessness, lack of responsibility, unstable emotions; (3) unsteadiness and other familiar signs of drunkenness; (4) stupor occasionally ending in death. Practical situations in industry, transportation, the home or social relations where stages earlier than drunkenness may lead to unfortunate results.

Home and social relations—How physical effects of working ability impaired by alcohol may result in diminished earning capacity or waste of money, and work out into lower scale of living in the home as to food, housing, clothing, recreation which react unfavorably on health. Irritability caused by drink as a factor in unhappy home conditions reacting unfavorably on youth often leading to waywardness and delinquency. Relation of unbalanced control to unreasonable jealousy, hasty speech, or acts leading to offenses against good taste or public order, even to crime. Personal responsibility, not only in avoiding alcoholic drink for one's own sake, but in refraining from offering it to others.

Personal and public health—Direct and indirect effects of alcohol in increasing special health problems like tuberculosis, syphilis, gonorrhea, infant mortality, child health, mental hygiene; experience of some life insurance companies as to the more favorable life expectancy of abstainers as compared to that of drinkers; what it costs the home and community to rear one to manhood or womanhood, the smaller return of this cost made by a life prematurely shortened because of drink and habit-forming drugs. The losses from chronic alcoholism which occur in steady drinkers who seldom if ever get "drunk," but who by frequent drinks have alcohol constantly circulating in the blood, impairing cells or tissues. Laws of the state and of the United States against the commercial traffic in alcoholic beverages.

The law of loyalty and helpfulness—Help students to understand the movement against alcohol and other narcotics as a part of the progressive health movement; to watch and sympathetically help its development in this and other countries in the spirit of loyalty to the welfare of all humanity.

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FINEGAN, HAZEL ALDRICH. *Stimulants and Narcotics.* School Publication No. 162, Los Angeles City School District, California. 1928. 85p. A course of information and teaching suggestions along constructive lines worked out by Los Angeles teachers under the Division of the Course of Study.

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CLASSIFIED HELPS. The Signal Press, Evanston, Ill. 1930. 6p. 2c. A catalog of leaflets and pamphlets on the alcohol and tobacco questions and of references suggesting methods of instruction. Contains a list of fairy and biographical stories carrying temperance truths. Also cards suitable for coloring by primary children.

WHEREAS, There are sinister influences seeking to undermine the efficacy of the Eighteenth Amendment to the Constitution of the United States and to render the laws for the enforcement thereof impotent, and *Whereas,* Individuals and organizations favoring the repeal of the Eighteenth Amendment are making strenuous efforts to destroy the faith of the people of the United States in prohibition and to promote the idea that prohibition is contrary to the principles of our government, therefore, *Be It Resolved,* That the General Federation of Women's Clubs through its delegate body, reaffirms its conviction that prohibition offers the best means for curbing the liquor traffic and its attendant crimes, and pledges its continued support to the Eighteenth Amendment and the rigid enforcement thereof.—Resolution adopted by the General Federation of Women's Clubs, Denver, Colorado, June 1930.

The material for this four page JOURNAL feature is taken from *Health Education: A Program for Public Schools and Teacher Training Institutions* [251 pages]. This excellent book was prepared under the direction of Dr. Thomas D. Wood, chairman, by a committee of technical experts representing the National Education Association and the American Medical Association. Copies of the revised and enlarged 1930 edition may be had from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.; paper $1.25; cloth $1.75.

FREEDOM from the slavery of alcoholic drink at its roots is an educational problem. Laws and constitutional amendments are fundamental. They are the temporary dikes that society erects to stop vicious advertising and the cultivation of perverse appetites for selfish gain. But they are only temporary dikes and it is only as people of high ideals and courage pursue with vigor worthy educational activities that humanity can be permanently protected from the exploitation of its vicious appetites. With this point of view in mind THE JOURNAL of the National Education Association is publishing month after month posters by outstanding scientific, educational, and civic leaders. These posters are lifting the whole question far above the plane of petty controversy and party politics.

Building a Rural Civilization

George Russell ["AE"]

I have come to your country to speak not only on poetry but on the building up of a rural civilization. You may wonder whether I, who come from the smallest state in the old world, could have anything wise or fitting to say on this to you who are citizens of the vastest and wealthiest state in the new world. My answer is that in this, size matters nothing.

Well, Ireland is so small a state that an intelligent man can see all its important problems in relation to each other. Agriculture was our greatest problem, for the big cities in America and England were devouring our people. You may wonder what authority I have to speak upon a rural civilization. When I was last in your country I was speaking as a poet of my comrades in the Irish literary revival and it is not customary to regard poets as wise counsellors upon economic problems. But in my country the poets have always been as much concerned about their country as about their art and there has been no important movement in my lifetime in which the poets have not played an important part. It is their part to give vision and imagination and warmth to movements which might otherwise be dull and uninspiring.

I was for twenty-five years a colleague of Sir Horace Plunkett in his famous Agricultural Organization Society, which was the first body among the English-speaking people to promote agricultural cooperation in a considered and scientific way. My original qualification for this work was that I had published a frail book of mystical verse and the leader of the movement, who was a wise man, deduced from this that I had imagination and he believed unless you had imagination in his movement it would be a dead and dull thing.

Now, to turn from my country to yours: I have been frightened as a human being by the exodus of the rural population to the cities which have sprung up so magically in half a century. There was nothing like the modern city in the ancient world. The capital of the ancient Roman Empire had not a greater population than a million people or thereabouts. In the ancient world travel was difficult, dangerous, and expensive. The world outside the village was full of vague perils. The countryman was often serf or slave and even if oppressed he could not leave the land. And he was oppressed.

Civilization has always been a flareup on a few square miles of brick and mortar. Outside the great cities, except for the villas of the wealthy or a percent of strong farmers, there has always been this depression, apathy, and ignorance of the finer things of life. I have no doubt Babylon was a mighty city but I cannot imagine any Babylonian grandeur in the heart of the farmer. Most probably under the whip of an overseer he was growing grapes to make the Babylonian king drunk.

Even in the middle ages the world was not fully known and geographers would put on their maps when they knew nothing about the place, "Here be dragons" or "Here be lions." Then came the discovery of the steam engine and when the railway ran along the land and the swift steamer across the sea the long pent-up disgust of the countryman with his lot broke out and the rural exodus began. This is likely to affect you more dangerously than the nations in the ancestor continents, for you have achieved a greater mobility in your civilization than the world has known before. But what is it leading you to?

In the last ten years 4,000,000 people have left the land in the United States; 19,000,000 acres have gone out of cultivation and 76,000 farms have ceased to exist as farms. One of your editors, Mr. McMillan, says 20 percent of your population are now on the farms, 15 percent is enough to produce all the food that is required, 10 percent properly educated could do it. Yet those who remain produce more than ever before. The agricultural engineer and the agricultural scientist came to the aid of the depressed farmer. They acted like the elephant of myth who saw the motherless chickens and said, "I will be a mother to the poor little things" and lay down upon them. The survivors of their tenderness are really able to produce more but what is going to happen to your civilization if this process goes on?

If 90 percent of your people live in big cities and only 10 percent on the land, I believe that must be a peril to life, to the quality of your humanity. Humanity is like that ancient giant Antaeus, who drew strength from touching the earth. In London I was told that only one Londoner of the fourth generation was known. I met him, a creature of aches and ailments since his birth. I looked with terror on the shrunken, anemic, and bloodless population, the third generation of factory workers about Lancashire. For I could find in those shrivelled forms no likeness to that noble Adam, the Father of all humanity, which Michael-angelo painted on the roof of the Sistine Chapel. And it maddens one to think that man, the immortal, the divine, about whom so many prophecies were made, could retrograde to the brute in fetid slums or mirky alleys, where the devil hath his many mansions, where thousands of families live each in one room, where no function of the body can be concealed, and modesty and delicacy are creatures ere they are born.

Doctors have told me that many of these slums are so overrun with vermin that the only condition on which a man or a woman could purchase sleep was to be drugged with drink. The psalmist says, "The Lord gives sleep to his beloved." But in these dark city slums men and women must pay the devil his price for a little of the peace of God.

You do not fear this fate. At present your cities are teeming with vitality because they are fed from the yet unexhausted countryside and by the sturdy peasantries of the old world. But what is to happen to you if only 10 percent remain on the land and in two or three generations, more of these great cities of yours must perpetuate themselves from their own inherent vitality? It is not only in the country that the engineer and scientist enable fewer people to produce more. It is happening in the cities of the old and new world.

It is because I foresee this that I wish to get the reformers and foreseers in your country to think of building up a rural civilization, something which the world has never yet seen. It is the noblest and most practical of human enterprises, the building up of a civilization. And it will need the highest political genius so to organize the rural community that something of the culture and prosperity of so great a state will be reflected in the men in the villages and fields.—From *Rural America,* November, 1930.

The United States Office of Education

NATIONAL SURVEY OF TEACHER PREPARATION—Every teacher in the public schools of the United States will receive or has received a single sheet of paper containing a series of questions, most of which can be answered by a single pencil mark. This paper is the questionnaire of the National Survey of Teacher Preparation directed by the United States Office of Education. It represents the most extensive inquiry into conditions governing the supply and demand of teachers in the United States ever undertaken.

Out of this investigation, which has been requested by the leading educational organizations of the country, will come, for the first time, acceptable data that can be used to banish the dread specter of oversupply and consequent unemployment. Moreover, the survey will supply basic facts upon which the teachers of America can more swiftly elevate their calling to a profession entitled to the respect and prerogatives enjoyed by medicine and law.

The United States Office of Education has ordered 1,000,000 copies of the questionnaire and envelops from the Government Printing Office. They will be sent in bulk to state superintendents and commissioners of education, and to city superintendents for distribution.

The questionnaire has been worked over for the past four months by the nation's leaders in educational research. It is pared to the limit and made as simple as possible. Every item will be used not once but many times. Most of the questions can be answered by a teacher as he reads down the columns. It is estimated that the average teacher will complete the questionnaire within 10 to 15 minutes.

The information received will, of course, be held entirely confidential and will be reduced to a number code. Teachers are requested to slip the questionnaire into the accompanying addressed franked envelop and mail it immediately.

A new policy for *School Life*— William John Cooper, United States Commissioner of Education, has announced a new policy for *School Life,* official organ of the Office of Education. Henceforth, *School Life* will be chiefly a guide to the educational resources from the federal government which are available to teachers, supervisors, administrators, and even students.

These resources include the findings of national surveys, committees, and commissions such as the National Survey of Secondary Education, the National Advisory Committee on Education, the Advisory Committee on Education by Radio, the Washington Bi-centennial Commission, the White House Conference on Child Health and Protection, the Committee on Illiteracy, and many others. The resources also include maps, pictures, circulars, reading lists, books, motion picture films, and the like—a vast horde of material of which most teachers are not aware.

Government educational material —How many teachers know, for example, that the United States Government can, with certain exceptions, supply for 10 cents a map of a given region so detailed that it shows every house, every bridge, the height of every hill, every country road, every railroad, river, and creek—in fact every variation of 10 feet in elevation? How many teachers know that exquisitely illustrated booklets on our national parks can be had for the asking, or a facsimile of the Declaration of Independence for 15 cents?

It is to this mass of U. S. Government educational material, free or at small cost, that *School Life* will be a guide. This does not mean, Commissioner Cooper points out, that the bulletin will not devote space and illustrations to educational activities outside of Washington. It is part of the federal responsibility to call national attention to the outstanding contributions to education and this will be done through *School Life.*

Specimen copies of *School Life* will be sent upon request. The subscription rate will continue to be 50 cents per year.

Next national survey—The next extensive national survey that looms ahead for the United States Office of Education will be on the study of *school finance.* On the recommendation of the state superintendents, commissioners of education, and others, Commissioner William John Cooper has announced in the Office of Education annual report, which is now available for distribution, his intention of asking authorization to make the survey.

The necessity for a study of school finance is revealed in the National Education Association inquiry that found school revenue and taxation an important issue in 86 percent of the state legislative sessions of 1929-30.

Four years is the estimated time required to make a national study of school finance at a cost of not more than $350,000. An initial request for $50,000 toward the study has been included in the Interior Department budget for the next fiscal year. The bill carrying this provision has already passed the House of Representatives and is now before the Senate.

Advisory Committee on the education of the Negro—Secretary Ray Lyman Wilbur of the Department of the Interior has announced the appointment of a National Advisory Committee on the Education of Negroes. The general purpose of the committee will be to give advice in connection with certain major problems which arise from time to time in the U. S. Office of Education and assistance in the work of Dr. Ambrose Caliver, the federal bureau's specialist in the education of Negroes. Twenty-one leaders in the field of Negro education have been appointed to the committee.

New bulletins—Two important lists have recently been released by the Office of Education and are now available from the Superintendent of Documents: *Accredited Higher Institutions,* Office of Education Bulletin, 1930, No. 19, [20 cents] and *Accredited Secondary Schools of the United States,* Office of Education Bulletin, 1930, No. 24, [25 cents].

NEA exhibit booth—All superintendents and teachers attending the meeting of the Department of Superintendence of the National Education Association at Detroit, February 21-26, are invited to visit the conference and exhibit booth of the Office of Education which will be on the balcony of the Crystal Ball Room in the Masonic Temple. Publications of the Office of Education will be on display at the booth. The attendant in charge will aid those who desire to get in touch with representatives from the federal bureau who attend the meeting.—W. D. B.

Vitalized Group Study and Faculty Meetings

THERE ARE two main functions of the professional meetings of the faculty of a school. Occasionally a teachers' meeting should deal with a supervisory project that concerns all the teachers of the building. The other function is that of broadening the views of the teachers with reference to the meaning and aim of education, thus securing their attention and reaction to new developments in education. Objectives related to the second function will probably be most effectively realized by presenting new points of view, new conceptions of the theory of education, and illustrations of application in actual procedures. Too often teachers are attempting to put new procedures into operation without understanding underlying educational conceptions.—*Supervision of the Elementary School* by Stone [Houghton, Mifflin Co., N. Y., 1929].

Meetings that "secure the reaction of teachers to new developments in education," as noted above, are of the vitalized type; they can be planned from material in the NEA JOURNAL, your own state journal, and other professional literature. February is a good month to begin group discussions based on such material, in schools that are not already following this practise. Thousands of 100 percent schools have now completed their enrolment in state and national associations; others will soon do so. Every teacher in these schools has a copy of state and national journals regularly. Half of the school year lies ahead. Definite suggestions that emphasize the general principles of vitalized teachers meetings and give help in the details of planning can be found in preceding issues of THE JOURNAL, especially since October 1930.

What is the difference between *vitalized* faculty meetings and the other kind? Here are three points that characterize the first kind:

[1] The leadership of administrators in encouraging *teacher participation.*

[2] The use of *vital current material* as the basis of discussion.

[3] *Applying* the material under discussion *to local conditions in the classroom and community.*

Teacher participation discovers leadership and encourages growth; vital, current material brings new ideas; application to local conditions improves teaching and community life. Teachers participate by helping to select leaders and topics, by presiding, by working in committees to plan meetings. Many schools that report their faculty meeting to THE JOURNAL follow the practise of preparing a dozen or more thought-provoking questions, applying the articles to be discussed to schoolroom practise and local conditions. This is done by the principal or superintendent, or better still, by a group of teachers.

The material in state and national journals varies; each journal supplements the other just as membership in state and national associations are both essential to the wellinformed teacher. An attractive young teacher in the Burlington, Iowa, schools told a visitor: "Before I came to Burlington, I taught at W——, where I was a member of the Iowa State Teachers Association and knew about our state journal, *Midland Schools.* Now that I am a teacher in Burlington, which has 100 percent membership in the National Education Association, I have the NEA JOURNAL and am learning about the national association."

Back of this young teacher in both situations are leaders and a group of teachers who know the value of state and national associations. Their leadership brings to all new teachers in their city or county, opportunities for professional growth which they might have been years in discovering by themselves. Last March Margaret C. Helt, county superintendent of Des Moines County, Iowa, told a visitor that Des Moines County that year for the first time had 100 percent membership in the Iowa State Teachers Association. A county superintendent may well be proud of such an achievement. It is being accomplished in every state and is a long step toward Secretary Crabtree's goal of "every teacher at work on the problems of the profession". Recent material in THE JOURNAL of special interest to county superintendents and rural teachers:

The Rural School of Tomorrow [Dec. 1930]
Some Crucial Problems in Rural Education [Dec. 1930]
The County Superintendent [Jan. 1931]
Rural Life and the Rural School [Jan. 1931]
Building a Rural Civilization [Feb. 1931]

Tenure is essential to the advance of the profession and of immediate, personal interest to every teacher. This is a live topic for group discussion; there is much material on the subject. Note the editorial in this issue, page 43, also the Research Bulletin, *The Problem of Teacher Tenure,* Vol. II, No. 5, published by the National Education Association. What material does your state association have on tenure?

Retirement is closely related to tenure. A recent NEA Research Bulletin, *Current Issues in Teacher Retirement,* November 1930, is particularly useful when more than 30 states are considering teacher retirement legislation during 1930-31.

Radio particularly concerns teachers not alone because of its use in the classroom but because of the indirect effect on the classroom of what it brings into the home. "Radio Notes for Class Study" page 69, is excellent material for group discussion. Radio is of supreme importance to every citizen.

Principals eager to advance will be interested in the centerspread, pages 58 and 59 of this issue, and will make use of the nine yearbooks of the Department of Elementary School Principals, the quarterly bulletins of the Department, material in NEA Research Bulletins and THE JOURNAL, which pertains to their special field. How many members does your state have in the Department of Elementary School Principals? See page 36 of the January 1931 JOURNAL.

Teachers colleges and normal schools have a special series, "The Education of Teachers", in the 1930-31 JOURNAL. The article in this issue, "Research in Teacher Training," is the sixth in the series. Faculty members who are following these articles call them to the attention of students.

Kindergarten and primary teachers and all who work with young children have a special series, also, this year. The first article, "Why Study Our Children?" is by two noted Canadian writers.

Teachers at all levels are interested in mental health and character education and because of the wealth of material which has been published in THE JOURNAL in recent years on these subjects are keeping a permanent file of their JOURNALS.

The 5 articles in the December JOURNAL liked best by readers:

First, "Understanding the Problem Child" by Clara Bassett; second, "Notable Reforms in Teaching Reading" by W. S. Gray; third, "Student Development thru Responsibility" by Lillian K. Wyman; fourth, "The Rural Life of Tomorrow", editorial; fifth, "Some Crucial Problems in Rural Education" by W. G. Carr.

The Influence of True Teaching

FAITH in the triumph of right in human society received its impetus very largely from the fact that nearly two thousand years ago a handful of men in Judea, when the whole world was still barbarous beyond our conception, dared to believe that a different sort of world was possible—one in which truth and love and justice should reign. Humanly speaking, there seemed no sort of chance that the ideals of these early Christians could possibly win out. When Jesus was put to death upon the cross, it must have seemed to all of his enemies and to most of his friends that his teachings, so subversive of the political and ecclesiastical order around him, were effectively crushed. Yet for nineteen hundred years his has been the greatest influence working for the establishment of truth, justice, and love in human relations. All the power of Rome and of the Jewish Church proved insufficient to crush his teachings, while the very memory of the Cæsars, the great ones of his day, is becoming obliterated from the minds of men. There are, we believe, scientific grounds for our faith in the possibility and probability of a better human world, in the realization of freedom, justice, and love in human relations.—From Charles A. Ellwood's *Man's Social Destiny.*

[This poster for your classroom is from THE JOURNAL of the National Education Association. Copies on art paper: 20 for $1; $4 per 100; $30 per 1000. No. 2068.]

Radio Notes for Class Study

RADIO IS HERE. Its development is one of the marvels of modern science and industry. No one can now estimate the reach of its influence—its possibilities for good or for evil. Whether or not it is brought within the four walls of the schoolroom, it will permanently affect the work of the school and the attitude of the public toward education. The radio may magnify the superficial and the trivial or it may exalt the higher and the more significant values. It may spread prejudice or goodwill, truth or error, beauty or ugliness. It may magnify the city as against the country or the commercial as against the cultural. During the present period of its rapid expansion it should be a subject of intensive study in every educational institution. Teachers and pupils should discuss this new giant, not only in its scientific but in its educational and civic aspects. What is the relation of the United States government to radio? What is the Federal Radio Commission? What are its responsibilities and its duties? What kind of men compose its membership? Are they engineers, army officers, educators? What is the attitude of Congress toward this new force in American life? To whom do the radio channels belong? How are they assigned and for how long a period? Are the states and the localities given their share of the invaluable rights to the air? Is freedom of speech safeguarded? Do great commercial interests in fact have censorship over what goes to the American people? What will be the effect of granting increased power to the wealthier broadcasting stations? What percent of the radio channels should be assigned exclusively and permanently to education? Should commercial advertising be allowed on the international channels? Are radio programs growing better or worse? Should narcotic advertising be allowed on the air? These are only a few of the many questions which arise constantly in a consideration of radio development. Unless the schools and interested citizens study these questions and take appropriate action, mistakes will be made in the development of radio which will be costly to democracy.

The public domain of the air—The discovery of radio is like Columbus' discovery of America. It opens up a vast new continent of rights and possibilities. To see that this new gift is used wisely and constructively to promote education and human welfare is the concern of all citizens. A National Committee on Education by Radio has been created to urge Congress to "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" just as certain sections of land were set aside from the public domain for the encouragement of schools. This is a conservative measure and would help to protect the college and university stations from the constant efforts of commercial stations to take away their rights. Every school has an interest in this question. Let teachers and the children write to their representatives in Congress urging this important legislation.

Just suppose—Suppose a group of public-spirited citizens or even the President of the United States wished to take to the people a protest against the monopolization of radio by commercial interests. It would be necessary to go to the monopolized chains and to ask them for the privilege of using their facilities. Is this a dignified position for a great nation whose Congress has always held that the broadcasting channels belong to the people?

High power grab temporarily thwarted—On December 15, chief examiner Ellis A. Yost of the Federal Radio Commission recommended superpower of 50,000 watts or more for all 40 stations using cleared channels. This would have put many smaller stations at a disadvantage. The Commission had earlier issued an order limiting the superpower stations to 20. By a vote of 4 to 1 it held to this earlier order. Commissioner Harold A. Lafount alone voted for the 40.

Wisconsin takes the lead—There has been much talk about states' rights from the earliest days of the Republic. *At no other point have states' rights ever been so seriously threatened as in the tendency to allow outside monopoly of radio.* Wisconsin has now taken the lead in a proposal to develop for the use of the state and its educational agencies the Wisconsin Broadcasting Station which will compare with the best private stations. Is your state taking measures to protect its rights in the air?

How to influence radio programs—There are two most effective ways to influence radio programs: First, to commend that which is good; second, to condemn that which is bad. If once each week every radio listener would write one letter of praise and letters of protest as needed to the radio stations to which he listens conditions would tend to improve. It is a good class exercise to have each child write an actual letter of each of these types based on programs to which he has listened. It is a good plan to discuss in the school the programs to which children listen at home, giving special attention to programs which deal with current events, particularly addresses by civic leaders and statesmen. No child should be allowed to miss the great events of history which are now available on the radio.

International radio relations—International radio practise is governed by a convention or agreement. The next conference to revise this agreement will be held in Madrid in 1932. There have been many new developments since the last convention and the conference of 1932 will have many important problems to decide. During the present decade radio programs will develop to a point where they will cross international boundaries as freely as they now cross the boundaries of the states.

THE MATERIAL on this page will be useful in many ways. It can be used in current events in schools of all types, in classes in social studies and science, in school radio clubs, in parent-teacher meetings, and faculty meetings. No teacher can confine himself to the four walls of the schoolroom and perform his full duty. Education is as broad as the community and as long as life. The great educational agencies outside the school—the newspaper, the movies, radio—are the concern of every citizen. These agencies will respond favorably to intelligent, constructive influence and leadership. Let the teachers do their part to create a public sentiment which will demand the highest standards.

BROADCASTING in America began, and has largely remained, in the almost unchecked control of the owners of radio patents and the manufacturers of radio receiving sets. The state has abdicated. There is no obvious reason why the advertisers that support broadcasting should also consider me. The Radio Corporation has my money but does not need my vote. I am tired of turning the dial.—From "The Level of Thirteen-Year-Olds" by William Orton in *The Atlantic Monthly*, January, 1931.

In Kindergarten

PAYSON SMITH, state commissioner of education for Massachusetts, sends the following editorial from the *Boston Sunday Globe* for December 14, 1930. It is an able discussion of one of the most significant movements in American education.

Signs of great uneasiness are apparent in American colleges and universities. This is strange since satisfaction, even to smugness, usually marks prosperity and the colleges certainly prosper. Millionaires dead and living have poured wealth into academic treasuries. Magnificent new buildings sprout like mushrooms on the campus. Alumni funds assure expansion. Professors are better paid. There is no lack of applicants for admission. But the truth is that the colleges are wondering whether they have been doing the right thing. Some of the annual presidential reports seem to have been prepared in acute remorse.

Harvard, breaking with Harvard tradition, sets up a house plan. Yale follows along. The University of Chicago comes out for a new system of education. Wisconsin has its experimental college. Not long ago Dartmouth organized an exploring party of students, charged with going to many colleges to see if they could find anything good in education. From Rollins college in Florida comes a voice announcing emphatically that it is not going to be as other colleges are. The list is longer but the anguish of repentance is the same all through it. The colleges are going "never to do it again."

If this academic conviction of sin had broken out only in one or two places the explanation might have been an ingrowing conscience or a disorder of the liver but the happenings look more like those produced by the heaves of an earthquake.

A discovery—Rank outsiders have remarked from time to time that the colleges were not very good at teaching but the insiders are saying so now. Dr. Hamilton Holt, president of Rollins, stands on the stump denouncing the heresy of size, excoriating the lecture system, and declaring that recitations consist in having the man who knows ask questions of those who don't. Dr. Lowell hopes for an atmosphere in which men will want to study. The youthful head of Chicago asks that a college be so organized that a student who wishes to become a scholar may not have insuperable obstacles placed in his path.

A few of the onlookers are amused at the confusion. Not long ago, when Dr. Holt was telling a New England audience of the Rollins discovery that a college classroom should be like a living room, furnished with easy chairs, a public school man present observed that the kindergarten had found that out some time ago.

Can it be that the colleges, on their way, but not knowing where they are going, are knocking at the doors of the kindergarten? Is it possible that the philosophy of education which Frederick Froebel worked out for young children more than a century ago is being applied to the higher learning?

Keen schoolma'ams—There has been a revolution in primary and secondary schools since the days when the master used the birch and the boy who failed in sums or spelling was stood in a corner.

TO STUDY when there's no work—Under this heading the *Boston Globe* for December 7, 1930 describes a most significant undertaking of the Massachusetts State Department of Education. The Vocational Guidance experts of this department are holding daily consultation conferences with persons who are unemployed or who fear they may have to make an adjustment in their jobs. At these conferences, experts seek to discover what fields the workers are best qualified for and what opportunities are available in these fields. The conferences are followed by classes for the unemployed. This is a fine demonstration of the new vision and energy which are coming into American education. Under the difficult conditions of modern life a wise formula is to stay in school until one can obtain and hold a job and to return to school whenever one comes to a situation where he cannot obtain and hold a job.

Almost 100 years ago, when Horace Mann was secretary of the Massachusetts board of education, some of the teachers began to investigate methods of teaching. Several state normal schools were established and from that day there has been a constant and fruitful search for new ways. Yet the colleges have tried to keep their eyes fixed on the cloud-capped summit of Olympus, without taking much thought how a person climbed up.

The old idea was that teachers were born, not made and, since very few were born, there was nothing much to be done about the rest of the faculty. The teachers lectured and set examinations. The pupil was expected to function as a sponge, absorbing knowledge.

The schoolma'ams were, however, getting another idea, picked up at teachers' institutes authorized by Horace Mann's board of education. These energetic ladies discovered that some of the colleges harbored, without knowing it, men with new points of view. Harvard had given a chair to Louis Agassiz, a Swiss naturalist, and Princeton had a friend of his, Arnold Guyot, the man who first thought of physical geography. The school teachers flocked to their public lectures and devoured every word they published. The teachers yearned to initiate the boys and girls into the delights of natural history and a study of the earth as the home of man.

Teaching began to be transformed. Instead of being stuffed, the students were encouraged to find out for themselves. "It is not textbooks we want," said Agassiz, "but students." He added: "If you study nature in a book you cannot find her."

What Agassiz and Guyot meant to teachers can be wellunderstood by the thousands who recall what happened when William James, breaking with what Santayana called "the genteel tradition," made psychology a laboratory science, and told teachers how it was done.

Selfactivity—All the time ideas formulated by Froebel, who published "The Education of Man" in 1826 and opened a kindergarten 11 years later, were floating about like seeds in the wind seeking places where they might germinate and flourish. Froebel regarded education as growth and held that a child grows best in a natural environment. He expected children to learn thru selfactivity. His fear was that the influence of a teacher be too great, overshadowing the individuality. In his "garden of little ones" the child was made the chief instrument in his own development.

More than a third of a century ago, about the time kindergartens were adopted into the American public school system, a prophetic voice remarked that Froebel's great service to the future would be found in the reforms which his principles and methods would force upon the higher schools and colleges.

This seems to be happening. Many of the colleges have adopted the plan of letting groups of honor students go about their own education in their own way, exempt from recitations, from lectures, and even from examinations, being only required to confer with tutors from time to time.

In many of the courses selfactivity has replaced listening to lectures. The students are told to go find out, using the library, observing life, and examining human activities. No doubt some of them recall how public school teachers years ago introduced them to the fun of research on one's own.

The atmosphere which is the objective of the house plan, where students actually live in an academic family, is the fruit of the same spirit that threw rows of desks out of the infant classrooms and put plants into boxes by the windows.

Their own idea—It looks very much as though this German, thought stupid by the teachers when he went to school and regarded as mad by his contemporaries, will be looked up to as a guide by the American colleges. Perhaps they will try to set up Froebel as master but they will lose him if they do. He never "held with" bossing.

His philosophy is permeating the educational institutions, drawn upward through the kindergarten and secondary schools as by capillary attraction. And now the college heads are beginning to speak of the function of education as the development of human faculties by arousing voluntary activity. If they think they originated the idea, so much the better. It is exactly what Froebel would approve. And he would agree that it is theirs by right, because he believed in having people hunt about until they found truth for themselves. Only so can they possess it.

These big fellows in the kindergarten class are entering rather late but they seem to be picking up the methods they are seeking.

Department of Superintendence

TENTATIVE PROGRAM FOR DETROIT MEETING, FEBRUARY 21-26, 1931

Convention Theme—Working Together for the Children of America

Saturday, February 21, 4:00 P. M.

Review of the exhibits by the president and officers of the Department of Superintendence.

Sunday, February 22, 4:00 P. M.

Vesper Service

Presiding—Norman R. Crozier, superintendent of schools, Dallas, Texas, and president of the Department of Superintendence.

Music—Fowler Smith, supervisor of music, Detroit public schools, conductor.

The spiritual life of the children—Dr. Lynn Harold Hough, Drew Theological Seminary, Madison, N. J.

Sunday, February 22, 8:00 P. M.

Working for the mountain children—Tom Skeyhill, Sydney, Australia.

Monday, February 23, 9:00 A. M.

The Home, The School, and The Community Working for the Children

Greetings from the city—The Mayor of Detroit.

Welcome from the Detroit schools—The president of the board of education.

Training for parenthood—speaker to be announced.

Family influence and background—Rabbi David Lefkowitz, Temple Emmanu-El, Dallas, Texas.

First contacts between home and school—Mildred Palmer, teacher, A. L. Holmes School, Detroit, Mich.

The school and the community—E. W. Butterfield, state commissioner of education, Hartford, Conn.

Monday, February 23, 2:15 P. M.

Administrative groups arranged according to size of city. Allied departments and organizations.

Monday, February 23, 3:00 P. M.

A special rehearsal of the National High-School Chorus will be held in the Auditorium of the Masonic Temple. Junior and senior high-school students of Detroit will be the guests of the convention at this time.

Monday, February 23, 8:00 P. M.

Character in Action

Byrd, the Explorer and the Man—Gilbert Grosvenor, president, National Geographic Society, Washington, D. C.

Conquering the Antarctic by Air—Rear-Admiral Richard E. Byrd.

Presentation of tributes from American school children to Admiral Byrd—Norman R. Crozier, president, Department of Superintendence.

Tuesday, February 24, 9:00 A. M.

Improving the Education of Children

Alice in symbol land—Frederick Eby, University of Texas, Austin, Texas.

Important

SPECIAL railroad rates, one and one half fare for the round trip. Identification certificates furnished to members of the NEA on request. Write Secretary J. W. Crabtree, NEA headquarters, 1201 Sixteenth Street, Northwest, Washington, D. C., or your state director, or your state secretary. If you neglect to get in advance your identification certificate and purchase a round trip ticket, no adjustment of fare can be made after arrival at Detroit. Sale begins in eastern territory February 15, final return limit March 4. Validation at regular ticket offices in Detroit.

Sleeping-room reservations are handled through the hotel committee, Paul T. Rankin, chairman, 1805 Stroh Building, Detroit, Michigan.

Convention headquarters, registration, postoffice, exhibits, and general sessions are located in the Detroit Masonic Temple.

Counseling and guidance—Emma Pritchard Cooley, director, department of vocational guidance, public schools, New Orleans, La.

Promoting a character education program—John Lund, superintendent of schools, Norwalk, Conn.

A state's problem in working for the children of America—Charles M. Fisher, superintendent of Dade County schools, Miami, Fla.

Vitalizing commencements—L. H. Petit, superintendent of schools, Chanute, Kans.

The schools and industry—Mrs. Wesley A. O'Leary, special assistant for women's vocational work, state department of education, Trenton, N. J.

To him that hath: The gifted child—Worth McClure, superintendent of schools, Seattle, Wash.

To him that hath not: The dull child—William E. Wenner, superintendent of schools, Ashtabula Harbor, Ohio.

Business session—Nomination of officers.

Tuesday, February 24, 2:15 P. M.

Discussion groups arranged according to subjects. Allied departments and organizations.

Tuesday, February 24, 8:00 P. M.

Grand concert—National High-School Chorus; Hollis Dann, director, department of music education, New York University, New York, N. Y., conductor.

Wednesday, February 25, 9:00 A. M.

Better Articulation of American Education

Presiding—Herbert S. Weet, superintendent of schools, Rochester, N. Y.

How can American educational forces cooperate more effectively?—Charles H. Judd, director, school of education, University of Chicago, Chicago, Ill.

Looking at the whole child—Hobart M. Corning, superintendent of schools, Colorado Springs, Colo.

Articulating the school as a social agency with the life of the community—Carroll R. Reed, superintendent of schools, Minneapolis, Minn.

Key problems in achieving an integrated program of education—Jesse H. Newlon, director, Lincoln School, Teachers College, Columbia University.

Important problems for research in the education of teachers—John W. Withers, dean, school of education, New York University, New York, N. Y.

Finance and educational articulation—John K. Norton, director of research, National Education Association.

Wednesday, February 25, 2:15 P. M.

Discussion groups will consider problems of articulation. Allied departments and organizations.

Wednesday evening, February 25

6:00 P. M.—College dinners.

8:00 P. M.—Rehearsal open to the public of *Here and Now in Education* presented by the Detroit Teachers Association.

Thursday, February 26, 9:00 A. M.

Physical Welfare of Children

Knowledge of the whole being—William John Cooper, United States commissioner of education, Washington, D. C.

The place of intercollegiate athletics in the program of health and physical education—speaker to be announced.

The menace of narcotics that threatens the youth of the world—Richmond Pearson Hobson, secretary-general, World Conference on Narcotic Education, Los Angeles, Calif.

School health as a prime objective of education—Willis A. Sutton, superintendent of schools, Atlanta, Ga., and president of the National Education Association.

Thursday, February 26, 2:00 P. M.

Here and Now in Education

This program to be presented by the Detroit Teachers Association is an attempt to present in an attractive but not a spectacular form and in an instructive but not a preachy manner some of the fundamental values and principles of education which are engaging the best thought of teachers today.

Master Builders of Our Profession

LIFE MEMBERSHIP is a prophecy. It means lifelong dedication. It appeals to the finest spirits. It furnishes leadership for new movements. It inspires the younger members of the profession. It emphasizes the permanent character of the teacher's work. It stabilizes leadership of professional organizations. It draws attention to the men and women who can be relied upon to perform important services. It emphasizes the pioneer spirit. It is a challenge to renewed zeal on behalf of education for a new world.

New Life Enlistments

C. C. CRAWFORD, professor of education of the University of Southern California, writes: "Please send some more life membership blanks and circulars. I got 13 life members last year and this is a good time of the year to work." The following life members have been reported since the list was published in the January JOURNAL:

ALABAMA—W. J. Nash, Jr., W. P. Snuggs, Adelia Williams.

CALIFORNIA—J. William Gastrich, D. Welty Lefever, Mrs. Lula Main, Reynold Cluff Merrill, Mrs. Ethel Barkelew Newman, Mrs. Estella Barnum Shelley, Monda L. Taylor, Raymond Brown Waldo.

COLORADO—Lila M. O'Boyle.

CONNECTICUT—Milton A. Leonard, W. Jerold O'Neil.

DISTRICT OF COLUMBIA—Lena Artz, Rose M. Gaist, W. H. Gaumnitz.

FLORIDA—Ralph E. Carter.

GEORGIA—J. Gorham Garrison, H. R. Mahler.

HAWAII—Pearl Hageman Welsh.

ILLINOIS—Martha E. Barnes, Helen A. Mack, Grace E. Munson, Thelma F. Hicks.

INDIANA—Frank L. Templeton.

IOWA—Thomas C. Green, Charles A. Kittrell.

KANSAS—William P. Deitz, V. G. Fulmer, George A. York.

KENTUCKY—J. A. Payne, W. H. Robinson.

MAINE—Frank G. Stone.

MASSACHUSETTS—S. Wesley Haynes, Harold E. Mason, Anne Alfreda Mellish, Mrs. Bertha A. Snell.

MICHIGAN—Hugh Cooper, Dwight H. Smith, Grace G. Smith.

MINNESOTA—Lytle W. Adams, Belva L. Snodgrass.

MISSOURI—L. R. Hosman, Bertha A. Stobernack.

MONTANA—M. C. Gallagher.

NEBRASKA—Charles A. Bowers, R. H. Carter, John A. Shimonek.

NEW HAMPSHIRE—Robert J. Fuller.

NEW JERSEY—Howard S. Eitzel, Fred J. Schmidt, Mrs. Alzire A. Vaillant.

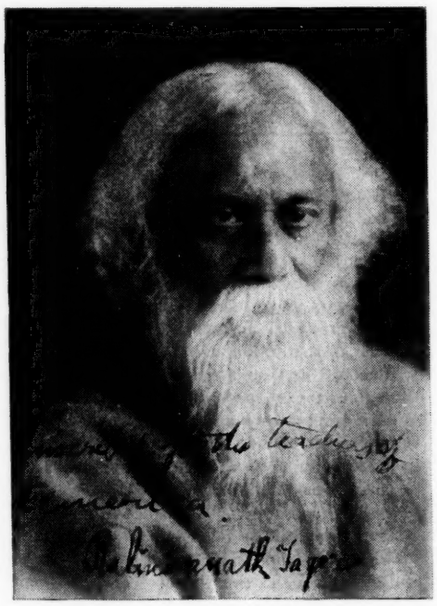
NEW YORK—Nellie Howe Blood, Gladys M. Hull, Nathaniel R. Lubowe, George J. Stanton.

NORTH CAROLINA—I. R. Michael, James E. Shepard.

OHIO—Harold W. Baker, Edgar Dale, George Glasgow, Carleton N. Gowdy, W. Paul Haskins, Arthur H. Hathaway, J. J. Kleinfelter, Leona Whitworth Logue, Mrs. Grace Barnum Miller, A. L. Monrad, Paul H. Weaver.

OKLAHOMA—James Richard Barton, Repha Braucht Docker, Constance Thacker, John B. Turner, E. V. Tyler.

PENNSYLVANIA—Rex W. Dimmick, James R. Gilligan, James J. Pauley, Stacy E. Peters, C. C. Shaffer, Dorothy Shultz.



RABINDRANATH TAGORE, *the great Indian poet, artist, and teacher, has inscribed this photograph to the teachers of America, saying: "My appeal is to open up the channel for the commerce of culture between the Western continents and my own country, India, which represents the East; for thru such freedom of communication will be fulfilled a most important mission of education. Mountains and seas cannot obstruct the fact that deep in our beings we need you and you need us, for we are kin." Dr. Tagore sent this inscribed photograph to the Association by Lucy Helen Pearson, organizer of the Student Fellowship Round-the-World.*

PORTO RICO—Antonio D. Ortiz, Oscar E. Porrata, Mrs. Monserrate Diaz de Prados.

RHODE ISLAND—Mildred E. Moss.

SOUTH CAROLINA—Henry O. Strohecker.

TENNESSEE—Maude N. Scruggs.

TEXAS—J. V. Baird, Harry L. Durham, W. J. Fraker, T. Guy Rogers, Charles Julius Tergeson, J. G. Willis.

VERMONT—Martin E. Daniels.

VIRGINIA—A. L. Maiden.

WASHINGTON—A. Irwin Switzer, Jr.

WEST VIRGINIA—C. W. Jackson, James W. Twohig, H. M. Williamson, O. R. Zoll.

WISCONSIN—Walter F. Karst, Peter Peterson, Ivan L. Swancutt.

100% Schools

THE FOLLOWING schools have maintained their 100 percent enrolment in the National Education Association for 10 years or more. Many of these schools are also working on the problems of the profession through regular faculty meetings for vitalized group study. This list includes schools which have reported since the list was published in the January JOURNAL:

Thirteen years

COLORADO—*Pueblo, District 20,* Columbian, Corona, Danforth.

Twelve years

COLORADO—*Pueblo, District 20,* Bessemer, Central, Edison, Minnequa.

PENNSYLVANIA—*Altoona,* Altoona Public Schools, Adams, Allegheny, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, High, Irving, Jefferson, D. S. Keith Junior High, Keystone, Logan, Lowell, McKinley, Madison, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Junior High, Stevens, Washington, Webster, Wehnwood, Whittier, Wilson, Wright.

Eleven years

CALIFORNIA—*Berkeley,* Le Conte.

COLORADO—*Pueblo, District 20,* Carlile, Lake View, Wildeboor.

ILLINOIS—*Moline,* Lincoln, Willard; *Rock Island,* Washington Junior High.

MISSOURI—*St. Joseph,* St. Joseph Public Schools, Bartlett High, Benton Junior-Senior High, Blair, Bliss Junior High, Central High, Douglass, Ernst, Eugene Field, Floyd, Garfield, Hall, Hosea, Humboldt, Hyde, Jackson, Junior College, Krug, Lafayette Junior High, Lincoln, Longfellow, McKinley, Maxwell, Musser, Neely, Noyes, J. J. Pershing, Robidoux High, Sherwood, South Park, Washington, Webster, Whittier, Wyatt, Young.

PENNSYLVANIA—*Pittsburgh,* Knoxville Junior High.

WISCONSIN—*Fond du Lac,* Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson.

Ten years

ARIZONA—*Tucson,* Drachman, Dunbar, Miles, Ochoa, Roosevelt.

CALIFORNIA—*Berkeley,* Cragmont, Hawthorne, Hillside, Jefferson, Longfellow, McKinley, Oxford; *Fresno,* Winchell; *Santa Barbara,* Lincoln.

COLORADO—*Denver,* Ironton.

ILLINOIS—*Moline,* Logan; *Waukegan,* Waukegan Township High.

MAINE—*Dexter,* Pleasant Street.

MASSACHUSETTS—*Brookline,* Edward Devotion.

MICHIGAN—*Battle Creek,* Public Number 2, Public Number 10, Public Number 13.

OHIO—*Lorain,* Brownell, Harrison, Lowell; *Scienceville,* Coitsville Public Schools, Buckeye, Coitsville Center, Geography Hall, Grade, High, Thorn Hill, Thorn Hill Avenue, Warren Richey, John White.

MAN'S ABIDING HAPPINESS is not in getting anything but in giving himself up to what is greater than himself, to ideas which are larger than his individual life, the ideas of his country, of humanity, of God. They make it easier for him to part with all that he has, not excepting his life. His existence is miserable and sordid till he finds some great idea which can truly claim his all, which can release him from all attachment to his belongings. Buddha and Jesus, and all our great prophets, represent such great ideas. They hold before us opportunities for surrendering our all. When they bring forth their divine alms-bowl we feel we cannot help giving and we find that in giving is our truest joy and liberation, for it is uniting ourselves to that extent with the infinite.—Rabindranath Tagore in *Sadhana, the Realization of Life.*

Builders of Our Profession

Now this is the law of the Jungle—
As old and as true as the sky;
And the wolf that shall keep it may prosper,
But the wolf that shall break it must die.
As the creeper that girdleth the tree trunk,
The law runneth forward and back,
For the strength of the Pack is the Wolf,
And the strength of the Wolf is the Pack.
—Kipling

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

Ten years or more

For a list of schools which have maintained 100% achievement for ten years or more see the special JOURNAL page "Master Builders of our Profession."

Nine years

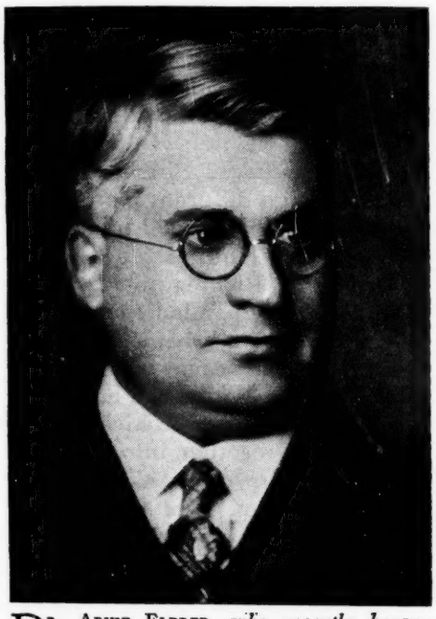
ARIZONA—*Tucson*, High, Mansfield Junior High, Mission View, Pascua, University Heights.
CALIFORNIA—*Bakersfield*, McKinley; *Berkeley*, John Muir, Part Time Continuation High, Washington, Willard Junior High; *Glendale*, Magnolia.
COLORADO—*Denver*, Mitchell; *Sterling*, Sterling Public Schools, Franklin, Junior High, Lincoln, Senior High, Supervisory Teachers Group.
CONNECTICUT—*Stamford*, Wall Street.
ILLINOIS—*Moline*, Central Grammar, Garfield, Grennell, Washington.
MAINE—*Old Town*, Old Town and Orono Public Schools, Birch Street, Grammar, Herbert Gray, Great Works, Helen Hunt, Island, Junior High, Old Town High, Orono High, Stillwater, Webster.
NEW JERSEY—*Kearny*, Nathan Hale; *New Brunswick*, Lord Stirling.
OHIO—*Bellefontaine*, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North; *Lorain*, Hawthorne Junior High, Lincoln, Senior High, Whittier Junior High.

Eight years

CALIFORNIA—*Berkeley*, Lincoln, University; *Long Beach*, George Washington, George Washington Junior High; *Los Angeles*, Cahuenga, Melrose Avenue; *Santa Monica*, Garfield, Grant, Jefferson, Roosevelt.
COLORADO—*Denver*, Alcott.
DELAWARE—*Wilmington*, Public Number 23.
HAWAII—Hakalau, Kalanianaole.
ILLINOIS—*Decatur*, Roosevelt Junior High; *Dundee*, Public; *Moline*, Ericsson, High, Irving, McKinley, Roosevelt.
MICHIGAN—*Ann Arbor*, W. S. Perry.
NEBRASKA—*Omaha*, Jungmann, Saratoga.
NEW YORK—*Binghamton*, Thomas Jefferson, Laurel Avenue, Woodrow Wilson.
OHIO—*East Cleveland*, Caledonia; *Lorain*, Irving Elementary and Junior High, Longfellow Elementary and Junior High.
PENNSYLVANIA—*Philadelphia*, Julia Ward Howe; *Pittsburgh*, Friendship.
SOUTH DAKOTA—*Sioux Falls*, Bancroft, Emerson, Mark Twain.
VIRGINIA—*Winchester*, Winchester Public Schools, Elementary, High, Primary.
WASHINGTON—*Seattle*, F. A. McDonald, Horace Mann.
WEST VIRGINIA—*Charleston*, Roosevelt Junior High; *Clarksburg*, Morgan, Pierpont.
WYOMING—*Diamondville*, Public School District Number 2.

Seven years

ARIZONA—*Hayden*, Grammar.
CALIFORNIA—*Berkeley*, Columbus, Emerson, Franklin, Whittier; *Los Angeles*, Ann Street; *South Pasadena*, Lincoln Park.



DR. ARVIE ELDRED, *who recently became fulltime secretary of the New York State Teachers Association, taking up the good work which Harlan H. Horner had carried on for many years.*

COLORADO—*Brush*, Brush Union High; *Denver*, Ebert, Fairmont, Stevens, Thatcher, Whittier; *Pueblo, District Number 1*, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlide, Thatcher; *Pueblo, District Number 20*, Pueblo Public Schools, Bessemer, Carlile, Centrcl Grade, Central High, Central Junior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor.
DELAWARE—*Wilmington*, Public Number 22, Public Number 30.
FLORIDA—*Dade County*, Highland Park Elementary, Southside.
ILLINOIS—*Bismarck*, Township High; *Chicago*, Parker Practice; *Dundee*, Carpentersville; *Elmhurst*, Lincoln, Roosevelt; *Moline*, Moline Public Schools, William Carr, Central Grammar, Ericsson, Garfield, Grant, Grennell, High, Irving, Lincoln, Logan, McKinley, Manual Arts, Roosevelt, Washington, Willard; *Rockford*, P. A. Peterson.
INDIANA—*Elwood*, Edgewood; *Michigan City*, Jefferson.
KANSAS—*Hutchinson*, Fourth Avenue; *Kansas City*, Kansas City Public Schools, Abbott, Louisa M. Alcott, Argentine Junior-Senior High, Attucks, Bancroft, Clara Barton, Bryant, Carlisle, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Edison, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, John J. Ingalls, Irving, Kealing, Library, Lincoln, Longfellow, Lowell, McKinley, Maccochaque, Major Hudson, Horace Mann, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentis, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, Booker T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High.
MASSACHUSETTS—*Belmont*, Winthrop L. Chenery; *Melrose Highlands*, Roosevelt; *Waltham*, Bright.
MICHIGAN—*Detroit*, Lynch; *Grand Rapids*, Dickinson.
MINNESOTA—*Minneapolis*, Simmons.
NEBRASKA—*Omaha*, Beals, Belvedere, Florence, Howard Kennedy, Park, Sherman.
NEVADA—*Overton, District Number 1*, District Number One Public Schools, Dry Lake Elementary, Mesquite Elementary, Moapa Elementary, Moapa Valley High, St. Thomas Elementary, Virgin Valley High.
NEW JERSEY—*Englewood*, Lincoln.
NEW MEXICO—*Albuquerque*, Fourth Ward.
NEW YORK—*Binghamton*, Christopher Columbus, Abraham Lincoln, Henry W. Longfellow, Robinson Street, George Washington.
OHIO—*Cuyahoga County*, Cuyahoga County Public Schools, Dover Village, Independence, John Muir, Olmsted Falls, Parma Public Schools, Parma Senior High, Pearl Road, Henry J. Schaaf Junior High, State Road, Thoreau Park; *Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, J. C. Donnell Junior High, Firmin, Glenwood Junior High, Howard, Huber, Lincoln, McKee, Senior High, Strother, Washington; *Logan County*, Logan County Public Schools, Belle Center Village, Bokescreek Rural, DeGraff Village, Harrison Rural, Huntsville Village, Iron City Rural, Jefferson Rural, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Rushcreek Village, Stokes Rural, Washington Rural, West Liberty Village, Zane Rural; *Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Hawthorne Junior High, High, Irving Elementary and Junior High, Lincoln, Longfellow Elementary and Junior High, Lowell, Oakwood, Whittier Junior High; *Marion*, Greenwood, Pearl Street.
OREGON—*Portland*, Couch, Rose City Park.
PENNSYLVANIA—*Erie*, Marshall; *Greenville*, Columbia, Junior High, Washington, West Side; *Palmerton*, Palmerton Public Schools, Delaware, Franklin, Hazard, Stephen S. Palmer High.
SOUTH CAROLINA—*Laurens County*, Laurens County Public Schools.
VIRGINIA—*Lynchburg*, John W. Wyatt.
WASHINGTON—*Bellingham*, Roosevelt; *Tacoma*, Grant.
WEST VIRGINIA—*Charleston*, Kanawha, Lincoln Annex.

Six years

ALASKA—*Juneau*, Juneau Public Schools.
CALIFORNIA—*Bakersfield*, Roosevelt; *Berkeley*, Thousand Oaks; *Glendale*, Cerritos, Thomas A. Edison, Benjamin Franklin, John C. Fremont, Horace Mann, John Marshall, John Muir, Verdugo Woodlands; *Hermosa Beach*, Hermosa Beach Public Schools, North Grade, Ocean View, Pier Avenue, Prospect Avenue, South Grade; *Long Beach*, Atlantic Avenue, Bixby, Luther Burbank, Lincoln, Los Cerritos, William McKinley, Horace Mann, John Muir, Naples, Roosevelt, Temple Avenue, John G. Whittier; *Los Angeles*, James A. Garfield High, Garvanza, Lafayette Junior High, Rowan Avenue, Speech Correction Division, Van Ness Avenue; *San Francisco*, Patrick Henry; *Santa Monica*, Franklin; *Santa Ynez*, Santa Ynez Valley Union High.
COLORADO—*Denver*, Cole Junior High; *Fort Lupton*, Fort Lupton Public Schools; *Pueblo, District Number 1*, Pueblo Public Schools, Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill Junior High, Park View, Riverside, Somerlide, Thatcher; *District Number 61*, Segundo.
CONNECTICUT—*Bridgeport*, Lincoln.
DISTRICT OF COLUMBIA—*Washington*, Langdon.
HAWAII—Kihei, Waihee, Wailuku Elementary, Wailuku Junior High.
ILLINOIS—*Evanston*, Dewey; *Watseka*, Watseka Public Schools, Community High, North Side Grade, South Side Grade; *Waukegan*, South.
INDIANA—*Alexandria*, Tomlinson; *Butler*, High; *Fort Wayne*, Harrison Hill; *South Bend*, James Whitcomb Riley.
MAINE—*Presque Isle*, Aroostook State Normal.
MASSACHUSETTS—*West Springfield*, Park Avenue.
MICHIGAN—*Detroit*, Ruthruff; *Grand Rapids*, Auxiliary; *Sault Ste. Marie*, Garfield, McKinley, Park, Senior High.

I HAVE OFTEN SAID to my own teachers in my own city that I do not desire to retain within my ranks those who are not actively affiliated with our local teachers association, with our state education association, and the National Education Association. I believe I am not putting it too strongly when I say that no teacher is really interested in education who is not vitally connected with, deeply appreciative of, and cooperative with his or her professional organizations.—Willis A. Sutton in *The League Scrip* for October-November, 1930.

MISSOURI—*Kansas City*, Leeds.
NEBRASKA—*Omaha*, Adams.
NEVADA—*East Ely*, Public.
NEW JERSEY—*Asbury Park*, Bond Street, Bradley, High; *Atlantic City*, Brighton Avenue; *Bridgeton*, Pearl Street; *Lyndhurst*, Columbus, High, River Road, Roosevelt; *New Brunswick*, Washington; *Sea Isle City*, Sea Isle City Public Schools.
NEW YORK—*Binghamton*, Binghamton Public Schools, Central High, Christopher Columbus, Continuation, Crippled Childrens School, Daniel Dickinson, East Junior High, Fairview, Benjamin Franklin, Alexander Hamilton, Health Department Special Schools, Jarvis Street, Thomas Jefferson, Laurel Avenue, Abraham Lincoln, Henry W. Longfellow, Robinson Street, Theodore Roosevelt, George Washington, West Junior High, Woodrow Wilson.
OHIO—*Columbus*, Stewart Avenue; *Lima*, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Horace Mann, Richardson, Roosevelt, Washington, Whittier; *Mansfield*, Senior High; *Marion*, Mark; *Trumbull County*, McDonald Public Schools, McDonald Grade, McDonald High.
OREGON—*Marshfield*, Harding; *Washington County District 7*, Peter Boscow, David Hill.
PENNSYLVANIA—*Berks County*, Berks County Public Schools, Amity Township High, Bally Junior High, Baumstown, Bechtelsville Junior High, Bernville Village, Bethany Orphans Home, Bethel High, Birdsboro High, Birdsboro Lincoln, Birdsboro Washington, Blandon, Boyertown High, Boyertown Lincoln, Boyertown Washington, Cedar Top, Far View, Fleetwood, Gibraltar, Douglersville, Hamburg Grade, Hamburg High, Kutztown Grade, Kutztown High, Lincoln Park Grade, Longswamp High and Grade, Lyon Station, McKinley, Maidencreek Township Consolidated, Marion Township High and Grade, Merkel Grade, Mohnton Grade, Mohnton High, Monocacy Consolidated, Morgantown Consolidated, Morysville, Mount Aetna, Mount Penn Grade, Mount Penn High, Neversink, New Berlinville, North Wyomissing Heights, Oley Township, Ontelaunee Township Vocational, Pennside Junior High, Penn Township, Pennwyn, Perry Township, Pine Forge, Red Lion, Rehrersburg, Reiffton, Robesonia Borough, St. Lawrence, Seyfert, Shillington Grade, Shillington High, Sinking Spring Borough, Strausstown, Topton, Topton Orphans Home, Upper Bern Consolidated, Walnuttown, Conrad Weiser, Wernersville Borough, West Lawn Junior High, West Leesport, West Reading Borough, West Wyomissing Grade, Womelsdorf Borough, Woodrow Wilson, Wyomissing Grade, Wyomissing High, Yocom's Village; *Chester*, Larkin; *Greenville*, Greenville Public Schools, Columbia, High, Junior High, Washington, West Side; *New Kensington*, New Kensington Public Schools, First Ward, Junior High, Martin, Second Ward, Senior High, Third Ward, Valley Heights.
SOUTH DAKOTA—*Sioux Falls*, Hawthorne, Longfellow.
TEXAS—*Dallas*, Alamo, James Bowie, Cumberland, James Stephen Hogg, Obadiah Knight, Lipscomb, Ben Milam, Roger Q. Mills, North Dallas High, Rosemont, San Jacinto; *Houston*, Eastwood.
UTAH—*Salt Lake City*, Uintah.
WASHINGTON—*Spokane*, Logan; *Tacoma*, Longfellow.
WEST VIRGINIA—*Charleston*, Thomas Jefferson Junior High, Woodrow Wilson Junior High; *Clarksburg*, Linden.
WISCONSIN—*Eau Claire*, Eau Claire Public Schools, Development, Eighth Ward, Fourth Ward, Junior High, Ninth Ward, School for the Deaf, Second Ward, Senior High, Seventh Ward, Sixth Ward, Tenth Ward, Third Ward, Vocational; *Kohler*, Kohler Public Schools.

Five years

ARIZONA—*Chandler*, High; *Tucson*, Tucson Public Schools, Elizabeth Borton, Carillo, Davidson, Davis, Drachman, Dunbar, High, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Safford Elementary, Safford Junior High, Sam Hughes, University Heights.
CALIFORNIA—*Alturas*, Modoc Union High; *La Crescenta*, La Crescenta, Lincoln, Montrose; *Long Beach*, John Dewey Vocational Junior High, Edison Junior High, U. S. Grant, James Russell Lowell, Signal Hill; *Los Angeles*, Brooklyn Avenue, Riggin, Soto Street, Wonderland; *Ontario*, Lincoln, San Antonio; *Owensmouth*, Winnetka Avenue; *San Francisco*, Francisco Junior High; *Santa Ana*, Spurgeon; *Santa Monica*, Madison.
COLORADO—*Denver*, Asbury; *Kirk*, High; *District Number 61*, Primero High.
CONNECTICUT—*Torrington*, Southeast.
FLORIDA—*Dade County*, Florida City Public, Little River Elementary, Ada Merritt Junior High, Orange Glade Elementary, West Little River; *Tampa*, Seminole Heights.

YOU REMEMBER the story of the old British Chieftain. The Romans had invaded Britain and the Chiefs of the tribes were gathered in council. Each had a different plan, and each was determined to go his own way. ¶Until an old Chieftain arose. Picking up a bunch of fagots, he handed each man a stick. "Break them!" he directed. And each broke his stick with ease. ¶Then he took an equal number of sticks and tied them together into a bundle. "Now try to break them!" he told them. And not even the strongest man could do it. ¶"That," he pointed out, "is the difference between working separately and working together as one!"

HAWAII—Halawa, Honokowai, Kaauhuhu, Kapunapuna, Kohala High and Grammar, Makapala, Waimea.
ILLINOIS—*Cicero*, Wilson; *Decatur*, Dennis, Mary W. French, Garfield, E. A. Gastman, John Hill Junior High, Oakland, Oglesby, Riverside, Roach, Ullrich, Warren Street; *East St. Louis*, Jefferson; *Elmhurst*, Field, Hawthorne; *Evanston*, Noyes; *Rockford*, Turner.
INDIANA—*Michigan City*, Michigan City Public Schools, Central, Eastport, Elston, Garfield, Jefferson, Junior High, Marsh, Park, James W. Riley, Senior High.
MASSACHUSETTS—*Plymouth*, Knapp.
MICHIGAN—*Battle Creek*, Fremont, Public Number 8; *Coldwater*, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Roosevelt Senior High, Second Ward, Third Ward; *Dearborn*, Southwestern; *Detroit*, Grayling, Lyon, Thomas; *Ferndale*, Coolidge; *Herman*, Public; *L'Anse*, Pequaming; *Ludington*, Lakeview; *Monroe*, Monroe Public Schools, Boyd, Christiancy, Junior-Senior High, Lincoln.
MINNESOTA—*Minneapolis*, Willard.
NEBRASKA—*Omaha*, Brown Park, Lincoln.
NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs, Prospect, South Bangs; *Camden*, Senior High; *Kearny*, Washington; *Lynhurst*, Franklin; *Northfield City*, Northfield City Public Schools, Mill Road; *Passaic*, Lafayette; *Trenton*, Peabody.
NEW YORK—*Mount Vernon*, Washington Junior High; *New Rochelle*, Mayflower; *Rochester*, Lincoln Park.
OHIO—*Cincinnati*, School for Crippled Children; *Lima*, Lima Public Schools, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Horace Mann, Richardson, Roosevelt, South Junior High, South Senior High, Washington, Whittier; *Marion*, Lincoln.
OREGON—*Portland*, Portsmouth.
PENNSYLVANIA—*Bellevue*, Bellevue Public Schools, Grant, High, Jackson; *Braddock*, Copeland, Hamilton, High; *Kresgeville*, Polk Township High; *Pittsburgh*, Stephen C. Foster.
RHODE ISLAND—*Cranston*, Norwood Avenue.
TENNESSEE—*Memphis*, Faculty of the State Teachers College and Training School.
TEXAS—*Dallas*, Richard Lagow, Mirabeau Lamar, Robert E. Lee, John H. Reagan; *Port Arthur*, Tyrrell.
UTAH—*Provo City*, Provo City Public Schools, Franklin, Junior High, Maeser, Parker, Senior High, Timpanogos.
VERMONT—*Johnson*, High.
VIRGINIA—*Lynchburg*, Robert E. Lee Junior High; *Portsmouth*, Truxtun.
WASHINGTON—*Bellingham*, Sehome; *Centralia*, Centralia Public Schools, Edison, High, Jefferson, Lincoln, Logan, Oak View, Roosevelt, Washington; *Onalaska*, Union High.
WEST VIRGINIA—*Charleston*, Bigley, Elk, Fernbank, Glenwood, Mercer, Tiskelwah, Watts; *Switchback*, Elkhorn District Public Schools.

Four years

CALIFORNIA—*Anaheim*, Fremont; *Glendale*, Doran, Eugene Field, Thomas Jefferson; *Long Beach*, Jane Addams; *Los Angeles*, Cheremoya Avenue, Forty-ninth Street, Ivanhoe, Los Feliz, Malabar Street, Modern Language Department, Moneta, Mt. Washington, Palo Verde, Penmanship Division; *Pasadena*, Junipero Serra; *Pomona*, Washington; *San Francisco*, West Portal; *San Luis Obispo*, Junior High; *Turlock*, Hawthorne, Lowell.
COLORADO—*Denver*, Baker Junior High, Bryant, Evans, Grant Junior High, Lake Junior High, Reynolds, Stedman, Teller; *Gypsum*, Eagle County High; *Primero, District Number 61*, District Number Sixty-one Public Schools, Old Segundo, Primero High, Segundo, Valdez.
CONNECTICUT—*Norwalk*, Winnipauk; *Stratford*, Lordship.
FLORIDA—*Palm Beach County*, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Central Grammar, Central High, Central Primary, Coniston Road, Delray, Green Acres, Hypoluxo-Lantana, Jupiter, Kelsey City, Lake Worth Junior-Senior High, Northboro, North Grade, Pahokee, Palm Beach Grade, Palmetto, Riviera, South Bay, South Grade, South Palm Beach, West Gate, West Grade; *Tampa*, Thomas Edison, Thomas Jackson.
HAWAII—Halehaku, Hamakuapoko, Honokohua, Kahului, Kaupakalua, Lanai City, Puukolii, Spreckelsville, Waikii.
IDAHO—*Boise*, Lincoln.
ILLINOIS—*Decatur*, Centennial Junior High, H. B. Durfee, U. S. Grant, Lincoln, Pugh, Washington; *River Forest*, Lincoln, Washington.
INDIANA—*Evansville*, Bosse Elementary; *Hammond*, West Park; *Martinsville*, South; *Union City*, Junior-Senior High, North Side, South Side.
KANSAS—*Lawrence*, Cordley, Quincy; *Topeka*, Highland Park Public Schools.
MASSACHUSETTS—*Waltham*, Phineas Lawrence.
MICHIGAN—*Battle Creek*, Urbandale, Public Number 11; *Dearborn*, High, Whitmore-Bolles; *Detroit*, Fitzgerald, Guest, Harding, Harms, Marion Law, Monnier, Webster; *River Rouge*, Dunn, Ferguson.
MINNESOTA—*Minneapolis*, Pierce, Whittier; *St. Cloud*, State Teachers College.
MISSISSIPPI—*Jackson*, Davis.
MISSOURI—*Kansas City*, Teachers College of Kansas City.

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.

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