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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

Children First—*Editorial* 75
Tax Legislation in Utah—*J. R. Tippetts* 76
The Contribution of the Kindergarten—*Ruth G. Strickland* . . . 77
Character Education in the Whittier School—*Gladys M. Maclin* . . 79
The Education and Training of the Child—*The White House Conference* . 81
World Federation of Education Associations—*Denver program* . . . 84
Child Behavior Reflects Parental Handling—*Clara Bassett* 85
How Teachers Colleges Improve Instruction—*Frank E. Baker* . . . 87
Enjoyment of Good Literature—*William S. Gray* 89
Vitalized Group Study and Faculty Meetings 91
The Territory of Hawaii: The Crossroads of the Pacific—*Illustrated Feature* 92
To Protect the American Home—*Classroom Poster* 94
College Ideals of Southern California 95
Radio Notes for Class Study 97
Growth of Education Associations—*Statistics* 98
Topics for Class Study in Rural Schools 99
Constructive Citizenship: Trusteeship—*L. P. Jacks* 101
The United States Office of Education 103
The Law of Selfcontrol—*Classroom Poster* 104
Schools that are Prophecies 105
Master Builders of Our Profession 106
Builders of Our Profession 107
Notes and Announcements A-70

Contents of previous issues of The Journal of the National Education Association can be found by consulting the Readers' Guide and the Education Index in your library.

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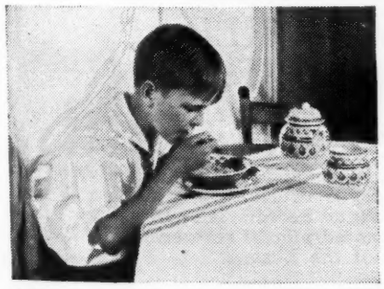

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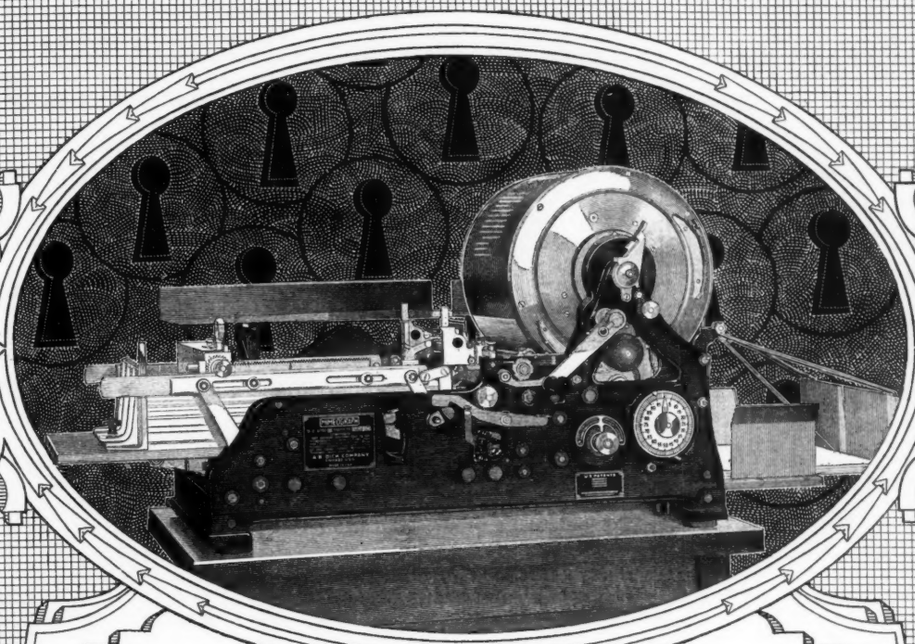

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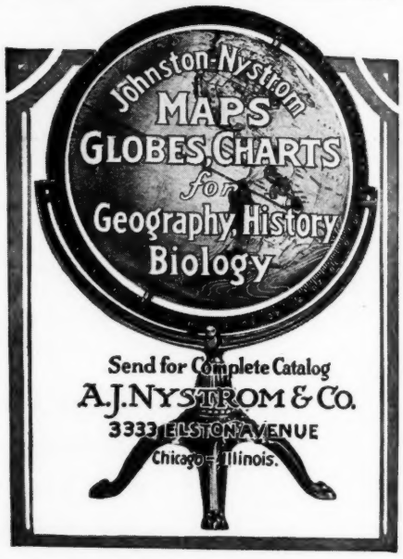

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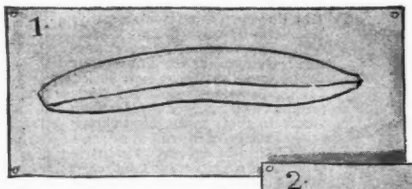

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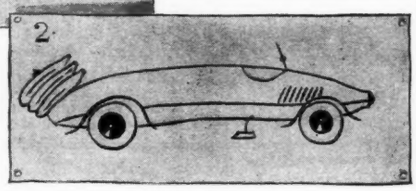
To make this Bananagraph, use scratch paper, drawing paper or blackboard. First, make the simple outline of a banana, then draw in the big round wheels and fenders.



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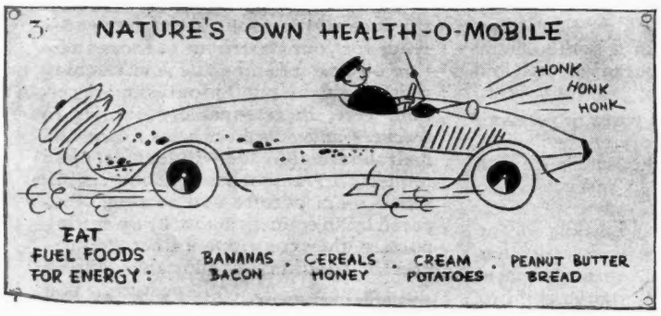

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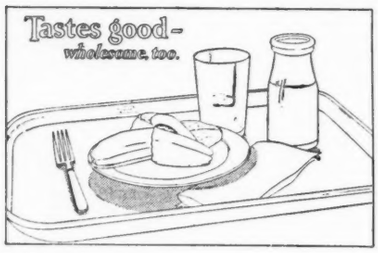

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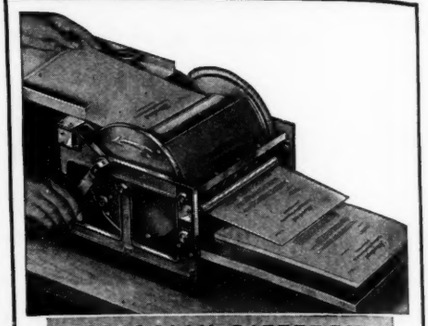

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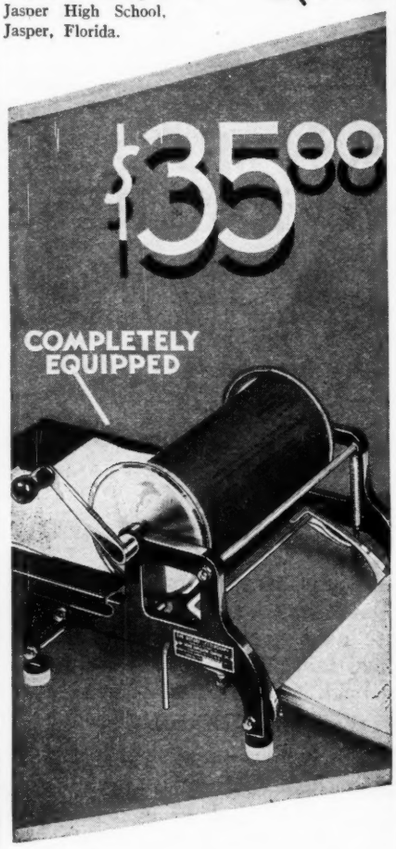

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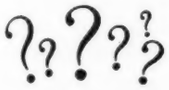

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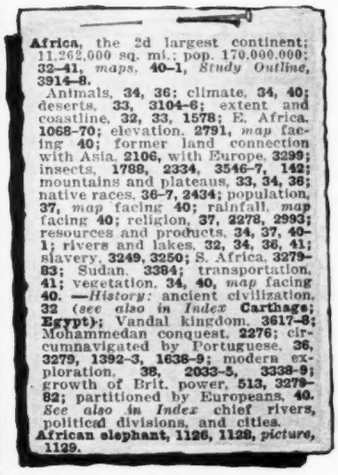

Africa, the 2d largest continent; 11,262,000 sq. mi.; pop. 170,000,000; **32–41**, *maps*, **40–1**, *Study Outline*, **3914–8**.
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African elephant, 1126, 1128, *picture*, 1129.

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Tax Legislation in Utah

J. R. Tippetts
Superintendent, Morgan School District, Morgan, Utah

The year 1930 seems to have had more than the usual share of taxrevision programs thruout the country and more than its share of defeats, for only in a few isolated cases have there been issues in tax revision that were successful. Utah is one of the outstandingly successful cases. In this state there were six amendments to the state constitution voted upon by the people and four of these had to do entirely with a revision of the tax laws of the state. These four and, incidentally, the other two carried with safe margins, making a clean sweep of the amendments as placed before the voters.

One of the amendments provided for more liberal educational support by creating an equalization fee for the financially weaker districts of the state. Another one, and the one that is considered the key amendment to the whole set, provided for a classified property tax by making it possible for the legislature to tax intangibles and to impose a graduated income tax. The proceeds of this amendment when imposed shall revert to the state school fund and to the state general fund. Still another one of the amendments created a strong tax commission with authority to administer the tax laws of the state and to equalize assessments in the various taxing units. Another one gave permission to modify the laws relating to the taxing of mines. It will be seen that these amendments to the state constitution mean a complete overhauling of the tax system of the state and, indeed, this is exactly what they were meant to do.

The history of this success is rather remarkable and contains much of interest to educators of the country. The contestants pro and con fought long and vigorously. On the one hand were arrayed the larger industrial interests which poured their money and influence in favor of the opposition, while on the other side were the small property owners and the teachers of the state. The small property owners were championed by the State Farm Bureau while the Utah Education Association guided the campaign of the teachers, there being an open and frank cooperation between the two. The State Farm Bureau represented the interests which favored a modification of the present property tax which had for long been the use and abuse of the taxing system. While the teachers were interested directly in the amendment pertaining to better state support for schools they were also interested, as true educators should be, in the much needed tax reform.

Our great state educational associations are a mighty power in the development of education in the various states. The notable achievement in Utah which is described in this article is an excellent example of a carefully planned legislative program based on thorough studies of the situation and brought before the legislature with real generalship. The people do not wish to rob their children of a fair educational opportunity and when the professional judgment of educational leaders is supported by scientific investigation and carefully interpreted facts, citizens and members of the legislature can be counted on to support the schools.

In the contest that was waged the teachers have much to their credit. Under the direction of an able secretary, D. W. Parratt, and a favorable board of trustees, the Utah Education Association turned its surplus funds, accumulated during the past several years, into the treasury of a cooperative tax revision association and then in conjunction with this organization and the State Farm Bureau conducted an intensive educational campaign in every district of the state. Practically every district superintendent in the entire commonwealth supported the program even in the face of contending odds and with a certainty that some of their own districts would lose considerable money by the equalization fee set up in one of the amendments.

It is not often that a state education organization has the opportunity to function so effectively in a movement of such importance to its state as was presented in this case, and it is not often that a campaign is so wisely and effectively conducted. In the face of so many defeats in movements of similar intent thruout the nation it does seem an important victory.

Utah was organized as a state in 1896 and its constitution, in common with most other states of the Union, provided for a revenue system based entirely upon the old property tax. At that time the industries of the state were principally agrarian and the property tax seemed to be a wise and equitable way of raising revenues. But as years have passed the state has become increasingly industrial until now industry claims the lion's share of property. During the last ten years each legislature has seen a struggle for revision in an effort to correct the ever increasing injustice of the tax laws. Each attempt, though backed by a sympathetic governor, has resulted in failure. It is not easy to reach down and rearrange the foundation stones of a state constitution especially as they relate to the taxing laws of the commonwealth and as they have been cemented together by years of use and tradition. Yet this is exactly what was done. The people of Utah, its educators, and the Farm Bureau are to be congratulated. To pass such a revision program in its entirety is an outstanding achievement.

School finance is supremely important to every teacher. The old property tax is broken down. Virtually every state faces a complete reorganization of its system of taxation. The Research Division of the National Education Association has made careful studies in the field of taxation and is in a position to give information and service which will be helpful to workers in the various states. Requests should be addressed to the NEA Research Division, 1201 Sixteenth St., N. W., Washington, D. C.

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RUTH G. STRICKLAND
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The child's need during this adjustment period is for socialization. Under the careful guidance of the kindergarten teacher he enters into the give and take of group living and learns to work and play with others on his same age and interest level. For the child it is a problem of orientation, of finding his place with relation to the group. He is not the center of attention as he tends to be in his home but one of many individuals faced with the necessity for giving consideration as well as accepting it and for sharing attention with others.

During this period of adjustment the behavior patterns which the child is forming stand out clearly. His emotional needs must be met as well as his physical and intellectual needs. In the atmosphere of freedom and sympathy which prevails in the kindergarten the child reacts freely and naturally. The kindergartner has opportunity to study his reactions, to look for causes, to discourage undesirable forms of behavior, and to encourage the development of more desirable forms.

In his work and play with other children the child grows in unselfishness, consideration, courtesy, good sportsmanship, and a sense of fair play. He learns to be a follower as well as a leader, a good loser as well as a good winner. He assumes responsibility that is suited to his stage of growth. He initiates, plans, carries out his plans, and judges the result of his efforts. He learns to persevere in his task, to rely upon himself, coming to the teacher for help only when help is necessary. He learns to take and to give helpful criticism. Thru story and discussion periods the child learns to give attention, to concentrate, and to make thoughtful contributions.

When difficulties arise in the democratic kindergarten society the teacher and children meet them together. The child who helps to make the laws by which his social group is governed understands and appreciates the need for law and learns to respect and obey it.

The Kindergarten:

AMERICANIZES—by its democratic atmosphere and through mothers' meetings and kindergarten teachers' calls.

Socializes—through the development of cooperation in games and group projects and through the individual handling of the aggressive, the shy, the spoiled, and the backward child.

Educates physically—through emphasis upon cleanliness and the value of sunny, wellventilated rooms. It develops physical coordination, grace, and skill through rhythmic exercises, games, and the use of apparatus.

Educates manually—by teaching correct handling of scissors, brush, and crayon and by utilizing clay, sand, paper, and wood for selfexpression.

Trains intellectually—through songs, stories, and poems, teaching the child to speak and understand simple English. It develops accurate observation, concentration, attention, intelligent obedience, and orderly habits.

Builds character—by developing habits of selfcontrol, industry, initiative, selfreliance, fair play, courtesy, and sympathy and protection for living things.—From *The Wyoming Educational Bulletin.*

In addition to the growth in habits and attitudes the kindergarten begins the development of certain skills. The child learns to use art and construction tools and materials. He trains his hands to obey the direction of his mind in producing a product that gives him satisfaction.

Physical needs of the child receive careful consideration. The child who is lacking in coordination, the nervous child, and the child with poor health habits need special care. The physcial growth is as important as the intellectual.

Parents and educators who recognize the social values of the kindergarten often fail to see its contribution to the intellectual life of the child. They see in the children's activities only play, defining play as more or less useless activity. While kindergartners rebel against the charge that the kindergarten, in order to justify its existence, must prepare directly for the subjectmatter of the grades, nevertheless one need not search long to find in the kindergarten the seed germ of every subject of the elementary school. These beginnings are crude and incidental perhaps but they are there.

Probably the greatest subjectmatter contribution of the kindergarten comes thru the beginnings of social science. A large part of the year's work is a study of the child's environment. Thru excursions, pictures, stories, reproduction, and dramatic play the children add new interests, new vocabulary, and new knowledge. Thru these studies number concepts develop and are clarified. Many incidental number situations arise. In working with materials the child estimates, measures, counts, and calculates. Nature study has a large place. There is emphasis upon music and art expression.

The interest in stories and books which has been developed in the kindergarten should greatly facilitate the beginning stages of reading. Experiences have increased the sum total of the child's general knowledge, his powers of expression, his vocabulary, all of which tends to make reading more meaningful. The habits he has gained of attention, concentration, and perseverance should aid him in his attack upon this problem.

In language training, emphasis is upon freedom of expression and fundamental habits of enunciation, pronunciation, and diction.

The habits, attitudes, ideals of behavior and response, skills, and the interest in subjectmatter which the kindergarten has been at great pains to develop must inevitably fit the child to enter more easily into the life of the primary grades where subjectmatter requirements become of necessity more rigid. It seems logical to assume that, since social living is less of a problem to the child than it would have been without the growth and guidance of the earlier period, he is able to put more of his energies into the new interests in his new environment.

There have been a few attempts to measure scientifically the progress of

kindergarten-trained children thru the grades in comparison with children without kindergarten training. The data which these studies provide is of little value because it has been impossible to control all of the factors necessary to comparison. Even a thoroughly scientific study of progress could tell only a portion of the story. We have no means of measuring growth in habits and attitudes nor of knowing how much happier and more wholesome a child's mindset toward the school and toward life has become as the result of his kindergarten experience.

The kindergarten movement has left its impress upon the whole elementary school but in no department has the influence been so keenly felt as in the primary grades. There was a vast difference between kindergarten and primary theory and practise at the time that the kindergarten began to take its place as an integral part of the public school system. The kindergarten organization was fairly informal with its emphasis upon the child. The primary grades were excessively formal and emphasized subject-matter. During the past twenty years changes have occurred in both institutions but more especially in the primary grades which have drawn the two closer together.

Primary teachers were the first to learn from the kindergarten the educative possibilities of play. The kindergarten has satisfactorily proved that it is ossible to have a large measure of freedom without license. It has seemed equally true that if children are carefully guided in their freedom greater learning is possible in the less formal situation. The grades have learned the need for starting with the child, not subject-matter, as the basic element in curriculum construction. These changes in thinking have brought about changes in equipment and materials. Movable tables and chairs are fast replacing stationary seats so that there may be space for freedom of movement. Materials are placed where children can get them. Play equipment and construction materials have been added. Time allotments are allowing more time in which children are free to set their own problems. There is increase in emphasis on mental hygiene and upon guiding the emotional life of the child as well as his intellectual life. The physical needs are receiving more attention.

These influences which are an outgrowth of the kindergarten have modified educational theory and practise all thru the elementary school and tend to extend to even higher levels.

The kindergarten keeps in close touch with the home. Froebel was the first educator to work with parents. He endeavored to increase their understanding of children so that the school and the home might work cooperatively. He recognized as all teachers do that a child's growth in school cannot go far beyond his growth in the home.

The kindergarten teacher especially needs the cooperation of the home because she has the child under her care for so small a part of his day. In many cases the mother frequently if not regularly brings the child to the kindergarten herself. She as well as the child feels the breaking away from the home. Mothers tend to visit more often in the kindergarten than they do later when the child is older. Thus teacher and mother have an opportunity to know and to help one another. The mother is as eager as the teacher that the child make the necessary adjustment to school life. By a suggestion, an exchange of experiences, a casual demonstration in the kindergarten, the standards in the child's two environments are brought closer together so that mother and teacher are cooperating toward the same ends.

The child-study movement and parent education owe their beginnings to Froebel and the kindergarten. Women's clubs are devoting time to child study and the school is sponsoring parent education. The parent-teacher association is the result of this increased interest in the welfare of children. The visiting-teacher movement is also in this group.

The contribution of the kindergarten seems very broad indeed when we consider that it has changed our whole attitude toward children in the elementary school and that it is drawing the school and the home closer together. Add to this the contribution which the kindergarten makes to the individual child within its group and we must be convinced that the kindergarten has well earned its place in the school system.

[Editor's note—This article is especially timely in view of the mistaken efforts of certain taxpayers to economize by cutting off the kindergarten. Such a policy is short-sighted in the extreme. Instead of saving educational costs it will increase them by weakening the child's educational efforts thruout his life and by adding to the crime bill a group of misfit children who would have become normal had they had the right care in these early years. Many members of the Association will wish to take this article to the editor of the local paper with the request that he reprint it. If there is no kindergarten in your community, information, leaflets, and colored charts may be obtained from the National Kindergarten Association, 8 West Fortieth Street, New York, N. Y.]

The typical kindergarten room: beauty and order are maintained despite many different selfappointed, selfdirected tasks.

Character Education in the Whittier School

GLADYS M. MACLIN
Teacher, Department of Home Education, Whittier School, Denver

THE STORY of Whittier School is one of changing population. Ten years ago the colored child was in the minority; today, eighty percent of the pupils of this school are negroes. Located in an older section of the city where substantial red-brick houses of the eighties still stand as reminders of names wellknown in the city's younger days the school is by no means the center of a tumble-down vicinity. The white people have moved away; and in many of the houses they have left live the more enterprising representatives of the colored race. Yet, as might be anticipated, less fortunate members of the race have moved into all the available small houses of the vicinity and the majority of the homes represented in the Whittier district will probably never be able to continue the education of their children beyond the requirements of the law. Hence, the school cannot delegate any part of its vocational or guidance program to uppergrade levels. The child must be cared for now; tomorrow he may be gone. To take care of some of the needs created by the social and economic status of these children a home-education department, a departure from the usual curriculum of the Denver schools, has been created.

The platoon organization of the school has lent itself readily to the development of this department and the very nature of the schoolwork offered in these new classes compels education for character. Here, as elsewhere, the informal-direct type of character education is the more usual but something of the formal-direct approach is suggested by the manner in which the classes are organized. [The formal-direct type is that in which both time and content are planned and scheduled. The informal-direct type is limited to situations arising from the immediate experiences or problems of the schoolroom.]

Class groups are divided into families. Desirable traits for the various members of the family group—father, mother, big brother, and sister—are discussed. This discussion is followed by an election in which members are chosen for various positions in the family. A statement of ideals for family conduct is drawn up and thru discussions directed by the teacher, the children learn that family troubles should, if possible, be settled without the intervention of the outsider—in this case, the teacher; that the family, as a whole, should be concerned with the improvement of the invidual members of the group. The pupils, under the teacher's guidance, plan definite units of study to achieve the objectives that have been under discussion.

THE TEACHER'S responsibility—Two men went to church to pray. One was a man named Babbitt and the other a teacher. ¶And the man named Babbitt stood and looking into the eyes of heaven exclaimed: "O Lord, I thank Thee that I am not like other men, even as this poor schoolteacher. I pay half the preacher's salary. It is my money that built this church. I subscribe liberally to foreign missions and to all the work of the church. It is my money that advanceth Thy cause." ¶But the teacher bowed himself in humility and said: "O God, be very merciful unto me. I was that man's teacher." ¶The good teacher holds himself more responsible for training in character than for any other obligation laid upon him. —Walter R. Siders, field representative, World Federation of Education Associations, Washington, D. C.

In addition, activities designed to improve relationship of the child to the home are carried on: lessons on first aid are given; healthful meals are planned and prepared; a daily milk lunch is served to the children of the school; meals for the sick and the underweight are studied; community problems and the use of leisure in the home are emphasized.

However, the situations and problems growing out of the classwork in the home-education department [informal-direct character education] seem to outweigh, at least in interest, the values attained by the formal-direct approach.

A sixth-grade class of girls was discussing the sewing of early colonial days, and a picture of Betsy Ross at work on the first American flag was brought in. "The first flag of our country," said one of the girls. "But this isn't our country," spoke up Marie, age ten. The teacher explained that all people born in the United States were citizens. Had not Marie been born in the United States? "Yes, in Tennessee, but Mother says this isn't my country."

With quiet persistence and perfect self-control, Marie went on to say that she did not believe as the teacher did, that her mother's teaching was right, that Liberia, in Africa, was the only rightful country of the colored people.

At recess the other girls taunted Marie with her ideas and the teacher called the group together for a discussion of the situation. Could the girls not see that Marie had been very courageous in defending the teachings of her home in the face of their opposition? Could they not appreciate Marie's loyalty to her mother's teaching? Had they failed to appreciate that Marie had shown perfect selfcontrol, never losing her temper in the argument? Had she not been courteous thru it all? Though persisting in her own idea, she had never once asked the others to agree with her. After all, had she done anything more serious than to offer an opinion differing from theirs?

Upon further investigation the teacher learned that the members of Marie's family are Garveyites, a name used to describe the followers of one Garvey, an advocate of the return of the negroes to Liberia. No effort was made to change Marie's ideas but the mother was invited to visit the teacher and the school in the hope that common understanding might make it possible for Marie to be loyal to both home and country. The other members of the class, in the meantime, had learned much in the way of tolerance. They had learned that it is possible for people to disagree and at the same time to be on good terms, that loyalty to the teachings of one's mother is a fine quality, that selfcontrol and courtesy in argument are the earmarks of fine character. They had learned that loyalty to one's country is best shown by good citizenship and that Marie, in her controled and courteous actions, was really exemplifying many of the qualities of good citizenship.

Another illustration of the informal-direct approach to character education is provided by a home-education class for boys.

Eighteen colored boys in the special class for children of low intelligence rating asked the principal of the school for the privilege of one period a week in the home-education department. These boys ranged in chronological age from 12 to 17. Their mental ages averaged 10. Dirty, ragged, and gen-

erally undesirable, they presented a sorry-looking lot; but they had heard about the good breakfasts that the 6A boys were enjoying and, boylike, they, too, wanted to eat.

The teacher invited the boys to become members of her department. She realized, of course, that probably their main purpose in asking for the class was to satisfy their appetites but she determined that the subject-matter and organization of the class should be instrumental in helping them realize their responsibilities in the home, in improving their health, both mentally and physically, and in taking care of many outstanding weaknesses as they became apparent.

The teacher planned the first lesson as a demonstration lesson in which she personally prepared the much advertised "something to eat." Only apple sauce and cinnamon toast were prepared, to be sure, but such simple dishes constituted a regal repast so far as these lads were concerned.

During the lesson the teacher made her own immaculate attire obvious. She emphasized the necessity for clean person, hands, nails, for smoothly-combed hair, and spotless uniform and cap. She called attention to the freshly scrubbed tables, clean towels, table-linen, dishes, and cooking utensils. Freshly laundered caps and aprons were shown and the boys asked if their class could wear these uniforms for their next lesson. When the toast and apple sauce were ready to serve the teacher sat as hostess at the table and ate with her guests. She made no comment about their appearance but told them that next time they could select two of their own number for cooks and two for waiters.

Thus the selection of cooks became the main problem for the second lesson. Several of the boys arriving, of course, just as dirty and ragged as they had the first time, announced that they wanted the teacher to be the cook again. This honor she refused to accept, stating that it was her turn to be guest since she had been hostess last time.

How to choose? The boys were puzzled. "What kind of boy do you want for a cook?" "Well, he must be clean." Ideas now began coming. "And he ought to have clean clothes, if he's going to wear that clean apron." "He's gotta have clean hair or he can't wear that chef's cap." "And his hands gotta be clean if he's going to handle my food." "And his fingernails." "And his face." "Yes, and his neck." "And his ears." "If they aren't we don't want to eat what he cooks."

These ideas were all written on the board and volunteers were called for. Only Tom thought himself sufficiently presentable to volunteer. On inspection, however, the boys ordered him to clean his hands and fingernails. Finally they helped him to array himself in chef's cap and apron. The admiring class could not have been more impressed by Solomon in all his glory.

Cocoa and hot buttered toast constituted the menu. Tom, the sole cook, worked as fast as he could but at the end of the period he had ready only six cups of cocoa and six slices of toast. And they had all come to eat!

The teacher suggested to Tom that he select from the group four guests; she helped him set the table for six. While the six favored ones enjoyed the meal, the thirteen unwashed looked on, solemnly discussing the situation under their breaths. It had not been lost upon them that the guests selected were the most presentable in the group and that it took more than one cook to prepare food for eighteen guests in the length of time at their disposal. They left the class puzzled and hungry.

At the third lesson, several volunteered to be cooks and waiters. The group inspected the volunteers and chose the four who seemed cleanest. They then chose six more boys for guests—in order of their rank in matters of cleanliness. These six were not perfectly clean. "But we can clean up by the time the eats are ready!"

While teacher, guests, and cooks were eating in the dining room, the remaining six, of their own accord, quietly cleared the work tables and cleaned the stove and sink. Later they volunteered to wash the dishes during the noon hour. While they were busy with this work, the teacher helped one of them make cocoa to drink with the lunches they had brought from home.

Gradually the boys began to realize that they must be clean if they wished to take part in the class work; that they must do their share of the work before they could partake of the good things to eat; and that the class was fun only for those who earned it.

Discussions followed naturally. Their needs, their desires, the question of cleanliness—all these and other interests crept into the class discussions. Their immediate need seemed to be a good breakfast—something which only a very few enjoyed, since their mothers, for the most part, went to work in the morning before their children were out of bed. And these boys were either too lazy or too awkward to get it for themselves.

Out of these class discussions lesson subjects seemed to emerge almost automatically. The following lessons are in the series outlined by boys and teacher working together: preparation of a good breakfast; personal cleanliness; dishwashing; helping little children get ready for breakfast; washing shirts, underclothes, socks; mending torn clothing.

One would hardly be willing to ascribe permanent outcomes to these lessons but certain immediate results became so apparent that their mention is justified. The appearance of the boys improved. They came to school as clean as they could be expected to come considering home conditions. They became industrious and were willing to do a little more than their share. The boys carried out their classwork in fine spirit. They seemed to forget that they had come just to "eat." Their discussions and conversations showed growth in sense of responsibility for their younger brothers and sisters. Their table manners improved. They began planning their work for the next semester, asking for specific lessons related to the occupations of chef, waiter, porter, and janitor—positions that would be open to boys of their race.

Such results indicate that the home-education department at Whittier School has given these boys a glimpse not only of ways and means by which they can better conditions in their own homes but of the demands that their tomorrows will make of them.

Character comes from responsibility, from intelligent selfcultivation, from cooperation, from joy in skill, from appreciation of others. Wise teachers and parents share work, joy, and responsibility with their children.

A TEACHER FROM ARGENTINA who was in THE JOURNAL office recently spoke of the impression which America is now making in countries where its commercial activities are most intense. She referred to the criticism of our moneymadness, the feeling that we are losing the idealism for which the nation has always stood in the eyes of the world. And then with appreciation too genuine to be mistaken, she added "I can't tell you how much we appreciate THE JOURNAL of the National Education Association because we find in it the true idealism of America. We know that the hearts of the teachers are right. People from Argentina who visit American schools are impressed with the interest which the teachers take in the development of character in the individual child. They are impressed by the character of teachers themselves, by the concern that their example and the influence of their lives shall be a lifting influence in the school and in the community." No one could have given better than did this teacher in the course of her conversation a picture of the quality in American teachers which makes our schools such a mighty force and which makes America the nation that she is. This idealism, this concern for character, have been built largely in the normal schools where most of our teachers have had their first training.

The Education and Training of the Child

THE WHITE HOUSE CONFERENCE *created a body of scientific data bearing on child growth and development which no one interested in education can afford to ignore. The following statement on education and training was drafted by a section of this Conference under the able chairmanship of Dr. F. J. Kelly. The committee chairmen of this section are: Dr. Louise Stanley, Dr. John E. Anderson, Dr. Thomas D. Wood, Anne S. Davis, Henry Breckinridge, Dr. Charles S. Berry, and James E. West.*

This material may well be made the basis of courses in teacher-training institutions and of group study by school faculties. It points the way clearly toward a program of education for parenthood.

SECTION III of the White House Conference deals with education and training. It has endeavored to examine from the point of view of child health and protection all of the agencies which have as their object the education and training of children up to eighteen years of age. These include the home, the nursery, the kindergarten, the elementary school, the high school, special classes for non-typical children, programs of recreation and physical education under whatever auspices, vocational guidance, vocational education, child labor, and a great number of agencies with programs affecting youth such as churches, movies, radios, newspapers and magazines, boy and girl organizations, camping, and a score of others. Great arrays of facts have been assembled in the many subdivisions of all these fields. These have been interpreted by committees representing lifelong interests in the many phases of childhood. The published reports will constitute a veritable mine to which those interested may go for years to come. Each study is rich in significant facts and recommendations. To these the reader is urged to go for convincing evidence.

The following summary attempts merely to list a few of the conclusions which the data in the detailed reports seem to justify. They are high lights which should stir the interest of the American people. It must be recognized that if America is to pass safely thru its experiment in democracy the whole people must not only be aware of the part which education and training of the rising generation are to play but must be ready to make the adjustments in education and training demanded by these times of kaleidoscopic change.

MARIAN E. SYNDERGAARD, *Iowa, and William Ross Bodenhamer, Missouri, the two national 4-H Club health champions selected at the Ninth Boys and Girls National 4-H Club Congress.*

[1] Deep public interest in children—The American people are intensely interested in the welfare of their children. Loose statements are commonly heard that the youth of today are running wild and that agencies for their education and training are ineffectual. The studies made for this Conference give no ground for such pessimism. The problems which youth faces are trying and have many new phases due to the rapidity of social changes. However, agencies for child education and training are in general alert and managed by competent, selfsacrificing men and women. Naturally, social institutions like the school, home, and church which are nationwide in their scope make changes and adjustments slowly but in practically all of them there are places where the problems are being solved effectively. *What is needed is continuous critical but sympathetic study of these agencies and then encouragement and support of the programs evolved.*

[2] The child and human progress—Human progress occurs only when the new generation surpasses the old.

The rapidity of human progress may be measured in terms of the extent of advance made by one generation over its predecessor. Men and women who wish to measure their success in life by their contribution to human progress will desire to devote their resources, both money and brains, to assure children every opportunity to excel. In her enthusiasm for intellectual education America has tended to underestimate the handicap of the physically defective or dispirited child. All honor to those who overcome these handicaps but to leave uncorrected defects which are remediable is both inhumane and shortsighted. Let us educate not only *100 percent of the children but as nearly as possible 100 percent children.*

[3] The child in a machine age—In times past it was easy for a father and mother to live on terms of intimacy with their children. The home was simple and yet very rich in the kinds of valuable experience in which parents and children could join. Now parents find these contacts not only greatly reduced in number but also characterized by artificiality and lack of genuine interest.

For the increasing number of children, especially in cities, activities tend to be centered outside the home. Many of these activities contribute greatly to the child's development. To maintain now the very desirable intimate and sympathetic relationships between children and parents calls for a sharing of these outside activities by both. *These outside activities must be made family activities.*

At the same time that the home is undergoing fundamental change, power-

I BELIEVE **in the free public training of both the hands and the mind of every child born of woman. I believe that by the right training of men we add to the wealth of the world. I believe in the perpetual regeneration of society, in the immortality of democracy, and in growth everlasting.—Walter Hines Page in *The School That Built a Town.***

ful forces affecting youth are springing up carrying immeasurable potentialities for good. But, alas, for evil as well. The radio, the movie, the magazine—these and many others offer thrills to youth on any level he may choose from the basest to the most sublime. All such influences are so definitely educative for good and ill that society may not shirk its responsibility for a critical appraisal of them. *Children must not be exploited for somebody's gain nor sacrificed to somebody's folly.*

These are but a phase of the larger problem of the increased leisure time. That leisure may be the blessing it should be, training in its use is imperative. In recent years there have grown up more than a score of leisure-time educational and recreational organizations for boys and for girls, designed to supplement the home, the church, and the school. In America we have been prone to think of the school as the allsufficient solvent of our social problems. It is becoming clear, however, that many needs of youth can not be met most effectively in the school. These organizations of boys and girls are powerful allies of education. *Their programs for the development of the bodies, the strengthening of the characters, and the enrichment of the lives of children are an essential part of the education and training called for today.*

[4] **The child and his birthright**—Society must demand for every child *his right to a fair chance.* This fair chance involves first that *he shall be born right,* that he shall have a fair start, that he shall not be handicapped for life by a pitiably feeble endowment of body or mind. With a strong body and a sound mind happiness is half assured. Handicapped too severely in these, the struggle is hard indeed. Whatever we may feel in our anxiety to protect the rights of adults, society must think first of the children when it is considering these adult rights in respect to parents.

[5] **The child and democracy**—Democracy demands universal education. Equality of opportunity has long been the ideal of the American people. There is grave danger, however, of confusing equality of opportunity with sameness of educational training. No other type of government as much as democracy demands the adaptation of educational training to the individual differences which characterize her children. *The danger of a dead level of mediocrity is more grave in a democracy than in any other form of government.* Therefore the first cardinal principle in the education and training for a democratic society is that each individual child should develop to his highest possible level of attainment. This calls for the opposite of the lockstep in education. It demands a full recognition of the individual differences among children.

These individual differences show themselves in many ways. Some children are defective in sight or hearing, others tend to become tuberculous, others are slow mentally, others are gifted, and so on. While in all characteristics the differences range from a barely perceptible departure from the norm to a wide divergence, proper education and training demand that *wherever the child's departure from the norm is great enough to make separate or specialized treatment advantageous, such treatment should be made available.* No system of education and training is complete if it merely provides teachers and buildings where children may be assembled forty in a room to be taught by whatever methods and whatever curriculum may be devised as best for the theoretically average child. *There is no such child.*

[6] **The child and his home**—A good home is the inherent right of every child. The welfare of a child depends upon nothing else so inevitably as upon the personality relationships within the family and the child's reactions to them. Economic and social forces which threaten the harmony of these relationships or the security of the family as a unit, endanger the welfare of the child. *The immediate results of the operation of forces inimical to family stability—low standards of living, and broken homes, among others—should be prevented and combatted, not only for broad humanitarian reasons, but specifically to provide for the adequate adjustment and development of children.*

Fundamental to the very existence of the home is the ability of the family to provide an adequate and an assured income. This is a problem of national scope. *The best educational efforts of schools and other agencies may be ineffectual if the emotional background of the child's life is unhappy and insecure.*

We still labor under an unfortunate social tradition that the care of the child in the home is simple, automatic, and instinctive. With our devotion to mother love, we tend to think of the home as not susceptible to scientific inquiry. Thus we fail to study carefully its problems or to inculcate in parents such attitudes and provide them with such information as are necessary for the effective functioning of the parents in the home. There is, however, an increased amount of scientific knowledge of child development, care, and training now available. *Any forward-looking program must recognize the basic importance of bringing knowledge of the development of the child and of methods of his care and training, to parents—the individuals in society directly responsible.*

[7] **The child and his school**—The school is the embodiment of the most profound faith of the American people—a faith that if the rising generation can but be sufficiently educated, the ills of society will disappear. The constantly lengthening period of school attendance, the constantly enlarging contributions of money for the maintenance of the school, the rising standards of preparation of the teachers, the rapid increase in parent-teacher associations, these and many other evidences attest the faith of the people in their schools. Whatever is necessary to enable the school to function better the people will provide.

On the whole the school has met and is meeting the demands for adjustment rapidly. However, the extraordinary rate of change in the structure of society in recent decades has been so great that only in exceptional places have the schools been able to keep pace. From the point of view of child health and protection the following are among the essential requirements needed to bring the schools into a place of effective service in the education and training of the child of 1931:

[a] When school buildings are built or rebuilt and when equipment is procured *let there be rigid adherence to wellrecognized standards of sanitation and health.*

[b] In the development of school programs *increasing recognition should be given to the education of young children thru kindergartens and nursery schools.*

[c] Programs of teacher training should assure the teachers' understanding of *the child's physical make-up and of his personality development* as well as of his intellectual needs.

[d] A school health service, citywide or countywide, is an essential part of every school organization. In this service parents, teachers, school authorities, and health specialists should join forces in devising a unified program such as will assure the full safeguards of immunization, the early detection and exclusion of contagious cases, the discovery and correction of remedial defects of body and mind in all the children regardless of their economic status. *But above all, the health program should systematically promote such a regimen of life—diet, sleep, work, and play—as will contribute most to*

the full mental and physical vigor of every child.

[e] The school must provide health education and training of all children. This involves instruction in personal, home, and community hygiene, in safety, in mental hygiene, in social hygiene, in sex, and in the preparation for potential parenthood. *In this whole program of health education the active cooperation of the parents is fundamental.*

[8] The child and his church—In any program of education and training the church holds an important place. The data in the detailed reports are most illuminating with respect to the far-reaching and growing influence of the church upon youth. Without regard to denomination or creed, whether Catholic, Jewish, Protestant, or other faith, the church is contributing strongly to the controling conceptions of personal life and social purpose which underlie western civilization. In an all too large percentage of communities, however, adjustments to the new age, involving constructive activities for youth, have been slow and inadequate and these churches [in common, frequently, with other social agencies in the same communities] are less potent than they should be. *But in a growing number of cases the church is expanding its activities for young people, not only in the realm of worship, but also in the young people's adjustment to their own problems, and is carrying on a more scientific study and administration of its program of religious education.*

[9] The child and his play—A suitable place to play, affording activities suited to the varying needs of the individuals, is the right of every child. Play is a constructive force in child life, needed not only to build strong bodies, but also to develop those character traits which revolve around resourcefulness and courage. City crowding may be useful industrially but society misreads its profit and loss account when it thinks to achieve industrial success at the expense of child welfare. Day nurseries and nursery schools; playgrounds, accessible and supervised; facilities to keep children in close touch with nature—these and many others must be listed on the ledger of city-crowing industry before a fair balance sheet may be drawn. *What the home can no longer do to provide a play life for children may not on that account be left undone.*

But in all these things which society must provide to furnish wholesome recreation outside the home, the home influence must be strengthened, not weakened. The play facilities must be instruments in parents' hands to help them carry the responsibility of rearing their children. *This responsibility must not be shifted from the minds and hearts of parents.*

IN THE White House Conference on Child Health and Protection, President Hoover has drawn together representatives of diverse groups which are concerned with every phase of child welfare. This undertaking is of the utmost importance to teachers in the schools. For the first time in history outside of war there have been brought into working cooperation on a gigantic scale powerful and influential forces for the achievement of a common end. The White House Conference findings furnish the basis for many improvements in education. The National Education Association may well be proud of the part which its leaders are taking in this great movement on behalf of the child.—J. W. Crabtree.

[10] The child and his character—The emphasis that this Conference gives to child health and protection should not be interpreted as an underevaluation of character as the basic outcome of education and training. A body as nearly sound as possible is the first and best approach to a sound mind. And sound minds afford the most fertile field for the cultivation of character. *But character such as is urgently needed in American life can be adequately developed only when all those responsible for children are awake to the fact that character does not just happen but is the result of careful cultivation.*

Among the significant problems in character development is the modern tendency toward specialization. To the doctor the child is a typhoid patient; to the playground supervisor a first baseman; to the teacher a learner of arithmetic. At different times he may be different things to each of these specialists but too rarely is he a whole child to any of them.

But only as the whole personality expands can character develop. Respect for a child's personality is an absolute requisite to effective character development. This involves a reversal of emphasis. The doctor, rather than prescribing for typhoid fever, should prescribe for Harry Smith suffering from typhoid fever. The playground supervisor, rather than training a first baseman, should train Harry Smith on first base. The teacher, rather than teaching arithmetic, should teach Harry Smith by means of arithmetic. *The philosophy behind the modern demand for a child-centered curriculum in the school is valid also in all other relationships of child life, if character is to be the central outcome of education and training.*

[11] The child and his vocation—While beet fields must be weeded and glass factories must be kept running, yet children have but one childhood. During that childhood *child labor must wait on child welfare.* Some types of work are beneficial to childhood. Others are beneficial to industry at the expense of childhood. No economic need in prosperous America can be urged as justification for robbing a child of his childhood. *No encroachment upon the years needed for education and guidance should be tolerated.*

But vocational efficiency is not only a great social need. It is a priceless individual blessing as well. Therefore, during youth, *guidance into the most appropriate vocation and training for that vocation are among the most urgent aspects of education and training.*

[12] The child and adult education—Education is a continuous, lifelong process. In a social order resting upon public opinion systematic efforts are necessary to keep that public opinion intelligent. No other agencies suffer so directly from an uninformed public opinion as do the agencies for the education and training of children. These go regularly to the people and depend upon the understanding and goodwill of the people for their adequate encouragement and support.

That wisdom needed by adults in meeting their responsibilities as the guarantors of the rights and opportunities of children can come only thru persistent study. Existing educational agencies should be more conscious of their responsibility for such education.

[13] A program based on research—No enterprise so vast as the education and training of a nation's children can achieve its own most effective and economical development without provision for careful and continuous research. It must study its operations and measure its results. This research is needed not alone in the schools but in

other institutions affecting child development as well, such as the family, the home, the neighborhood, the playgrounds, the boy and girl organizations. Indeed the most urgent need for research is in the fundamental nature of the child —physical, mental, moral, and social.

A large amount of able research in education and training is being done by individuals in universities, in state departments, in research bureaus, and in private foundations. Such research is proving most helpful but yet far from adequate. It should be expanded and still other research agencies should include child-welfare studies in their programs. But all these agencies together cannot provide for the systematic study on a nationwide basis of the whole scheme of education and training.

Education is a public function. The responsibility for its administration is rightly lodged with the several states. Theoretically, therefore, the research necessary to assure efficiency should be carried on by the states. Wherever such research can be provided for by the states cooperating with other research agencies, the state is the proper unit to carry it on.

There are some states not yet prepared to provide such research facilities. Furthermore, there are certain phases which must be attacked for the nation as a whole. *Therefore, to cooperate with the states in supplying this needed service of research [and of informing the public about the results of research] is a proper and vital function of the federal government.*

World Federation of Education Associations

TEACHERS of the United States will be especially interested in the Denver meeting of the World Federation of Education Associations. This will be the fifth meeting and the fourth biennial since the organization in San Francisco in 1923. The dates, July 27 to August 1, will give opportunity for teachers to attend the Los Angeles meeting of the NEA, spend several weeks on the Pacific Coast or in visiting many attractions on the way east, and reach Denver in time for the meeting. Already we are assured of representation from practically all countries, and problems of worldwide interest will be considered. There never was before or even following the World War a time when there was so much need of finding a way for the nations to cooperate as at the present time. Teachers are beginning to realize the tremendous responsibilities which are theirs in preparing a new generation which will be capable of a better international understanding and a closer cooperation.

The program will present many outstanding men and women of worldwide note who will discuss important phases of international cooperation. These persons will speak with authority on their several themes. Methods peculiarly adapted to the promotion of mutual appreciation between countries and the interpretation of national life will be interesting and instructive features. The five Herman-Jordan Committees are expected to make a rather complete report and definite programs of instruction will be presented. The correspondence which comes to my desk from teachers in many parts of our country, as well as in other lands, indicates that teachers everywhere are seeking definite information concerning materials, objectives, and methods calculated to produce friendship and goodwill. The Denver convention will be especially rich in features of this kind. The W.F.E.A. will be expected to consider the following problems:

[1] A practical program of education including objectives, materials, and methods for the promotion of international understanding and cooperation that systems of education may properly include for the elementary schools.

[2] A constructive program which may reasonably be carried on in secondary schools, calculated to produce international understanding and goodwill.

[3] A program of teacher training which normal schools and teachers colleges may carry for the preparation of teachers for the new objective.

[4] A constructive program for the development of international understanding and goodwill which may reasonably form a part of the work of institutions of university rank.

[5] A field of activity for educational agencies allied to school systems which will aid in preparing the children for future international cooperation.

The program will extend from Monday morning, July 27, thru Saturday evening, August 1. The time will be divided between department meetings, the delegate assembly, and general meetings. The cooperative agencies which will be represented will include those which work thru special school units, (1) special school interests, (2) special subjects, (3) school organization, (4) education for peace.

The general programs in which the convention will meet in a body will contain many instructive and interesting features. Speakers from many lands who can speak on the assigned subjects with authority will participate.

Welcome meeting.

International understanding and cooperation—Business and international cooperation; Diplomacy and international goodwill; The press and international understanding and goodwill.

International understanding and cooperation—Labor and international cooperation; Education and world unity; Travel and study as a means of understanding.

Methods peculiarly adapted to the promotion of mutual appreciation between countries—The Occidental and Oriental countries; The United States, Canada, and the Spanish-American countries; Europe and the Americas.

Interpretation of national life—One from the Orient; one from Latin America; one from Europe.

Special report of Herman-Jordan Committees on Education for International Understanding and Goodwill—Committee No.1, Education for peace, Dr. P. W. Kuo; Committee No.2, Social sciences, Miss Laura Ullrick; Committee No.3, International relations of youth, Daniel Chase; Committee No.4, Military training, E. J. Sainsbury; Committee No.5, Attempts of diplomacy to obviate the necessity of war, Frank A. Hoare.

Messages from the several countries—Persons who come with special messages should notify the president as far in advance as possible in order that suitable provision may be made.

Reports from divisions—In order to tie together the deliberations of the several departments, brief reports of objectives and results of the divisions will be asked of the chairmen.

Farewell meeting.

Denver is a city offering many attractions. It lies at the foot of the Rocky Mountains, within easy reach of many of America's most attractive and beautiful features. Teachers who wish to return from the Los Angeles meeting earlier will find an abundant opportunity for recreation and rest in the vicinity of Denver. Denver University, with its strong department of international relations, the splendid system of city schools, and the summer schools at Greeley and Boulder will present attractive opportunities. Teachers, whether or not definitely appointed as delegates to sit in the Delegate Assembly, will have opportunity to attend department meetings and general sessions and participate in the various phases of the program.

Child Behavior Reflects Parental Handling

CLARA BASSETT

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

IT IS DIFFICULT in handling a problem child to remember to what an extent the child's problems are a reflection of parental attitudes and handling. To illustrate some of these relationships brief summaries of several cases will be given in which the child's behavior and personality reactions are directly conditioned by parental handling.

Celia, age 6, was brought to the clinic by her mother because of nervousness and frequent vomiting. She was described as restless, fidgety, finicky about her food, waking startled and frightened at night after bad dreams. She had been vomiting frequently for two and a half years, usually after excitement or sudden noises. This habit was discontinued for eight months but was resumed after starting to school when five years old. She had been eager to go but apparently soon took a dislike to it and would wake up in the morning sobbing, wanting to vomit, and refusing to go. This condition rarely occurred in the evenings, Saturdays, Sundays, or during vacation.

Celia's father was a kind man who was somewhat unhappy in his work and had difficulty in making a living. He had of late become rather irritable "due to worry and disgust over Celia's behavior." The mother, a healthy, rosy-looking woman, grew up in an unhappy home where the atmosphere was tense with fear, as her father was a "very nervous man, hard to get along with, easily losing his temper, and constantly yelling at the children." Celia's mother displayed great satisfaction in reciting the family ills, denied good health, declaring "appearance to be deceiving," and fairly boasted of her own nervous ailments. She had had treatments in several "nerve clinics," where no physical basis for her complaints was found. Two years before her marriage she, too, vomited frequently, due to "nervousness." She was anxious, fussy, alternating overindulgence with irritable "slapping" and nagging reprimands.

During breakfast the mother catered to Celia's whims, continually hurried her so as not to be late, and kept the atmosphere electric with tenseness and wept profusely over her child's symptoms. When Celia spent several weeks with an aunt in Elton the child's nervousness and vomiting disappeared.

At school Celia seemed sensitive, fearful, lacking in selfconfidence, easily discouraged, and frequently absent because of "sickness." The mother with great complaisance and much exaggerated detail described, before the child, her own girlhood illnesses, her nervousness and physical symptoms, and elaborated for the edification of all and sundry the details of Celia's interesting peculiarities along a similar line.

Thus we see a mother whose psychological habits and personality problems are largely conditioned by her own unhappy childhood, being faithfully copied by her child whose problems are a direct result of the atmosphere of the home and the parental handling she receives.

Russell, an attractive boy of 11, was referred to the clinic by his school principal because he had been showing for a period of two years twitching of the muscles of the face, neck, and shoulders. He was restless in the classroom, his hands and feet always on the move. He was inattentive and was not doing well in his classes. His teachers liked Russell, but thought he was not really trying to do his schoolwork well. His school progress had been regular with the exception of skipping a class in the third grade and he was now in 5B.

Further investigation showed that the father, age 44, had been for 17 years a shipping clerk. He had always been kindly in his home relations but for the past four years had been afflicted with a red rash-like condition which spread over his nose. His nose was constantly swollen and full of sores. The pain from this condition was not so hard for him to bear as the frequent jocular remarks and twitting regarding it on the part of his friends and fellow-workers. He had gone faithfully to a clinic, where nothing had been done to relieve the difficulty which was later traced to seriously infected teeth. He had become sensitive, easily hurt, and very irritable in the home, taking out on the family the resentment and distress which he harbored.

The mother, age 40, was a quiet, conscientious, ambitious, overanxious woman, very much concerned over the social and intellectual progress of her children. The home was a small, wellfurnished, and immaculately clean apartment in a dingy, four-family house. Russell had one brother, Louis, age 17, who was in high school. He was very bright, healthy, and unusually successful and his parents frequently expressed their great pride in him.

Russell had been considerably babied and pampered by his mother during his early years. He was allowed to drink his milk from a bottle until five and because of wrong diet was frequently ill.

The twitching of his head and shoulders began two years previously and was always more severe at home than at school. A neighborhood doctor who had been consulted told the mother these twitchings were due to a habit and could be controlled by the boy. The mother interpreted this to mean that the boy did it on purpose, so, in the words of the mother, they "would hit him terrible" whenever they saw him do it and were much surprised that this treatment did not effect a cure. This twitching made the mother exceedingly nervous and irritated at the youngster.

It was found that the boy's daily program included a half hour of piano practise before school, school from 9 to 3:30, study on homework from 3:45 to 5. The boy went to a church school daily for religious instruction from 5 to 5:30 and was compelled to practise the piano again for a half hour in the evening.

Russell had only one or two friends and almost no playlife. His one chum, age 13, was a silent, studious boy. The mother never allowed the boys to bring their friends to the house and she felt that any activity such as hiking, or group games was nonsense—she saw no sense in a boy's wearing out clothes tramping about only to get tired. She worried because Russell tried "to get out from under responsibilities" and she had to watch him to see that he went thru his heavy daily schedule faithfully.

Physical examination showed the boy to be underweight and to have several teeth in need of attention. He was getting insufficient sleep and exercise. Psychological examination indicated that he had a high average intelligence and that he should have been able to do the work of his grade comfortably.

The conditions which contributed to this child's difficulties included his father's nasal condition, resulting in feelings of inferiority and constant irritability which in turn were vicariously relieved by nagging and criticizing Russell. The mother spoiled the child but at the same time was overanxious and demanding in her attitude. Both parents pushed the child too fast and overvalued scholastic success at the expense of this growing boy's need for leisure, for normal childish play, and for making friends. The school, distressed over the child's lack of effort, contributed to the pressure on him. He was undernourished, had too little rest, carried a far too heavy daily schedule, and under the strain and tension of the whole situation developed the chronic twitching described above. These symptoms were greeted with greater severity which merely accentuated the strain. At the same time, the boy rather enjoyed being the center of the stage and in being able to elicit the anxiety and excitement with which his mother reacted to his symptoms.

Any handling of this child's problem which did not take these various contributing factors into consideration in planning treatment would not secure the desired success.

Thelma, age 16, was found wandering in a daze about the streets by the police late one night. She was taken to a hospital as she was in a kind of stuperous condition and unable to remember her name. After several days, during which she would not talk, she disclosed her identity. Large, slow, dull, timid, and shy, Thelma was adamant in her refusal to go home as she said her fervent dislike and

antagonism toward her mother made it impossible for her to live there longer. Investigation showed that her mother was the ruler of the home. In spite of poor health she grimly dominated her family group of a mild, quiet husband and four children, of whom Thelma was the eldest. This mother was a proud, fiercely ambitious woman, very desirous of position and money, a good housekeeper, overzealous but not affectionate in the care of her children. She was easily excited, always scolding, urging, and pushing forward the members of her family. She cried easily and domineered her family by tears, scolding, and criticism, by rigid commands, and by describing with lacrimose emphasis her hard work and sacrifices for the family welfare.

Thelma had always been deprived of pretty clothes and the frivolities natural to childhood. She was refused spending money and was not allowed to indulge in recreation or "to waste time with friends." She was expected to work hard all her waking time and then to sleep hard so that she would be fit for more work on the morrow. Because of her slow stolidity and the overwhelming nature of her mother's repression and domination, Thelma did not achieve the success her mother's ambition demanded either in school or in her earning capacity. The home was crowded and Thelma slept with her two younger brothers, so had no privacy or quiet. Everywhere she went she heard her mother praised and held up as a remarkable example of a successful mother and in her heart she hated her mother and bitterly resented her domination of her life.

This girl's tension was first evidenced by seemingly unreasonable crying spells but when no relief was forthcoming Thelma unconsciously chose the only way of escape, complete forgetfulness of herself and the whole situation.

Convinced that she would not return home, Thelma was placed in a charming girls' club where she had a room to herself. Interesting work was found for her, she was allowed to purchase some pretty things for her personal use, to join recreational groups of young people, and to have some spending money and this stubborn, sullen, unhappy, stolid girl was rapidly transformed into an active, cheerful person who felt for the first time a great, dull weight lifted from her soul.

Robert was a boy of 8 years, short, stocky, with black, bristling hair and an air of great selfassurance, fearlessness, and decision. He was referred by the principal of the school because he refused to attend school for days at a time, was unwilling to conform to classroom rules and procedure, was unmanageable, and unable to get along with other children. When, in desperation, the principal threatened to send him to court and away to truant school, he said he'd be very much interested in going and when could he start.

The mother was a weeping, nervous wreck trying to manage him. The father was a small, sickly, unemotional, passive man suffering from tuberculosis. The mother was a healthy, emotional, energetic person of initiative, with no interests outside of the home. The marriage had been arranged and there was a lack of any emotional satisfaction on the part of the mother. Two previous babies died at birth, so the mother was exceedingly happy when Robert lived and devoted her whole life to him and his care. She was with him constantly, waited on his every wish, catered to his every whim, and feared his contacts with other rough little children. As he grew older his tyranny over his parents was more difficult. If refused anything he would wait until his parents were busy in their grocery store with customers, then he'd demand it and his parents, terrified lest he go into one of his temper tantrums and make a fearful scene, granted his wish. When he refused to go to school his worried mother hovered about beseeching him to go, preparing special treats in the way of foods or movies so he would feel in the mood to go the next day.

Physical examination showed no defects; instead, excellent health. Psychological examination showed him to have a very superior intelligence of the near-genius grade. A study of his personality showed him to be a typical small tyrant, with total disregard for the desires or convenience of others, self-centered with absolute confidence in his own judgment, abilities, and superiorities. When asked why he discontinued music lessons after a few times, he gravely said he knew far more than his teacher so why should he continue. He was lacking in affection and dominated all who came into contact with him. He was heartily disliked by all the children and most adults.

The personality traits of this child which made him so difficult and disagreeable seem to be directly traceable to unfortunate parental methods of handling which began in baby days. The mother's emotional nature, unsatisfied in her married life, thwarted by the deaths of two previous babies, expressed itself thru an overwhelming indulgence and oversolicitude toward her boy. Deprived of active playlife with other children, his selfish, domineering traits developed entirely unchecked.

At 8 years this child's personality had become rigidly organized into a set pattern which was dangerous to his future welfare and to that of others. Unless all situations in life made it possible for him to play the easy role of a successful dictator he was likely to take refuge in a mental breakdown.

These brief sketches give some indication of the intimate correlation between the external behavior symptoms exhibited by the child in his school contacts and the relationships which exist in the home and the way in which he has been handled there. They also serve to illustrate the fact that the underlying causes are never simple and that treatment, to be successful, must be based on as clear an understanding as possible of the underlying causative factors and not hastily spread on the surface of the situation like a mustard plaster.

NEVER SAY TO CHILDREN—William C. Bagley, a masterbuilder of the profession, sends in the following from *The Scottish Educational Journal* with the suggestion that it is well worth bringing to the attention of American teachers. ***Never say to children:***

What pretty hair you have!
You are small for your age.
You are as nervous as your father.
You have no gift for that.
Children don't understand these things.
A child should always be cheery.

Is it a boy or a girl you are?
You behave more like a girl than a boy.
There was a boy lost in you.
You should have been a girl.
Girls don't need to learn so much.
A boy should not submit to that.
Take an example from your sister.

Take what I say for gospel.
You can turn me round your little finger when you want.
Nobody will ever be as much concerned about you as I am.
Just wait till you go to school and the teacher will show you!
Just wait till your father comes home!
You are the wickedest child I know.
You'll be the death of me yet.
You'll never come to anything.
At your age I was earning my own living.
You will come to a bad end yet.
Other people will knock that out of you.
You'll be sorry for it some day.
Don't listen to anybody but your parents.

When a Child Begins a Job:

Pride goes before a fall.
Do you really think you can do it?
You'll not get much credit out of this job.
You would be better to do your lessons instead.
It is not so simple as you think.
You are far too sure of yourself.
The person that begins big ends small.
If you try too much you will complete nothing.
It's a waste of time.
If it could have been done, other people would have done it before.
You haven't enough industry and perseverance.

When a Child Succeeds:

Anybody could do that.
Don't get too puffed up about what you have done.
You have still got a good deal to learn.

When a Child Fails:

What a waste of money!
I told you beforehand.
You'll see now that I was right.
When I was your age I made all my own clothes.

Croakings:

Our family are no good at that kind of job.
The apple never falls very far from the tree.
You are always unlucky.
You're only half awake.
Your fingers are all thumbs.

How Teachers Colleges Improve Instruction

FRANK E. BAKER
President, State Teachers College, Milwaukee, Wisconsin

THE GREAT PROBLEM facing all collegiate institutions, whether liberal arts or professional, is the improvement of instruction. *The colleges of America are pretty well thru the expansion or quantitative stage and have entered the inner development or qualitative stage.* While there may be some college presidents in America who are still striving for numbers and new buildings, there are not many. At least a few have actually come to see that the great need of the colleges today is not so much more buildings as better brains applied to teaching. While the efforts to improve instruction are still confused, all have the common characteristic that they aim at the abolition of the lockstep and the attainment of greater freedom.

There have been, within the last half decade, several widely advertised experiments in the liberal arts colleges, all aiming primarily at the improvement of instruction. Regardless of the stated objectives of these experiments, all of them—the University of Wisconsin Experimental College, the Swarthmore Reading in Honors courses, and the Rollins College Conference Plan — seem to have been based on a common philosophy of education. All make the growing mind of the student rather than organized subjectmatter the determining factor in education. All approach the process of education from the psychological rather than from the logical viewpoint. *All treat education as a matter of growth rather than as an accumulation of information.*

None of the attempts to improve instruction in the colleges for the training of teachers have been as pretentious as those mentioned above. However, the attempts that are being made indicate a decidedly healthy attitude toward experimentation.

The professionalization of subjectmatter—At the beginning of the present century, the methodology phase of teacher training was past its height. Already there was a growing feeling that methods courses often failed to function, that they had, in many cases, become so highly organized and formalized that they were just so many more subjectmatter courses. By the end of the first decade of the present century, this feeling had become a definite conviction in the minds of many leaders in teacher training. Out of this conviction grew the movement for the professionalization of subjectmatter, started by William C. Bagley of Teachers College, Columbia University, and fostered by all who have come under his influence. *The purpose of this movement was to break down the dualism between subjectmatter and method; to present all subjectmatter in such a way that it might be utilized as the material of lifelike experiences in teaching children.*

> **THE CRITICAL PERIOD in all work of teacher preparation is that of supervised student teaching. Not until then can we know beyond a doubt how the neophyte in the fine art of teaching will act, or behave, in an actual teaching situation. It is then that occurs the integration of theory, subjectmatter, personal characteristics, and actual activities of the teacher. It is then, and not until then, that we can judge the most important of all aspects of teaching—that of the responses, the behavior, of the children being taught. The institution must center its organization, its plans, its teacher-preparing curriculums, its building facilities, and the attention of its entire staff upon this work.—From *Supervised Student-Teaching*, by Arthur Raymond Mead.**

It is probably true that in every teachers college and normal school in America some attempt has been made to professionalize subjectmatter. From information available it would seem that the efforts in this direction of the faculty of the Maryland State Normal School at Towson have been the most carefully organized and the most persistent. A detailed description of this attempt may be found in the April 1930 number of *Educational Administration and Supervision* under the title, "A Plan for the Closer Coordination of Professionalized Subjectmatter and Student Teaching in a Normal School."

The experience method in professional education—The dualism between theory and practise has been a perpetual problem for the teachers colleges. One of the most drastic attempts to solve this dualism is an experiment now in its second year at a state teachers college in the Middle West. [The State Teachers College at Milwaukee.—Editor]. This experiment was the outgrowth of several very definite convictions that had grown up in the minds of the faculty of that institution, which may be stated as follows: [1] that the socalled technic or methods courses function little, if any, in the practise teaching of the students; [2] that every teacher should be liberally educated at least to the level of the junior college; [3] that the professional education of the teacher should be a growth rather than an accumulation of information and skills; [4] that the professional phase of the curriculum in the teacher-training school should consist of a series of professional experiences so chosen and related that the philosophy of education, the understanding of child nature, and the knowledge of and skill in the use of the technics of teaching, which constitute the professional equipment of the teacher, come as a direct and natural outgrowth of these experiences.

Students being trained under this plan are given two or three years of liberal arts education, depending on whether they are enroled in the three- or the four-year curriculum, followed by one year of professional education based on principle [4] above. Space will not permit any discussion of the liberal arts phase of the education of those students in this experiment. When the student comes to the professional phase of his education, at the beginning of the third or fourth year in the college, he has had no courses of a professional nature whatever except a course in general psychology. He is assigned to a certain homeroom in the training school and the training teacher in charge of that room becomes the guide of his professional education. To help the training teacher and to avoid the possibility of having all the experiences of any student confined to one room, a member of the staff of the department of education is assigned to help each student. Under the guidance of these two teachers the student is put into a series of professional situations, rich in the philosophy of education, psychology, child study, and the technics of teaching. These experiences arouse "leads" in the minds of the students which are used to induce much professional reading and coherent thinking; and the results of the student's ob-

servation, reading, and reflection are clinched in numerous conferences. The students follow no set schedule. They live with the children in the training school two or three hours a day, the group of children depending on the type of experience emphasized at the particular time. The work with children is followed by a conference each day and hours of reading in the library.

The experiment is still too young to permit an evaluation of its outcomes but the results in increased professional enthusiasm, in the breaking down of the barriers between subjectmatter and method, in the development of a sound philosophy of education and a functional psychology, and in the growth in creative artistry in teaching have been very gratifying.

Closely related to this experiment in its underlying philosophy, preceding it, and thus furnishing a certain amount of impetus to it is another in the teaching of art education. A two-credit course in teaching of art was worked out on the principle, "I know because I have experienced."

For the past three years this course has been conducted in a two-hour weekly meeting. Every student spends the first hour of each class meeting teaching a small group of children. The second hour is spent discussing and applying and enlarging the experiences gained. These experiences are supplemented by many assigned readings, which gain in purposefulness thru the experiences.

The experience - procedure - principles order—At the State Teachers College at La Crosse, Wisconsin, an excellent plan to make the professional training of elementary teachers an outgrowth of experiences has been in operation for two years. This plan has the merit, not found in some others, of capitalizing the vocational motive from the very beginning. A description of this very interesting contribution to the field of professional experimentation may be found in the May 1929 issue of *The Nation's Schools.*

Attempt to introduce freedom, arouse initiative, and challenge the individual capacities—A course in general psychology, open only to sophomores, has been divided into six units of work, each unit consisting of the minimum essentials required of each student. The completion of each unit is determined by a test consisting of fifteen life situations, followed by five psychological principles rightly or wrongly applied. As soon as a student completes a test he is excused from the class until the next unit begins.

During the past year, a group of six superior students was excused from the regular class meetings and allowed to complete two units of work by the aid of the course syllabus and thru occasional conferences with the instructor. These six students not only completed the two units in the assigned time but accomplished an enormous amount of outside work. For example, they read and discussed among themselves Koehler's *Gestalt Psychology* and then invited the instructor to join with them in several final discussions in which they displayed an intensive knowledge of the book.

OTHER COUNTRIES—Some form of laboratory work, such as observation or student teaching, is a part of teacher preparation in Canada, Mexico, and some South American countries, Porto Rico, England, France, Germany, Netherlands, Belgium, Denmark, Scandinavia, Bulgaria, Austria, China, Japan, India, the Philippine Islands, and many other civilized countries. It has also been started in the systems of education being developed in the more backward countries of the world. Back of this stupendous growth lie a faith and a philosophy—a faith that the best way of learning to teach is thru actual contact with real teaching, and a philosophy which declares that a usable theory will work in practise; otherwise it is not a sound theory.—From *Supervised Student-Teaching,* by Arthur Raymond Mead.

The unit method in history—A course in American history has been centered around certain main problems classified in groups. Under the ordinary class procedure these problems are covered by assigned readings, followed by class discussion. The mastery of the problems is determined from the daily discussions and thru written examinations at irregular intervals.

At the beginning of the last quarter of the last school year a group of eight students was allowed to work out a plan by which class attendance was made optional. Each problem was given a point rating and each student was required to complete sufficient problems to make a total point rating of 60. Students were allowed a free choice among the problems with such limitations as were necessary to guarantee a certain spread. Attendance at the class discussions was made optional in the case of the members of this group. It was found that they exercised this option by attending class when their problems were under discussion. As soon as a student had finished a problem he took a written essay test on it and, at the end of the quarter, each student took a true-false test covering the problems studied by him. In order to test each student's ability to apply his learning to new situations he took an essay test on three problems not studied by any of the students.

One of the best founded criticisms of the modern college curriculum is that it deals with too many little things in a little way. Many attempts are being made in the teachers colleges to unify and enlarge the intellectual experiences of the students.

The changing conception of the function of the instructor—The traditional idea of the teacher has been that of lecturer, tutor, information giver, and examiner. With our changing attitude toward education there has come a marked change in this conception. The change has come in part, at least, from a feeling that teachers have taught too much, that they have not only discouraged, by too much lecturing and instructing, the self-activity that alone can lead to growth but that they have often placed themselves between the mind of the student and the great realities.

In order to bring the function of the instructor into closer harmony with the idea of guide, counselor, inspirer of high purposes, and promoter of great tasks, classrooms and lecturerooms are being changed into workrooms. Some teachers-college presidents evaluate the work of their instructors by the extent to which students are held in the classrooms during free periods. I know of teachers whose classrooms are always occupied by from three or four to a dozen students, working on projects, using mimeographed materials, books, and syllabi. Because of my belief in the new conception of the teacher I am led to prophesy that *the time will come when the college library will be a central distributing station and that its main function will be to keep an ever-changing supply of books in the various class-work-rooms.*

These are a few concrete examples of attempts to improve instruction in the teachers colleges that have come to my attention. There are many more just as valuable. I regret particularly the impossibility of reporting the attempts that are being made to vitalize psychology to make it function in the professional lives of trained teachers. The effort along this line at the Wilson Teachers College at Washington, D. C. deserves special mention.

Enjoyment of Good Literature

WILLIAM S. GRAY
Dean, School of Education, University of Chicago

As INDICATED in earlier articles of this series, an improved program of teaching provides for the orderly development of desirable reading attitudes and habits during the reading period, for wide reading in the content subjects, and for the development of strong motives for independent reading during free periods. But it is not sufficient merely to stimulate interest in reading; in addition, reading interests and tastes must be graded steadily upwards. Accordingly superior instruction aims to cultivate hearty enjoyment of good literature and to elevate reading tastes. The value of these aims is obvious. On the other hand, the need of directing increased attention to them in both elementary and secondary schools is very urgent. This fact is emphasized by the character of much of the free reading of children and young people today. Numerous studies show clearly that a ***surprisingly large percent of the books and magazines read independently are of little value from either a social or a cultural point of view, if indeed they are not harmful or degrading.*** Furthermore, there is apparent lack of desirable standards in selecting material to read, also lack of appreciation of the better types of literature.

In partial explanation of this situation, several facts may be presented. ***First,*** the cultivation of hearty enjoyment of good literature which is often introduced very effectively in the kindergarten and primary grades thru story telling and dramatization is discontinued in many schools during the middle grades. It is very unfortunate that little effort should be made to cultivate desirable standards and tastes during a period when children are beginning to read widely and when interests and tastes can be easily cultivated. ***Second,*** prevailing methods of teaching literature in the high school often fail to cultivate hearty enjoyment and to inspire pupils to continue the independent reading of superior types of literature. ***Third,*** many pupils in the grades and high school fail to receive adequate guidance and stimulation with respect to free reading. For example, in reports from 2083 pupils in one school system, 48 percent reported that they had not been asked to read by anyone and 76 percent of the senior high-school pupils and 80.5 percent of the junior high-school pupils reported that they had not been asked to read magazines by teachers. The study as a whole led Henderson to conclude that "as yet no agency in the community studied has assumed the task of introducing the pupils of school age to the better class of current literature." These and many other facts indicate clearly that current reading interests and tastes among children and young people are the result, in part, of inadequate attention to the problem in some cases and of ineffective efforts in other cases.

STORYTIME, *when on mother's lap reading tastes are developed which will remain thruout life.*

The wisdom of providing specific guidance in cultivating appreciation of good literature is often questioned. The argument is advanced that appreciation cannot be taught; that it is acquired solely thru wide reading of interesting, wholesome books and selections. Without depreciating in the least the importance of such reading the position taken here is that specific guidance and leadership are highly desirable. This view is supported both by classroom experience and by the results of experiments. Three examples based upon classroom experience will be presented briefly.

A fourth-grade class had been reading a simple account of Ulysses' encounter with the Cyclops. After the content of the selection had been carefully interpreted, the teacher read aloud from a translation of the original the comments of the Cyclops to the biggest ram as he passed out from the cave. The pupils were thrilled with the beauty of diction and the style of expression of the passages read to them, as shown by their undivided attention during the reading and by the spirited discussion that followed. Their taste in reading was elevated by the experience, as shown by the fact that many of them read to themselves various parts of the teacher's book during free reading periods. It is true that the teacher did not emphasize or call attention to the literary qualities of the selection read. Thru a carefully planned step, however, she attracted attention to a superior selection at a time when the pupils were in a position to distinguish and appreciate its unique qualities.

A second example is taken from the upper-grade level. A young woman was teaching by more or less formal methods several selections of literature in which she was not interested. The response of the class harmonized with expectations. During free periods, however, she began to read to her pupils some of Riley's poems of which she was very fond:

Wasn't it pleasant, Oh brother mine,
In those old days of the lost sunshine of youth,
When the Saturday's chores were thru
And the Sunday's wood in the kitchen, too,
And we went visiting, me and you
Out to Old Aunt Mary's.

The children soon caught her enthusiasm, were inspired by her interest, and within two weeks filed more requests with the school librarian for Riley's poems than could be supplied even with the help of the public library. ***We need in elementary and secondary schools today inspiring teachers of broad interests who will share with their pupils the pleasures derived from the reading of good literature. They should also recognize fully their obligation to devote much time and attention to the problem of broadening the reading interests of their pupils and improving their tastes.***

A group of senior high-school pupils was recently found reading short stories of superior quality during a free library period. Inquiry disclosed the fact that interest in short stories had been stimu-

lated the year before by a teacher who had taught a unit on short stories in a most stimulating way. She read and discussed a number of short stories with her pupils; she described others, indicating points of interest and attractive features of each; and she provided abundant time for independent reading, discussion, sharing of experiences, and hearty enjoyment. More than a year later her pupils were still actively interested in reading the better types of short stories, whenever they had time to do so. Apparently the contacts of the pupils during the course were of great value in directing their reading interests and tastes.

The examples which have been given indicate that much can be done thru guidance in cultivating interest in good literature and in elevating reading tastes. Such conclusions are supported by the results of scientific studies. For example, Broening found that appreciation of good literature can be cultivated thru the use of appropriate methods. Green found that critical studies of books and the group preparation of standards for use in selecting books to read resulted in raising materially the literary excellence of the material read independently by the group. Bernard, Anderson, and Raborem secured reports from high-school pupils which indicated that a wide reading course in modern literature cultivated literary taste and aided in preparing pupils for worthy use of leisure time. Several investigators have found that preference for the better types of magazines can be cultivated thru carefully planned guidance, including comparative studies of the characteristics of different magazines. These and other studies show clearly that appreciation and taste in reading can be cultivated; also that some methods are far more effective than others in securing desired results. It follows that both elementary and secondary schools should give conscious attention to this problem.

Some of the more significant aims and purposes of the literature period will be discussed briefly. They apply to many activities of the reading period as well as to those of special literature periods. By "literature" as defined by Morrison and as used in this discussion is meant "any good reading which tends to contribute a sense of sound values in the pupils' developing outlook on life." It is obvious, therefore, that the term is not limited to the classics or belles-lettres in general; neither does it apply solely to informational reading. It does apply, however, to a wide range of reading which reveals "wholesome, ethical, and esthetic values" and which by its very nature stimulates an ultimate preference for reading which uses adequate literary forms of expression.

The primary aim of the literature period is to cultivate hearty enjoyment in reading worthwhile books and selections. As pointed out by the National Committee on Reading, good literature is "most appreciated and makes its best contribution when it is approached in a recreational mood of curiosity" and not as study or work. One of the first requisites is that the child's early contacts with literature should be very interesting and pleasurable. To this end the kindergarten teacher reads and tells many interesting stories to young children and provides them with attractive picture books. During the primary grades, teachers provide many pleasurable contacts with good literature thru dramatizations, the story hour, the language period, and frequent recreational reading periods. In this connection, the importance of reading for sheer fun and pleasure cannot be overemphasized. During the middle grades wellplanned group activities, relating to interesting themes, should be supplemented by much independent reading of good literature in which interest has been aroused during class periods. Furthermore, there must be much group reading for fun, frequent occasions to hear selections of good literature, particularly poems, read orally, and much sharing of experiences. During the high-school period many units should be taught primarily to contribute genuine pleasure, to awaken new interests, and to cultivate favorable attitudes toward the better types of literature.

A second aim of the literature period is to broaden desirable reading interests. Striking evidence of the need of this step is found in the fact that children read only one or more types of material, such as series books. To overcome this difficulty, they should be introduced at frequent intervals to new fields of interest and to literary types which they might not discover without guidance. Records of actual experience should not be neglected, however. These include selections relating to personal matters such as home or school life, to people and events in different times and places, to different phases of man's activity, to various human relationships such as good fellowship and loyalty to country, to current events, to contemporary social problems, as well as to life as presented in the great masterpieces of literature. It is true that many of the types of material mentioned belong properly in the content subjects. It is necessary to include some of them also in the literature period for the specific purpose of extending the range of hearty enjoyment and desirable reading interests.

The literature period has unique opportunities to extend and enrich the experiences of pupils far beyond the limits of other school subjects and activities and to aid in cultivating socially desirable attitudes, standards, and ideals. The National Committee on Reading rightly emphasized the fact that by "acquainting pupils with the greatest and finest sources of genuine experience during the hours of recreation and true enjoyment in school, we may surely and wholesomely stimulate their interest in the life to be lived in books and broaden their interest to include new and excellent types of experience everywhere." By acquainting them with records of high achievement and noble character, desirable attitudes, standards, and ideals may be developed.

Additional aims which merit strong emphasis during the literature period are to acquaint pupils with the sources and values of different types of literature including the better types of current literature, to cultivate appropriate habits of interpretative and critical thinking in various fields of literature, and to cultivate increasing preference for artistic forms of literature. These and other worthy aims offer a mighty challenge to teachers of reading and literature in elementary and secondary schools. The opportunity and the responsibility should not be neglected.

IF," said Sir John Herschel, "I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading. Give a man this taste, and the means of gratifying it, and you can hardly fail of making a happy man, unless, indeed, you put into his hands a most perverse selection of books."

Vitalized Group Study and Faculty Meetings

FROM THE STANDPOINT *of professional education it is clear, even to the casual observer of educational progress, that the science of education is changing so rapidly that periodic and systematic attempts to keep abreast of the times are essential to the professional life of the alert teacher. No preservice or preliminary program for the education of teachers can be sufficient. A program of preservice education properly coordinated with the inservice program and conducted thruout the professional life of a teacher is indispensable.*—Ned H. Dearborn, director, the Institute of Education, New York University.

The teachers meeting has many very important functions. When rightly conducted, it becomes an exchange and a clearinghouse for the educational ideas and ideals of the teachers of a system and should result in a unified program for professional advancement as well as for the educational progress and welfare of the pupils.—R. U. Moore, principal, University of Oregon High School.

You will be interested to know how "vitalized group study and faculty meetings" started. In November 1925, Secretary Crabtree sent a letter to principals and superintendents in which he said in part:

When the slogan, *A stabilized, allinclusive membership and the entire profession at work on its problems,* first appeared in letters and printed statements, it was looked upon as an inspirational sentiment but not as an ideal to be realized. One delegate wrote: "I like the ideal but of course it can never be realized." Another said: "Before you get the entire profession at work on its problems you and I will have been in our resting places for generations—but go to it—it sounds good." But as membership grows more permanent, as schools continue year after year on the 100 percent list, and as the organization for the study of our problems goes rapidly forward, the slogan becomes more than a sentiment—it becomes a goal visible enough to give inspiration and hope. This letter is in regard to programs and plans for staff meetings.

No one could reasonably hope that all schools could take hold of the plan immediately. Let this work get under good headway and *the state education association journals,* THE JOURNAL *of the NEA and other educational magazines will shape material to meet the needs.* The plan is that regular meetings of the staff be held in every elementary and high school, public and private school, normal school, and college. Let every principal and superintendent arrange for regular meetings of the faculty, *using extensively the material in state association journals,* THE JOURNAL, *and other educational magazines.*

In much less than a decade from the time noted above, thousands of schools are realizing one of Secretary Crabtree's basic ideals—an allinclusive membership. These schools are bringing their teachers together at regular intervals to work on problems of the profession, *using vital, current material found in state and national education association journals and other professional literature, as a basis for discussion.* Practically all states are working for 100 percent membership in their education associations and several are near or have reached that goal. Their next aim is voiced by Arvie Eldred, new secretary of the New York State Teachers Ass'n:

Practically 100 percent of the teachers in New York state, outside of the city of New York, are members of our association. What I hope may be accomplished in the years to come is that we have not only 100 percent loyal members, but that we will become *100 percent active.*

Rural education will move ahead more rapidly in the next few years. Why? One reason is the allinclusive membership in education associations which the states are achieving. Rural teachers, county and state superintendents in the organized teaching profession, are working on important problems such as revision of the state tax system, curriculums to meet the needs of rural life, special training for rural teachers and superintendents. The March JOURNAL, page 76, contains an article telling how the Utah Education Association has helped to accomplish state tax revision which will greatly benefit rural life. THE JOURNAL has anticipated the advance in rural education by the publication, since December 1930, of important material on the subject—part of a five-year program. Rural teachers, county superintendents, and other leaders in rural life will find increasing development thru an acquaintance with THE JOURNAL. Willie Lawson, county superintendent of Mississippi county, Arkansas, writes: "The articles on rural education in the January 1931 JOURNAL are of interest to me because I am a county superintendent. Other articles in this issue interest me because our county superintendents and principals group which meets monthly is working out a program on character education."

The plans of the Harding elementary school of Buffalo, N. Y., Frank J. Wiedmann, principal, have many helpful points for group faculty meetings:

Great value can be placed upon group faculty meetings. It gives teachers a close range idea of what has gone before and what is to follow.

For the past two years our school has been divided into these groups: grades one and two; three and four; five and six; and the junior high.

Various days of the week have been selected by these groups for meeting. The principal is at liberty to visit any group at any time. Meetings are very informal but many difficult problems have been discussed.

At the beginning of the year each group elects a chairman who calls and conducts meetings.

At one meeting we had our supervisor speak to us; very informal but of great help.

Some topics for discussion have been:

English: (1) Local grammatical errors found by observation and charting errors; repetition of same error studied and check made on various rooms; corrections of errors studied as to methods of remedy and forcefulness of remedy; a final check on improvement in errors. (2) Sentence structure by use of better beginnings and by sentences arousing interest, especially those pertaining to children's own life, as pets, books, toys, entertainments, parents, school, and friends. (3) Paragraph and story writing studied as to topics and how to make them interesting. (4) Outside reading of library books, newspapers, and magazines.

Arithmetic: discussed as to reasons for failures, various forms, methods, drills, and results with possibility of overcoming many failures by simplest methods, by uniform methods in system, and by devices for drill.

We have also considered welfare of individuals, methods of discipline, social activities, and general uplift in community. Topics may arise at our general faculty meeting, which we bring back to our group meeting, where it will in most every instance be disposed of for the betterment of the school.

To keep in touch with progress in education in the state and country we have set aside one meeting a month for discussion of New York state and National Education Association journals. Thus particular points of help that can be used in our community are stressed. This has created a keener interest in our educational magazines.

We stress the value of group meetings thru informality; every teacher taking part rather than the principal or one or two leaders. This raises the teacher's standard as well as the pupils'. The machinery runs more smoothly and efficiently with all forces working.—Cora C. Wunt, chairman, 3rd and 4th grade group.

The 5 articles in the January issue liked best by readers:

First, "The Ideal Teacher" by George H. Palmer; second, "Methods in Character Education" by A. Helen Anderson; third, "School Success, an Element in Mental Health" by Clara Bassett; fourth, "Byrd: the Explorer and the Man" by Gilbert Grosvenor; fifth, "Is the Class Period for Teaching" by Frank W. Hubbard.

The Territory of Hawaii: T

Part-Hawaiian Chinese Portuguese German-Hawaiian

SINCE annexation to the United States in 1898, Hawaii has occupied the legal status of full and complete political union with an incorporation into the United States as an integral part thereof. It is a unit within the American scheme of government and carries all the financial responsibilities and burdens of a state. ¶ Of all the many acquisitions of territory of the United States, Hawaii alone, with the exception of Texas, became a part of the Union by voluntary agreement as an independent nation, having sovereign powers coequal with those of the United States. All other annexations of territory were by conquest or by purchase. When referred to as one of the "insular possessions" the citizens of Hawaii rise in righteous indignation. ¶ Previous to the final negotiation which led to the voluntary transfer of its sovereignty to the United States, Hawaii had maintained a dignified, orderly, and internationally respected national government. Industry progressed—legislative bodies were composed of representatives elected by the people—there were dignified courts of justice—compulsory school attendance—religious freedom—public improvements in the way of buildings, highways, harbors, docks. American citizens, American finance, and American methods were much more in evidence in Hawaii in 1849 than in any other locality thruout this great Pacific Coast. ¶ Since annexation to the United States in 1898 Hawaii has paid into the federal treasury over $110,000,000 in internal revenue receipts alone. During the last fiscal year Hawaii paid more in this respect than 14 of the states.—Lawrence M. Judd, governor of Hawaii, which has 2630 members in the NEA.

Hawaii

Soft east wind and a whispering sea
And a rustle of palms on Waikiki;
I lift my head to the velvet sky;
I bathe my face where the clouds go by,
And a glorious rainbow binds my hair,
And a glorious Flag is fluttering there.

See what a wonderful child I am!
Do not forget me, Uncle Sam.

Soft warm tide on a soft warm sea,
And soft warm hearts on Waikiki;
Lone I stand at the far-off gate;
Lone I stand and wait and wait;
Lone in the sea; but I smile as I
Keep my Flag in the velvet sky.

Warm is my heart and loyal too;
Uncle Sam, I am trusting you.

Soft moonlight on a breathless sea;
Tinkle of strings on Waikiki;
Warm I stand in the velvet night,
Draped like a bride in the white moonlight;
Bugle notes in the stillness drown
On Waikiki as the Flag comes down.

Toward the East I stretch my hand;
Love me; I am a lovely land.

Soft midnight and a silent sea
And a sleeping tide on Waikiki;
Lone I wait in the far-off West
And a bright Flag slumbers on my breast;
Love me; only for that I wait,
Keeping the Flag on the western gate.

All that I may be; all I am—
So that you love me, Uncle Sam.—Lowell Otus Reese.

SEVEN THOUSAND MILES across a blue expanse of wate
Hawaii, midway between the Orient and the Occi
ships that cross the Great Pacific Ocean. ¶ Due to th
Russia, China, the Philippines, Australia, New Zealar
ico, and South America, Hawaii is now becoming of mo
well. ¶ In recent years when the relations of these Paci
more complicated, the need has been felt by all of them
Hawaii has always been considered a sort of "neutra
they naturally looked towards these Islands as a possi
this nature made its appearance as a "Hands Arou
World Federation of Education Associations have s
ference of that organization for the summer of 1932.
welcome awaits those who are able to attend. The photo

The Crossroads of the Pacific

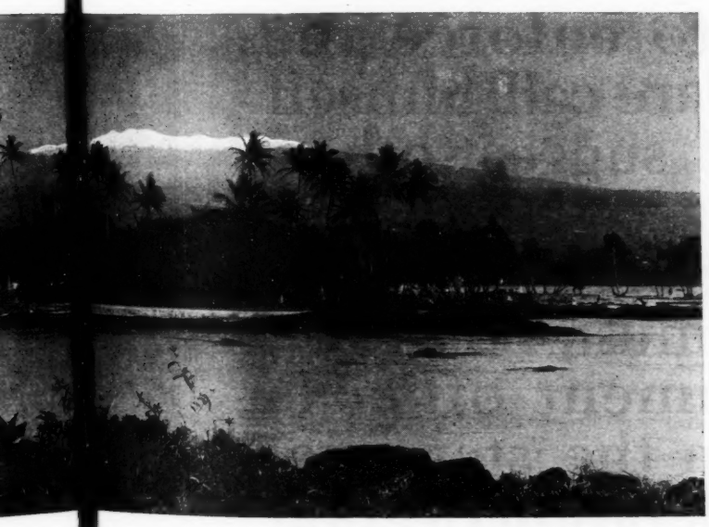
Anglo-Saxon

Hawaiian

Filipino

Japanese

Hawaii: ¶ Where values are measured in character, not caste. ¶ This is a distinctive feature of Hawaii's educational tradition and development that makes Honolulu a natural meeting ground for educational leaders of the world. ¶ Here the Orient and the Occident meet on a basis of absolute equality, under American citizenship. Children of many races have studied together, played together, and moved out into business, industrial, and social life as friends and neighbors. ¶ Equality of opportunity for the youth of the land comes as nearly to complete fulfilment in Hawaii as may be found anywhere on earth. Freedom from superiority complexes and absence of social color lines furnish a field for study of whether the whole human family may not be, after all, pretty much the same. All respond to the environment of kindly attitudes and to education interpreted in forms of better understanding. ¶ Hawaii's educational, business, and religious foundations are American. This has been softened and thereby strengthened by the kindliness of the Hawaiian. Into this field have come Chinese, Portuguese, Japanese, with a smattering of northern Europeans, Spaniards, Porto Ricans, and Filipinos. They were first laborers. Prospering, they established families. Their children are citizens of the United States. ¶ Public schools have wrought their miracles here among all races. Boys and girls grown to manhood and womanhood make up a selfreliant, selfgoverning, loyal people. ¶ This field, rich in human values, is an ideal setting for the leaders in education to review the progress of world federation.—Wallace R. Farrington, ex-governor Hawaii, chairman Honolulu Committee, W.F.E.A. Conference.



e of water ould be a long trip indeed if it could not be broken. the Occi t, is an unusually attractive stopping-over place for Due to th entral location and its contacts with Japan, Siberian ew Zealan he South Sea Islands, Canada, the United States, Mexning of mo han commercial importance. It is a cultural center as these Paci countries towards one another have become more and ll of them meeting and discussing their mutual problems. As f "neutral round, much as Geneva is for the League of Nations, as a possi meeting place. ¶ About 1910 the first organization of nds Arou he Pacific Club." The president and directors of the ns have s ted Hawaii as the meeting place of a Regional Con- of 1932. s for this conference are now under way. A cordial The photo ph shows snow-capped Mauna Kea, Island of Hawaii.

Hawaiian Schools

There are 2563 teachers and 73,180 pupils in the 181 public schools of Hawaii. Over 98 percent of the pupils (71,737) are citizens of the United States! On the basis of racial descent, the groups are as follows: Hawaiians, 3321; Part-Hawaiians, 7679; Portuguese, 6091; Porto Rican, 1163; Spanish, 258; Other Caucasian, 2993; Chinese, 6706; Japanese, 39,115; Korean, 1719; Filipino, 3344; Others, 791; Total, 73,180. Hawaiian teachers are the most loyal and professional teachers in the world. Year after year they have stood first in percent of enrolment in the NEA with more members in the territory than there are teachers—a truly prophetic record.

For Those Who Read

A History of Hawaii—*Gregory and Kuykendal*
Under Hawaiian Skies—*Taylor*
Hawaii Past and Present—*Castle*
Hawaiian Folk Tales—*Thrum*
Hawaiian Legends of Volcanoes—*Westervelt*
Our Hawaii—*Jack London*
The Human Side of Hawaii—*Palmer*
Hawaii Today—*Wriston*
The Napoleon of the Pacific—*Gowen*
Tales Told in Hawaii—*Metzger*
The Coming Hawaii—*Goodrich*
Hawaii From the Viewpoint of a Bishop—*Restarick*
Pilgrims of Hawaii—*Gulick*
Brief History of the Hawaiian People—*Alexander*
Paradise of the Pacific—*Faris*
Hawaii, Scenes and Impressions—*Gerould*

Motto of Hawaii

Ua Mau Ke Ea O Ka Aina I Ka Pono

[The Life of the Land is Preserved in Righteousness]

AFTER a long absence from Hawaii Mark Twain wrote as follows: "For me, its balmy airs are always blowing; its summer seas flashing in the sun; the pulsing of its surf beats in my ear; I can see its garlanded crags; in my nostrils lives the breath of flowers that perished twenty years ago! Aloha! Aloha! Aloha Nui!" Mark Twain called Hawaii, "The loveliest fleet of islands that lie anchored in any ocean."

To Protect the American Home

THE PURPOSE of the Eighteenth Amendment is to protect the American home. A sacred obligation is imposed on the President to secure its honest enforcement and to eliminate the abuses which have grown up around it; I wish it to succeed.---Herbert Hoover, in an address at Elizabethton, Tennessee, Saturday, October 6, 1928.

As President of the United States I am sworn by the whole people to maintain the Constitution and to enforce the laws. No man should dare call himself a faithful American and suggest otherwise. You have recognized that the upholding of the Constitution and the enforcement of the laws must, however, not rest upon government officials alone; it must rise from the stern demand and the loyal cooperation of good citizenship and individual responsibility to the community.---President Hoover before the American Legion Convention, Boston, Mass., October 6, 1930.

[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. 2094.]

College Ideals of Southern California

At its birth Los Angeles turned its face toward the light of education. The first mayor, Stephen C. Foster, was a Yale graduate of the class of '40. During his term as mayor he also served as the first superintendent of schools.

Foster fought his way across the continent on foot and horseback all the way from Maine, unconsciously fulfilling a prophecy of President Timothy Dwight of Yale in George Washington's time, that the sons of Eli would soon "claim on far Pacific's shore a home."

These Southern California pioneers elected as public officials their most cultured fellow citizens. Mayor Foster was followed by A. P. Hodges, a leading physician. Then came B. D. Wilson, famed horticulturist, for whom Mt. Wilson is named.

When it came time for southern California to select men to represent it in the state constitutional convention in 1849 they chose those who held equally in view the educational opportunities of the public schools and the university. Mingling in this convention with the "Yankee Dons" of New England were the best educated native Californians from the south—Judges Pablo de la Guerra and Jose M. Covarrubias of Santa Barbara, Miguel de Pedrorena of San Diego, and others. Most of the delegates were in their twenties and thirties. Their thoughts were of the future. Thus the old civilization and the new, thru the eyes of their young men, envisioned the future of a great state offering a fair start in life to its children.

Four years after the constitutional convention another Yale graduate, Henry Durant, for many years pastor of a church in Massachusetts, journeyed to California with a burning desire to fulfill President Dwight's early prediction of "new-born Oxfords where slept perennial night." The Cape Horn windjammer had scarcely docked when Dr. Durant began plans which were to result in the University of California. In a house in Oakland he started the academy that grew into the College of California. It opened its doors as the University of California in 1869 with its founder, Dr. Durant, as president. Thus during the centennial year of the arrival of Father Junipero Serra, the Aryan civilization founded by him in California blossomed forth with its first public university. Five years later it was transferred to its present beautiful campus at Berkeley.

Open doors to learning at Stanford.

While the University of California on the Berkeley campus was growing into one of the largest educational institutions in the world, events significant for the State University's future were transpiring in Los Angeles. While that city was still a little pueblo of 11,000 souls, taking pride in its gas-light illumination system, with a boy on a trained pony galloping down the street each evening from pole to pole to light the lamps, the towering Victorian form of a new state normal school arose in an orange grove in the suburbs.

By a miracle of growth greater than its early boom orators would dare to prophesy, Los Angeles, with a population of 350,000, crowded its normal school to the site of a pioneer Hollywood ranch where time had metamorphosed a wagon track into an avenue. Here in 1914 the school entered upon its second growth housed in buildings of imperishable beauty. Over the broad lawn gigantic eucalyptus trees gave the benediction of Spanish yesterdays to a modern institution.

It was this school which was chosen in 1919 to be the Southern Branch of the University of California. At the close of its first year as a "Branch" the school enroled 4000 students in buildings erected to house 2500. A new site was imperative.

Back in 1843 a ranch of 4400 acres of grazing lands rimmed with oak-strewn hills was granted to Don Maximo Alanis by the Mexican Governor Micheltorena. They called it Rancho San Jose de Buenos Ayres. Here stands the University of California at Los Angeles today, no longer a "branch," upon the last of the ranchos where the brightest traditions of Spanish California were nurtured and the mellow charm of the old days was longest preserved. Robert G. Sproul is

The 69th annual convention of the National Education Association will be held June 27-July 4 in Los Angeles, where nearly a century ago began a romantic adventure in education, inspired by the cultivating influences of New England, carried forward by the determination of the 49ers, and built upon a Spanish culture that long preceded the first American pioneer to the Golden State. California institutions still reflect the dauntless courage of their founders and have memorialized in beautiful architecture their Spanish forbears. The general sessions of the convention will be held in the Shrine Civic Auditorium, located a few minutes from the heart of the city. The Auditorium is adjacent to the campus of the University of Southern California which has hospitably opened many of its assembly halls for the use of departmental and group meetings held in connection with the general sessions of the convention. An inspiring program prepared under the direction of President Willis A. Sutton will place great emphasis upon the *Improvement of Educational Opportunities for Rural Children, Relation of Schools and Business,* and *The Integration of all Education,* topics which President Sutton has discussed in many states during a trip across the continent in December and January. President Sutton has extended a special invitation to every county superintendent in the nation to attend this convention, where it is hoped a progressive movement in rural life, on a more extensive scale than ever has been attempted, will begin.

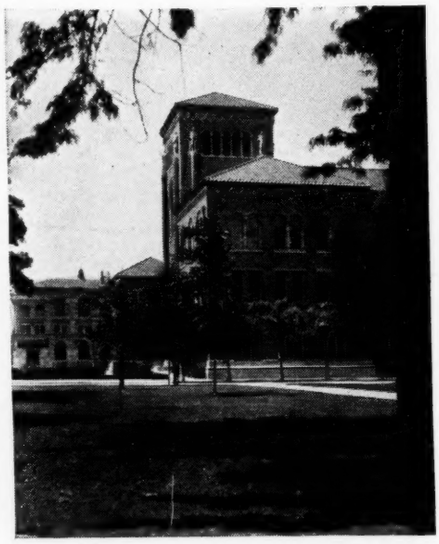
president of the University, the campus of which extends from Berkeley to Los Angeles.

Another great university in Los Angeles that has grown from the early California ideal of universal education is the University of Southern California. A group of educated men attracted to the Southland foresaw opportunity and responsibility in the future. They undertook the preparation of trained leadership for this future. Under their inspiration higher education in Southern California rode along on the crest of the boom of the seventies and eighties. A whole series of colleges sprang up in that part of the state. When the crash came after 1887 some of these colleges succumbed, but most of them have grown like young oaks, the sturdiest supports upon which the structure of Southern California leadership and culture has grown, and to which each one has made its own distinctive contribution.

The Rev. John R. Tansey, an elder of the Methodist Episcopal Church, took the first steps in the formation of the University of Southern California when in 1875 he proposed plans for the formation of a college and offered lands for its campus. Upon his death the work of establishing the university was carried forward by Judge Robert Maclay Widney, who had had the dream of this university as early as 1871.

On the 99th birthday anniversary of the City of Los Angeles more than a thousand citizens gathered in the dusty fields southwest of the city to witness the laying of the cornerstone of its new institution of higher learning, the University of Southern California. One month later the new school received the 55 members of its first student body.

During the days of the great boom there grew in California one of the most colossal schemes of higher education that has ever been undertaken. The College of Liberal Arts at Los Angeles was to be the central institution around which a myriad of units of strategic points would cluster. A series of preparatory academies in the outlying regions and schools to prepare students for all lines of professional and technical work were parts of the new scheme. In accordance with this idea the University of Southern California once extended from Tulare to San Diego. Many contributions were made for the establishment of academies and colleges.

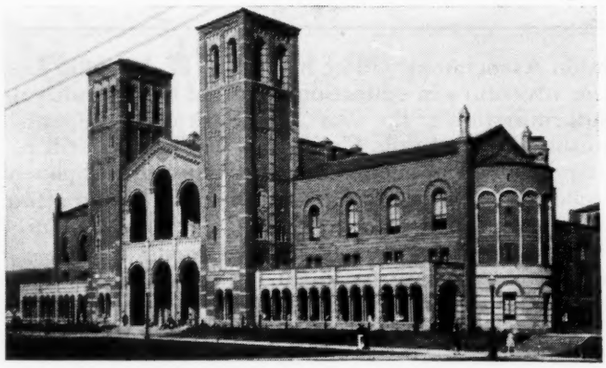


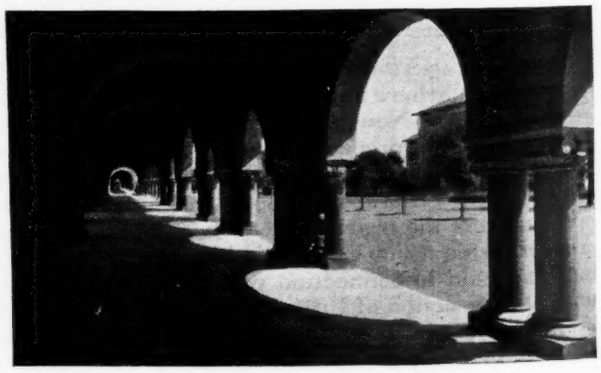
THE University of Southern California in Los Angeles memorializes in its architecture the Spanish civilization that once ruled the great southwest.

A decade later the University of Southern California reversed its policy of extension and geographical expansion and entered upon an earnest program of concentration and centralization. Under the able administration of President Rufus B. von KleinSmid the university, with its 25-acre campus only three miles from the heart of the business district of Los Angeles, with 16 colleges and schools included in its organization, with a total enrolment of 16,000 students, has become not only a great city university, but one of the large universities of the world.

A unique educational institution of Southern California is the Mount Wilson Observatory on a lofty peak above Pasadena. Don Benita Wilson in 1864 carved a roadway to the mountain top that bears his name to harvest its wealth of pine for orange crates and pickets. The timber was found unsuited for these purposes. Then too little water and too many rattlesnakes contributed to its repeated failures even for purposes of stargazing until the Carnegie Institution of Washington provided funds to make the peak habitable and equip it with an observatory. The Hooker telescope, with its 100-inch mirror weighing five tons, has revealed more than a thousand million stars.

Other educational institutions testifying to the faith of Southern California in the value of culture and liberal education include: Los Angeles Museum of History, Science, and Art; Occidental College; the Claremont Colleges, including Pomona College, and Scripps College; Whittier College; La Verne College; the Southwest Museum; California Institute of Technology; Henry E. Hunting Library and Art Gallery; Pasadena College; University of Redlands; California Christian College; and the State Teachers Colleges at Santa Barbara and San Diego.—B. F.





LEFT: The University of California at Los Angeles is at one end of a campus which extends from that city to Berkeley, where the first buildings of this great institution were erected. RIGHT: Stanford University at Palo Alto has also preserved the memory of Spanish beginnings in a beautiful type of architecture illustrated in the view through this arch.

Radio Notes for Class Study

RADIO CHANNELS FOR EDUCATION—It would be difficult to find a more farsighted act in the history of America than the setting aside of certain sections of land in each township in the public domain for the aid of education. This foresight laid the foundation for the most extensive and fruitful system of common schools ever developed.

It would be difficult to find a more notable example of public indifference and neglect than the turning over of radio channels to advertising and monopoly in almost total disregard of their potential uses for education and citizenship. No other country has been so freehanded with its immensely valuable radio frequencies or considered advertising more important than education.

Educators awake—That the educators of the nation are becoming alert to their responsibility is shown by the increasing number of educational organizations taking action similar to the following:

RESOLVED, that the West Virginia State Education Association believes that legislation should be enacted which will safeguard and assure the government for the uses of education, a reasonable share, at least 15 percent, of the broadcasting channels of the United States.—Passed by the Delegate Assembly of the West Virginia State Education Association in annual convention at Clarksburg, W. Va., November 14, 1930.

The National Committee on Education by Radio—This committee which is composed of representatives from eight of the great educational groups in the United States, is urging Congress to set aside 15 percent of all radio channels which are or may become available to the United States for purposes of education. This proposal has been embodied in a bill, S. 5589, which was introduced in the Senate January 5, 1931, by Senator Simeon D. Fess of Ohio, a statesman and educator of the highest standing. This bill proposes that the radio act of 1927 shall have added to it the following:

Not less than 15 percentum, reckoned with due weight to all factors determining effective service, of the radio-broadcasting facilities which are or may become subject to the control of and to allocation by the Federal Radio Commission, shall be reserved for educational broadcasting exclusively and allocating when and if applications are made therefor, to educational agencies of the Federal or State Governments and to educational institutions chartered by the United States or by the respective States or Territories.

MAJOR-GENERAL *Charles McKinley Saltzman who, as chairman of the Federal Radio Commission, has the responsibility of protecting the public's rights in radio.*

There could be no more important lesson for any school or college class in citizenship than a careful study of this bill and the reasons why it should be embodied in law. The American people are becoming more and more dissatisfied with the monopoly of the air by sales talks.

Are you satisfied with radio?—The right of the listener is paramount to the right of the broadcasting station, both as to reception and quality of programs. Moreover, the stations are willing to listen to the requests of the listeners. Their popularity is denoted by the number of people who send in their comments on programs. If the people wish to improve the quality of radio programs they must make their wants known to the broadcasters. Radio, like the press, claims that it wishes to give the people what they want and that they are guided in this only by the reactions of their listeners. Hence, radio listeners should consider it their duty to let broadcasting stations know which programs they like and which ones they dislike.

The landgrant stations—"The end of the decade finds those educators who early visioned the educational possibilities of radio, gravely concerned over the manner in which the radio stations under the control of the educational forces have gradually been deprived of their place in the sun. At the same time they are greatly heartened over those events of the current year which indicate the beginning of a wider and keener appreciation of the situation in the broadcasting field.

During the current year the continued support and operation of the thoroughly planned Ohio School of the Air has been a source of inspiration to the landgrant colleges. It is rendering on a larger scale and more rapidly the services which many of the other landgrant colleges are striving to render in their states.

The Federal Radio Commissioners have repeatedly expressed their sympathy with the aims and the mission of the educational stations and have frequently given evidence of this accord. But the hard fact confronting the landgrant colleges is that private interests have succeeded in so depriving them of rights previously enjoyed and in so monopolizing the valuable radio assignments that the entire group of landgrant institutions with its untold educational resources has at its disposal in the way of power and time and channel assignments approximately 3 percent of the facilities under the control of the Commission."—By Edward Bennett, University of Wisconsin, before the National Council of State Superintendents and Commissioners of Education, at Milwaukee, Wisconsin, Dec. 9, 1930.

THE LISTENING PUBLIC is becoming more critical of program quality and more lukewarm to what is being offered them. Meanwhile radio advertising from the "local" stations has become so uncontrollable that one must wonder at the patience of the suffering public. Yet the broadcasters are greedily selling more and more time for impudent and undisguised sales talk.—Lee DeForest, president of the Institute of Radio Engineers for the past year, in his farewell address.

Growth of Education Associations

States and other units	Estimated number of teachers in 1931	Membership in National Education Association						Membership in State Association			
		Jan. 1, 1930	Jan. 1, 1931	Percent of teachers members 1931	Relative ranks Jan. 1, 1931	Rank in size groups[1]	Life membership Jan. 1, 1931	Jan. 1, 1930	Jan. 1, 1931	Percent of teachers members 1931	Relative rank Jan. 1, 1931
1	2	3	4	5	6	7	8	9	10	11	12
United States	957,730	205,678	216,188	22.57	.....	.....	4,120	697,775	711,263	74.27	.....
Alabama	17,500	1,635	1,580	9.03	46	C 12	70	13,790[3]	14,173[6]	80.99	25
Alaska	260	171	152	58.46	5	E 3	2	.....	.....	.....	.....
Arizona	3,300	2,524	2,671	80.94	3	D 2	40	2,950e	3,105	94.09	8
Arkansas	13,700	876	876	6.39	52	C 14	72	8,260[2]	8,000e[2]	58.39	42
California	43,500	20,887	23,615	54.29	8	A 2	349	34,590	36,508	83.93	22
Canal Zone	160	65	46	28.75	17	E 4	.....	.....	.....	.....	.....
Colorado	11,000	4,620	4,680	42.55	10	C 1	53	8,400+	8,409	76.45	33
Connecticut	12,000	1,893	1,973	16.44	29	C 4	44	10,595	11,035	91.96	12
Delaware	1,600	759	983	61.44	4	E 2	17	984	1,481[6]	92.56	11
District of Columbia	3,100	1,276	1,409	45.45	9	D 4	60	1,000e[3]	1,265[6]	40.81	49
Florida	12,000	2,490	2,063	17.19	28	C 3	56	7,452[3]	7,420[3]	61.83	39
Foreign	.....	199	213	.....	.....	.....	11	.....	.....	.....	.....
Georgia	19,500	2,713	2,567	13.16	36	C 7	64	15,000	15,500[6]	79.49	28
Hawaii	2,500	2,573	2,630	105.20[5]	1	D 1	133	.....	.....	.....	.....
Idaho	5,000	988	902	18.04	25	D 10	26	4,307	4,381	87.62	15
Illinois	48,000	12,045	11,802	24.59	18	A 5	200	36,886	38,453	80.11	27
Indiana	26,000	6,457	6,364	24.48	19	B 2	112	16,857	15,242	58.62	41
Iowa	27,000	3,218	3,324	12.31	38	B 7	92	17,966	18,267	67.66	37
Kansas	20,500	3,256	3,294	16.07	30	B 6	61	17,847	17,842	87.03	17
Kentucky	17,000	1,428	1,613	9.49	45	C 11	38	14,338[3]	13,374[3]	78.67	29
Louisiana	12,500	807	819	6.55	51	C 13	32	10,400[3]	12,000e[3]	96.00	5
Maine	6,800	1,696	1,547	22.75	22	D 9	28	7,144	6,768	99.53	2
Maryland	9,000	1,592	2,102	23.36	21	D 8	35	4,253[3]	4,250[7]	47.22	48
Massachusetts	27,000	5,191	4,828	17.88	26	B 5	87	18,870	18,914	70.05	36
Michigan	35,000	13,652	14,541	41.55	11	A 3	87	31,921	32,543	92.98	10
Minnesota	23,000	5,805	4,540	19.74	24	B 4	67	15,000	15,073	65.53	38
Mississippi	21,000	560	669	3.19	54	B 11	22	11,187[3]	11,982[3]	57.06	44
Missouri	25,500	3,287	3,097	12.15	39	B 8	89	24,120[3]	24,231[3]	95.02	6
Montana	6,700	985	1,014	15.14	31	D 12	25	4,780	5,130	76.57	32
Nebraska	16,000	2,331	2,407	15.04	32	C 5	83	12,700	13,100	81.88	24
Nevada	950	783	803	84.53	2	E 1	3	618	563	59.26	40
New Hampshire	3,250	337	378	11.63	41	D 15	13	2,620	2,837	87.29	16
New Jersey	29,000	9,080	10,333	35.63	13	B 1	142	27,000e	28,000	96.55	4
New Mexico	3,600	536	637	17.69	27	D 11	36	2,613	2,909	80.81	26
New York	76,000	10,522	10,481	13.79	34	A 6	234	42,110[4]	43,750[4]	57.57	43
North Carolina	25,000	1,066	1,277	5.11	53	B 10	70	17,091[6]	18,125[6]	72.50	35
North Dakota	10,000	556	836	8.36	47	D 16	49	4,404	4,995	49.95	46
Ohio	46,500	23,850	26,469	56.92	6	A 1	369	40,112	40,881	87.92	14
Oklahoma	20,500	1,880	2,135	10.41	43	B 9	64	18,802[6]	18,809	91.75	13
Oregon	9,000	2,770	2,808	31.20	15	D 5	42	6,750	6,859	76.21	34
Pennsylvania	64,000	21,206	24,363	38.07	12	A 4	318	59,072	60,439	94.44	7
Philippine Islands	28,000	117	125	0.45	55	B 12	22	.....	.....	.....	.....
Porto Rico	5,000	338	1,212	24.24	20	D 7	24	.....	.....	.....	.....
Rhode Island	5,000	336	345	6.90	50	D 17	12	4,045e	4,100e	82.00	23
South Carolina	13,500	1,165	1,286	9.53	44	C 10	21	10,106[3]	10,394[3]	76.99	31
South Dakota	9,500	1,269	1,264	13.31	35	D 13	42	9,212	9,359	98.52	3
Tennessee	18,500	2,215	2,029	10.97	42	C 9	45	8,000e	9,300e	50.27	45
Texas	44,000	3,440	3,577	8.13	48	A 7	238	23,871[3]	21,154[6]	48.08	47
Utah	5,000	2,994	2,807	56.14	7	D 3	27	4,984	5,012	100.24[5]	1
Vermont	3,300	370	417	12.64	37	D 14	13	2,591	2,561	77.61	30
Virgin Islands	110	11	8	7.27	49	E 5	8	.....	.....	.....	.....
Virginia	17,500	2,010	2,107	12.04	40	C 8	56	15,805[3]	16,420[3]	93.83	9
Washington	13,000	4,778	4,355	33.50	14	C 2	42	11,088	10,988	84.52	20
West Virginia	16,300	2,602	2,403	14.74	33	C 6	56	13,935[3]	13,762[3]	84.43	21
Wisconsin	21,500	4,368	4,344	20.20	23	B 3	93	18,149	18,500e	86.05	19
Wyoming	3,600	1,100	1,068	29.67	16	D 6	26	3,200	3,100	86.11	18

THIS table shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 205,678 on January 1, 1930, and 216,188 on January 1, 1931. This latter figure is 22.57 percent of the 957,730 teachers in the United States and territories. The life membership in the National Education Association on January 1, 1931, was 4120.

The figures for state associations for January 1, 1930, show a membership in these associations of 697,775. This figure for January 1, 1931 is 711,263, which is 74.27 percent of the 957,730 teachers in the United States and territories.

In the United States in 1929, 20.82 percent of the teachers of the country were enroled in the National Education Association; in 1930, 21.76 percent were enroled; the corresponding percent for 1931, given at the head of column 5, is 22.57. The percent of teachers enroled in state associations in 1929 was 71.66; in 1930, 74.03; and in 1931, 74.27, the percent given at the head of column 11. The preceding percents are based upon estimates as to the number of teachers in each state in 1929, 1930, and 1931. These estimates are as accurate as available data permit. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from officers of those associations.

e The letter "e" indicates that the figure is an estimate.

[1] Column 7 enables each state to compare its membership achievement with that of other states in its size group. The states marked "A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000; "C" 10,001 to 20,000; "D" 2001 to 10,000; "E" 2000 or under.

[2] Figure does not include members enroled in statewide organizations for colored teachers.

[3] Includes enrolment in both white and colored associations (separate organizations).

[4] The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely through local organizations. There are approximately 32,000 teachers in New York City.

[5] The percents in excess of one hundred percent are accounted for by the fact that members are enroled among teachers in private schools, institutions of higher learning, and laymen.

[6] Membership in colored state teachers associations is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

[7] Figure includes enrolment in both white and colored associations (separate organizations). Figures for colored association membership are for 1930.

Topics for Class Study in Rural Schools

THE NEW RURAL SCHOOL is educating for rural life. It is not turning the dreams of ambitious youth to the city as the only challenge for worthy achievement. It finds great work to do on the farm and in the farm home and community and is helping farm boys and girls there to do it well.

Upon the rural schools of today devolves a perplexing and challenging task. They must educate youth for the farm revolution that is now counterparting the revolution in industry brought about by the machine. The principal aspect of this farm revolution is the substitution of cooperation for the defiant spirit of independence that the isolation of farm life has permitted to exist. Cooperation is the first and last principle of every activity of industry and business. Urban people have learned to work together on their enterprises. Farmers must learn to cooperate in crop production and in the distribution of their products. They must learn to work together to make rural life attractive.

In preparing youth for farm life as it will be tomorrow, the rural schools must and will take the lead. They will introduce courses in farm economics and sociology. These courses will teach the principles of cooperative production and marketing. They will include instruction in farm bookkeeping and business management, in borrowing money and repaying loans. They will familiarize every country child with the ways in which the government seeks to aid the farmer and how farmers may take advantage of these opportunities.

Education for agriculture is not wholly training for effectiveness in crop raising and animal husbandry. *Farming is a way of life.* It is an adaptation to the advantages and the limitations of a special environment. The rural school of tomorrow will be more effective in bringing about this adaptation. It will vitalize every phase of farm living. It will be a health center equipped to build health habits in children and to offer the services of medical clinics to young and old. It will teach home planning and design that will instil in farm people the ideals of convenient living which are common in the cities. It will create in rural people a lifelong interest in learning and will provide the means to satisfy it such as libraries, lectures, music, and winter evening schools.

SECRETARY *Arthur M. Hyde of the United States Department of Agriculture.*

The following topics for study are among those which are being emphasized in the new rural school. Available and authoritative references are cited. [All the references given below may be secured free, unless otherwise indicated.]

Farm finance—Farm property in the United States is valued at fifty-four billion dollars. It is mortgaged to the extent of nine and one half billion dollars. The economic crisis on the farm suggests immediate attention to the possibility for extending farm credits. Every rural child should know of the opportunities represented in the Federal Farm Land Banks, the Intermediate Credit Banks, and the Joint Stock Land Banks. For the study of this topic secure the following:

The federal land bank loan: How it is made. Federal Land Bank Office, 1218 National Press Building, Washington, D. C.

The federal intermediate credit banks: Organization, functions, service. Federal Land Bank Office, 1218 National Press Bldg., Washington, D. C.

Buying farms with land-bank loans. U. S. Dept. of Agriculture Bulletin 968, 1921.

Farm credit, farm insurance, and farm taxation. U. S. Dept. of Agriculture Yearbook, 1924; Separate 915.

How the Federal Farm Loan Act benefits the farmer. U. S. Dept. of Agriculture Farmers' Bulletin 792.

Cooperative marketing — Every rural school will wish to include in its study of farm economics and sociology the topic of cooperative marketing. The work of the federal government in encouraging cooperative marketing in farm communities may be studied from the following:

Federal farm board, questions and answers. Circular No. 1, March, 1930. Federal Farm Board, 1300 E Street, Washington, D. C.

Cooperative marketing of woodland products. U. S. Department of Agriculture, Farmers' Bulletin 1100.

Cooperative marketing. U. S. Dept. of Agriculture, Farmers' Bulletin No. 1144.

Cooperative marketing of livestock in the United States by terminal associations. U. S. Dept. of Agriculture, Technical Bulletin No. 57, February, 1928. [For reference only]

Cooperative marketing of fluid milk. U. S. Department of Agriculture, Technical Bulletin No. 179, May, 1930. [For reference only]

Business set-up of a cooperative marketing association. U. S. Dept. of Agriculture, Dept. Circular 403, Nov. 1926.

Cooperative marketing and purchasing 1920-30. U. S. Dept. of Agriculture, Circular No. 121, Aug. 1930.

Thrift—More than twenty-nine million dollars were deposited in school savings banks during the school year 1929-30. The principles and practise of school saving should be taught in rural schools as well as in city schools. How to organize a school bank in which students may draw interest on the funds which they deposit can be secured from the following:

Savings Bank Division, American Bankers Association, 110 East 42d Street, New York City.

IN REPLY to a question as to whether or not they intend to stay on the farm 83 percent of a group of 4-H club boys who attended the short course at Ames last week replied in the affirmative. An even greater percent expressed the opinion that the farm offers as great an opportunity as they could find elsewhere. Evidently, if there is to be any exodus from the farms it is not from the ranks of the 4-H boys. But it is not the condition this year or next year that interests the 4-H boys so much as the general prospects for the future. All businesses have been "down in the dumps" the past year or two, and agriculture has been a little farther down the past 10 years than other lines. Now the 4-H boys face the future with confidence and they are going to stick to the farm.—From the *Sac City* [Iowa] *Sun.*

Farm accounts—Simple and practical methods of keeping account books on the farm may be obtained in the following:

Farm bookkeeping. U. S. Dept. of Agriculture Farmers' Bulletin No. 511.

A system of farm cost accounting. U. S. Dept. of Agriculture, Farmers' Bulletin No. 572. Washington, D. C. Dept. of Agriculture.

A method of analyzing the farm business. U. S. Dept. of Agriculture Farmers' Bulletin No. 1139. Washington, D. C. Dept. of Agriculture.

Farm budgeting. U. S. Dept. of Agriculture Farmers' Bulletin No. 1564. Washington, D. C. Government Printing Office, Price 5¢.

Planning and recording family expenditures. U. S. Dept. of Agriculture Farmers' Bulletin No. 1553. Washington, D. C. Government Printing Office, Price 5¢.

The farm home—The economics of the farm home is closely interwoven with the financial management of the farm. The installation of conveniences in the farm home, the purchase of household supplies, the planning of farmhouses and buildings, and the beautification of their surroundings may be studied from:

Convenient kitchens. U. S. Dept. of Agriculture, Farmers' Bulletin No. 1513.

Window curtaining. U. S. Dept. of Agriculture Farmers' Bulletin No. 1633.

Operating a home heating plant. U. S. Department of Agriculture, Farmers' Bulletin No. 1194.

Simple plumbing repairs in the home. U. S. Department of Agriculture Farmers' Bulletin No. 1460.

Sewage and sewerage of farm homes. U. S. Dept. of Agriculture Farmers' Bulletin No. 1227.

Farm plumbing. U. S. Dept. of Agriculture Farmers' Bulletin No. 1426.

Care of food in the home. U. S. Dept. of Agriculture Farmers' Bulletin No. 1374.

Farm dairy houses. U. S. Dept. of Agriculture Farmers' Bulletin No. 1214.

Use and preparation of food. Federal Board for Vocational Education, Washington, D. C. Bulletin No. 35, Home Economic Series No. 3, Oct. 1919. 20¢.

Minimum professional library of the rural school teacher—The professional library of every rural school teacher should contain at least the following:

BRIM, ORVILLE G. *Rural education.* 1923. Macmillan, N. Y. 302p. $1.40.

COLLINGS, ELLSWORTH. *Experiment with a project curriculum.* Macmillan, N. Y., 1923. $2.40.

CUBBERLEY, E. P. *Rural life and education.* Houghton Mifflin, Boston. $1.90.

THE KEYNOTE—The article, *The County Superintendent*, by J. T. Anderson, in the January 1931 JOURNAL is of great value. As long as the office of county superintendent is elective we can hardly expect much improvement. The best move that could be made looking to improvement would be to make this an appointive office, particularly when, as here, the county board is made up largely of educators.—Charles L. Trabert, department of education, Newberry College, Newberry, S. C.

DEWEY, EVELYN. *New schools for old.* E. P. Dutton Co., New York. $2.

DRESSLAR, FLETCHER B. *Rural schoolhouses, school grounds, and their equipment.* U. S. Office of Education, Washington, D. C. Bulletin No. 21, 1930.

DUNN, FANNIE W., AND EVERETT, M. A. *Four years in a country school.* Bureau of Publications, Teachers College, Columbia University. 173p. $1.40.

LOWTH, FRANK J. *The country teacher at work.* Macmillan, New York. $2.

MARYLAND STATE DEPT. OF EDUCATION. *A decade of progress in Maryland's public schools,* 1920-30. Maryland School Bulletin, Vol. XII, No. 2, Oct. 1930.

SHOWALTER, N. D. *A Handbook for rural school officers.* Houghton Mifflin, Boston. $2.25.

The professional library of every rural school should contain at least the following magazines:

The Journal of the State Education Association.

THE JOURNAL *of the National Education Association,* 1201 Sixteenth Street, N. W., Washington, D. C.

School Life, U. S. Office of Education, Washington, D. C.

One or more of the excellent method or classroom magazines adapted to elementary education.

THE KEYNOTE—The editor wrote to a large number of rural sociologists asking their cooperation in THE JOURNAL'S five-year program of special service to rural schools and life. Their generous responses have been typical of the cooperation which the National Education Association is receiving on every hand. The following letter from L. W. Hacker, of Illinois State Normal University, strikes the keynote which we must keep persistently before us if we are to find a solution to this problem.

"The January JOURNAL article concerning the county superintendent is at hand. I am very glad to see that you have struck the keynote in the improvement of rural education. Water will not rise above its source and teachers seldom go beyond their leadership. The county superintendent is the leader of the rural teachers and the school directors. Why is it that so many of our people speak of the rural school as the 'necessary evil?' It is surely because it is failing to function well as a service institution. The farm and home bureaus and the 4-H club work are going on by leaps and bounds, largely because of trained leadership. Why should not our schools do likewise? At your request I am suggesting a list of needs for county superintendents:

[1] The county superintendent should have had successful experience and at least four years of college training which should include rural education, rural sociology, village and consolidated school administration, tests and measurements, school law, and supervision.

[2] He needs training and practise in school publicity.

[3] The teachers colleges and universities should set up courses that are attractive to county superintendents.

[4] The county superintendent should continue in his professional work by attending summer sessions or by extension work.

[5] He should aid in securing good teachers as well as aiding them in their work.

[6] He should not be timid in making his needs known to the county boards, the school boards, and to the legislature.

[7] Since the products of the rural school are continually going to the cities in large numbers in their adult life, the cities should not fail to give assistance in order to keep this vital stream of life flowing at its best."

A RURAL EDUCATIONAL CREED—I believe that the boys and girls of the country are its greatest asset; that their proper training is one of its most pressing problems; and that they have a right to an education in the terms of their own life. I believe that there is true culture in a knowledge of the things of nature; that the fields, woods, and rural institutions furnish teaching materials which should be largely used in our schools; and that some training by means of agriculture is essential to the development of an enjoyable life upon the soil. I believe that country young people should have more opportunity to play together; and that there is great educational value in such when rightly directed; that the rural schools should teach a larger measure of teamwork. I believe that all right country life can be made to minister to the spiritual needs of man.—Edward J. Ruliffson in the *Progressive Farmer.*

Constructive Citizenship: Trusteeship[1]

THE "industrial version of morality" has its incarnation, living embodiment, or avatar, in a typical individual whom I have named in the last lecture "the good workman." Good workmanship, I have contended, is the foundation of good citizenship, the mother of its virtues, and obviously so if "industrial" truly describes the civilization or age in which we live. Industrial civilization [if there is meaning in the name] stands or falls by the quality of its industry, or workmanship—that is, by the quality of what its members *do* for themselves and for their neighbors in the course of their daily work, the quality of what they *say* to one another in the course of their literary, oratorical, or homiletic activities having little value except in so far as these fine sayings get themselves embodied in exchangeable commodities or in mutual services of a corresponding fineness. The conception of the "good workman" is, therefore, the general frame or ground plan on which our conception of the good citizen must be built up and articulated. Whatever else good citizenship may be, good workmanship is the foundation of it. The training of the citizen must never lose sight of *that*. Otherwise his accomplishments in the way of "political and economic science" will be a house built on the sand. Nay, the result may be worse. For the literary, oratorical, homiletical activities which reflect an exclusive training in political and economic science, unbased on the rock of foundation aforesaid, are oftener a disguise for bad citizenship than an expression of good.

And now this conception of the good workman calls for further definition.

Familiar images rise before our minds at the sound of the words. We see the medieval sculptor, long numbered with the forgotten dead, carving the invisible back of an oak-leaf in Southwell minster with the same conscientious care that he bestows on the visible face of it; or some patient artisan whom we have known working for poor wages but scorning to scamp his job; or some woman "sweeping a room as for Thy laws and making that and the action fine." Or perhaps it is Hussein Ali that we see, chiselling his lines and figures on the reluctant brass, according to the rules of his "mechanics and mathematics," but not without an eye to the beauty of them, and calling on the Most High God, as Chief Inspector of Workshops, to examine and approve his work. Such are the images that rise before the mind, all significant symbols, all pointing in the right direction, all suggestive rallying-points for thought. But a wider vision is needed if we are to understand what is meant by the "good workman" of industrial civilization.

L. P. JACKS ranks easily as one of the world's greatest living teachers. He believes that modern civilization will save itself by giving attention to its points of strength which in his philosophy are skill, trusteeship, and scientific method. His volume on *Constructive Citizenship* is one of the great works of this century and this chapter from that volume expresses the spirit and point of view of the best teachers of America. It is especially valuable for use in class, in vocational guidance, and for schools which are preparing for the vitalized commencement season.

As I conceive him, three main elements combine in his makeup, each interpenetrating the other two, and in turn interpenetrated by them; *trusteeship* on the moral side, *competent technic* on the scientific side, *skill* on the practical side. Thruout the entire range of specialized occupations to be found in the modern industrial world, from the master of finance to the shoveller of coals, these three elements will be found combined in the person whom I here denominate "the good workman:" trusteeship, competent technic, practical skill. Of the two last I have spoken already; my present subject is the first.

With the conception of the "industrial individual" I shall assume you are sufficiently familiar. I have now to fill it in by adding that the industrial individual, worker and worked-for is, in the moral aspect of him, essentially a *trustee*.

A trustee, I take it, is one charged with certain obligations who, whatever legal penalties may attend his malfeasance, is definitely trusted by others to play his part not only in a manner legally correct, but in a manner personally honorable. In contrast to him stands the traitor, the betrayer of the trust, the worst type of treachery being that which conforms to legal correctness in fulfiling the trust and yet betrays it in the spirit by sophistical dealings with the letter of the law. In the functions of the trustee, no matter how the law may define them, there is always a strictly *fiduciary* element, a something he is trusted to do as one who is under no compulsion to do it other than his sense of what becomes him as a man. As in the army, two soldiers may obey the same word of command, one with sufficient eye-service to escape being shot for manifest cowardice and the other with sufficient valor to win a decoration, so in civic life the difference between the trustee in name and the trustee in reality is immense. The trustee, at the one end, and the traitor at the other, represent the two extremes of civic virtue and civic vice—this, perhaps, is the first proposition to be laid down in constructing the industrial version of morality.

It may be said in passing that the industrial version would correspond with the military version at many other important points. The various industries would be treated as "branches of the Service," each with traditions and a flag of its own. The conception of trustee would dominate and be equally applicable to employer and employed as to officer and private. In the one as in the other, virtue and valor would be closely connected ideas, while desertion, cowardice, corruptibility would be recognized as major crimes; slovenliness and inefficiency as minor ones. In the one, as in the other, honor would not be conferred for mere obedience to the forms of discipline or to the letter of the law, still less for profitable contraventions of them. That "something more," which makes the difference between the nominal and the real trustee, between the eye-serving soldier and the hero, would be required.

In defining the duties of the citizen as a trustee for industrial civilization—I reserve for a moment the question of his "rights"—it is important to bear in mind his double character as worker and worked-for.

As worker, his duties resolve them-

[1] From *Constructive Citizenship* by L. P. Jacks; copyright by Doubleday, Doran & Company, New York, 1928. Used by special permission.

selves into the general form of seeking a vocation on lines that are socially valuable and then performing the work of it with all the excellence the case admits of. This clearly is what his fellow-citizens trust him to do. Whatever his employment, trade, or profession may be, it will always contain the distinction between an inferiority that is criminal, a mediocrity that will pass muster, and a superiority that will do him honor. The superiority that will do him honor, and them real service, is what his fellow-citizens trust him for. Involved in this is the duty of equipping himself, by whatever means are available, with the necessary technic for the competent discharge of his vocation.

As worked-for his duty is, positively, to promote good workmanship among his fellow-citizens, not only because it is for his own interest but far more, because it is for theirs and, negatively, to restrict his demand for goods and services which involve devitalized labor in the production and providing of them; in particular, he will avoid spending his leisure in forms that need the degrading toil of other men to sustain them. His trusteeship will be no less active in the hours of leisure, when he is being worked-for by others, than in the hours of labor when he is working for them. These clearly are duties which no compulsion can enforce upon him. If he performs them at all he will do so of his own good will.

Turning now to his "rights," we find that they resolve themselves in the restatement, from the other side, of his duties. As worker, he has the right to an occupation which gives scope for the achievement of excellence and thereby for making himself valuable in his time and station. In a former lecture I have called it "the right to skill." As worked-for, he has the right to good workmanship in all that he buys and pays for, to "real value for his money" as we commonly say, and is definitely wronged when he doesn't get it. He has the right to his leisure but always on condition that he refrains from making other men the slaves of it; and he has the parallel right to demand that they shall not make him the slave of theirs. If he is a trustee for them in these particulars, they no less, are trustees in the same particulars for him.

Considering the citizen in this light, as worker and worked-for, the ideal of industrial society assumes a clear outline. It becomes the ideal of an organization, worldwide and worlddeep, of reciprocal trustees bound together and vitalized by mutual loyalty in daily work. The League of Nations could be defined in these terms.

Such communities of workers, more or less definitely organized, do already exist both within the nations and internationally. They are to be found on the highest levels of the business world, notably in banking and mutual insurance, where high traditions of trusteeship, with a firm root in time, are wellestablished; and the cooperative movement, both in production and distribution, has done much to promote them in trade generally. Further examples abound. In our own country the judicial bench, as trustee for the administration of the law, has proved itself incorruptible; a corruptible judge is no longer a danger we have to fear; anyone who will take the trouble to attend a day's pleadings in the High Court of Appeal will see an example of trusteeship in its highest form. Our police courts tell the same story and will tell it more impressively, I think, with the appointment of more women as magistrates; for women, once appealed to on that side, make admirable trustees—their true function as citizens. In the medical profession a high standard of honor dominates the mercenary interest, which exists, but is not allowed to rule; if it did, the confidence of the public would be forfeited immediately. A good doctor is, and knows himself to be, a trustee for the life of his patient. More remarkable still are the conditions in the realm of science. Intellectual cooperation goes on apace; scientific workers all over the world are tending to become a single community, conscious of immense obligations to mankind. As this develops, the ideal of service based on veracity, which many a scientific man cherishes in isolation, will become the actuating motive of a mighty group, conscious of itself as the world's trustee for speaking the truth, and a growing bond of union among all nations. For it is a law in these matters that the morality of a community does not develop until, like an army, it becomes conscious of itself as a unitary moral agent.

Such communities of workers already in being, each embodied in its own institution, each governed by its own ideal of excellence and honor in the work assigned it, suggest the lines for the dreamer or idealist in constructing his vision of the future community of mankind. Nay, in some instances, these institutions may be the actual growing points of that City of God. That the community of mankind will ever take the form of a political organization under a single government I have already expressed some reason for doubting. But the examples I have just cited—and I might have given many more—suggest that the ultimate form of human organizations is not necessarily political. It may be that the political form is appropriate only so long as the world's capacity for trusteeship is imperfectly developed, being destined to pass to a secondary place as the fiduciary principle grows strong enough to stand on its own feet, as, indeed, it already stands in many a promising institution of our social life—in many a university, for example, such as that I have now the honor of addressing. [The University of Glasgow.] Forms of associations other than the political are certainly open to the human race in its widest relationships. Let us not be deceived by the fact that here and now politics make more noise than they. These things don't stand still, and the time-thinker is entitled to his dreams.

The state of Washington is one of the beauty spots of the western world. A view of the Olympic Mountains in Martins Park.

The United States Office of Education

NEW BULLETINS—Three new Office of Education bulletins are off the press: *School Administration in State Educational Survey Reports,* Bulletin 1930, No. 35 [10 cents], in which W. S. Deffenbaugh analyzes the trends revealed by those states which have overhauled their educational administrative systems within the last 10 years. In an appendix, Commissioner Cooper predicts that, "If the present tendency of the public to hold the governor primarily responsible for all state functions continues, radical reorganization will be necessary. . . . Education cannot expect to escape reorganization under such conditions." *Supervision and Rural School Improvement,* Bulletin 1930, No. 31 [10 cents] by Annie Reynolds, associate specialist in school supervision, is a fact handbook for superintendents, parent-teacher associations, and others attacking this central problem of education in rural schools. *Kindergarten-Primary Education,* Bulletin 1930, No. 30 [10 cents] by Mary Dabney Davis, is a statistical and graphic study of developments in this field. Order from Superintendent of Documents, Government Printing Office, Washington, D. C.

Specialists to select best articles—Outstanding specialists will pick the best educational articles of the quarter, according to another progressive step in development of the Office of Education's service which will be evident with the delivery of the next *Record of Current Educational Publications.* For 18 years the "Record" of the most important articles in 79 different phases of education has been prepared in entirety every three months by the Office of Education's library division. Now the various phases have been grouped in 14 fields and the following specialists invited to submit quarterly a list of notable articles in their respective fields.

Collegiate and Professional Education: Dr. Arthur J. Klein, Ohio State University; *Junior College:* Dr. W. C. Eells, Leland Stanford Junior University; *Secondary Education:* Dr. L. V. Koos, University of Chicago; *Elementary Education:* Dr. Ernest Horn, State University of Iowa; *Nursery-Kindergarten-Primary Education:* Miss Edna Dean Baker, National College of Education; *Public School Administration:* Dr. Carter Alexander, Teachers College, Columbia University; *Educational Psychology:* Dean M. E. Haggerty, University of Minnesota; *Teacher-Training:* Dr. E. S. Evenden, Teachers College, Columbia University; *Vocational Education:* Edwin Lee, University of California; *Adult Education:* Alonzo G. Grace, University of Rochester; *Education of Exceptional Children:* Miss Elise Martens, U. S. Office of Education; *Foreign Education:* Dr. James F. Abel, U. S. Office of Education; *Education of Negroes:* Dr. Ambrose Caliver, U. S. Office of Education; and *Proceedings, Summaries, Courses, and the like:* Miss Martha R. McCabe, U. S. Office of Education.

WILLIAM D. BOUTWELL, *chief of the editorial division of the United States Office of Education, who is bringing new energy and vision into its program of publication and interpretation. Mr. Boutwell was formerly on the staff of the National Geographic Magazine.*

Cooperation promised by the Government Printing Office will permit deliveries of the Record within 45 days after the close of the quarter.

New conference policy—Commissioner William John Cooper has announced a new national survey and conference system in which the Office of Education and outstanding colleges and universities can cooperate to make the federal educational research program national in scope and local in character. Dr. Cooper criticises the older conference plan by which "certain speakers tended to become propaganda agents to put over their own ideas" and everyone went quietly home with nothing accomplished.

Under the program contemplated it is planned to hold conferences on special subjects in wellestablished fields in conjunction with institutions whose facilities permit a follow-up after adjournment. Using nationwide survey findings as a basis for local conferences, the data assembled by the staffs of nationally known experts can be applied in so far as possible and desirable locally. The new plan has already been used in two conferences on homemaking: One at the University of Cincinnati, March 21-22, 1930 and another at Iowa State College, Nov. 10-11, 1930.

The Educational Directory—The gathering and checking of nearly 12,000 names of school, college, and university officials of the United States, which is the U. S. Office of Education's largest annual task, has been completed.

From county superintendents to university presidents, the 1931 Educational Directory is complete with all names checked as of January 1, 1931. In order to facilitate delivery, the Educational Directory will be released this year in three parts: Part 1, Elementary and Secondary School Systems, including State department staffs, 7850 names [15 cents]; Part 2, Institutions of Higher Learning, 3810 names [10 cents]; and Part 3, Educational Associations, Boards, Foundations, and Periodicals, with one new section, directors of 240 research departments [not yet received from printer—price not set].

Parts 1 and 2 can be ordered now from the Superintendent of Documents at above prices. When all three parts have been printed they will be bound and sold as Educational Directory [1931] Bulletin No. 1. The Directory has grown from an 89-page bulletin of approximately 6000 names to a 150 page booklet.

The United States Office of Education is yours. It is glad to help you on your problems. School people are proud of the fact that it is one of the best organized and efficient units of the federal government.

"The Office of Education requests the cooperation of every teacher in the public school system of the United States in answering the single page questionnaire of the national survey of the education of teachers," says Commissioner Cooper. "Every teacher making prompt reply to the questionnaire, which has been sent out to all parts of the country, can feel that he is contributing to the improvement of education's service to the United States."

The Law of Selfcontrol

GOOD AMERICANS try to become strong and useful that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed. Good Americans control themselves. Those who best control themselves can best serve their country.

[1] I will control my tongue and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

[2] I will control my temper and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my selfcontrol.

[3] I will control my thoughts and will not allow a foolish wish to spoil a wise purpose.

[4] I will control my actions. I will be careful and thrifty and insist on doing right.

[5] I will not ridicule nor defile the character of another; I will keep my selfrespect and help others to keep theirs. [From the *Prize Morality Code* which is widely used in schools.]

[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. 20104]

Schools that are Prophecies

THE GREATNESS of America is in the pioneer spirit—its courage, its resources, its initiative, its independence, its willingness to try new things. This spirit is especially precious in schools. This page aims to call attention to schools of varying type which are doing new things. *Readers of* THE JOURNAL *are invited to send information about schools that belong in this list.* One new enterprise carefully thought out and put into operation each year means new vitality and advance for any school. It makes teaching a challenge and an adventure. Let every teacher, every school, every town, city, county, state, every college or university try one pioneering enterprise each year. *America is on the threshold of a new age. Schools can be telic agencies in society.*

Elementary schools—There are great opportunities here to add fulltime librarians, special guidance for children who have problems of conduct, parent-teacher associations, educational advisers to serve adults.

Junior high schools—The junior high school is especially blessed with the pioneer spirit—special hours to train youth in the social graces, fulltime librarians, guidance, and gardening are projects reported in this field.

Senior high schools—The senior high school is the people's college. It can perform its greatest service only as it becomes an expression of the best life of the community and an eager servant of that life. Its task is not to prepare people to leave the community but to render larger service in it. Training for leisure, vital health programs, classes in home architecture and community planning are possibilities here.

Junior college—The term junior college here refers to additional service added to four-year, tax-supported high schools. The junior college will give to thousands of smaller communities a new intellectual and social life, which has hitherto been associated with the college town at its best.

The college—The college has unusual opportunities. It is in a position to develop outstanding leadership along some special line. Experiments in this field include honors courses, provision for finishing the course in less than four years, special courses dealing with current problems such as unemployment, the ownership of public utilities, international affairs, tax revision, enrichment of adult life, cooperative marketing, home architecture, community planning, community drama, and the like.

AN INVITATION—THE JOURNAL is eager to list the schools and educational agencies which are moving forward. It has increasing evidence that thousands of teachers are at work on the problems of the profession. It believes that one way to encourage advance is to call attention to schools that are doing pioneering work. Will you not write to THE JOURNAL, giving information about some school, class, city, county, or state which has a project of unusual significance? Include in your letter a short, specific statement describing the pioneering activities.

Teachers colleges and normal schools—These institutions are the soul of American education. These schools are finding new ways to relate their work to the teaching service around them so that prospective teachers will have the equivalent of that training given an intern in a hospital. The reports and findings of the White House Conference on Child Health and Protection might well be used as the basis for a course during the summer of 1931 and the following year. The study of such material would help teachers to understand that their responsibility for childhood extends far beyond the presentation of subjectmatter.

The university—Universities are seeking to improve instruction, to free "education and research from the effects of antiquated machinery." The recent reorganization of the University of Chicago has removed from its academic scene the graduate school, the senior college, and the junior college. There is need for much closer integration between the universities and other educational institutions in most states. The best results come only when the state department of education, the universities, the landgrant colleges, the teachers colleges, and the great common schools are working in friendly and complete cooperation. During the next twenty-five years when most of the homes of America will be rebuilt, every university should have a department of architecture with emphasis on the design of the individual home.

City departments of education—The constructive influence of the schools in American life will not be wasted to so great a degree when communities are planned to conserve the health, the work, the play of youth and adults in a machine age. In this, the schools can lead. The crowded sections of cities are crime breeders. It would be an instructive experience for any city department of education to have a commission which would study the educational implications of every crime involving young people under twenty-one years of age. This would throw light on the needs and problems in character education.

County departments of education—The county, as a unit of school administration and control, is a great advance over the small district. The staff of the county superintendent should be enlarged and professionalized to serve every rural school; rural life should be enriched by county libraries, adequate programs for health and recreation, vocational guidance, the beautification of highways, farm homes, school grounds, etc. There is crying need for a closer coordination of the efforts of scientific agriculture and the elementary schools. It was natural that scientific agriculture which had its origin in the universities, landgrant colleges, and the experimental stations of the United States Department of Agriculture should fail to appreciate and to use as fully as it might have done the all-pervasive resources of the common schools. The county superintendent is in a position to coordinate scientific agriculture with the entire scheme of education in the county.

State departments of education—At no point in the American system of education will improvement be more profoundly felt than in state departments. Their work should be strengthened and vitalized by larger appropriations, increased staff, closer contact with every phase of education in the state. Among possibilities in this field are the development of leadership in rural education, pioneering in education by radio, larger attention to civic education and leadership, special projects designed to discover the causes of crime and inaugurate preventive measures.

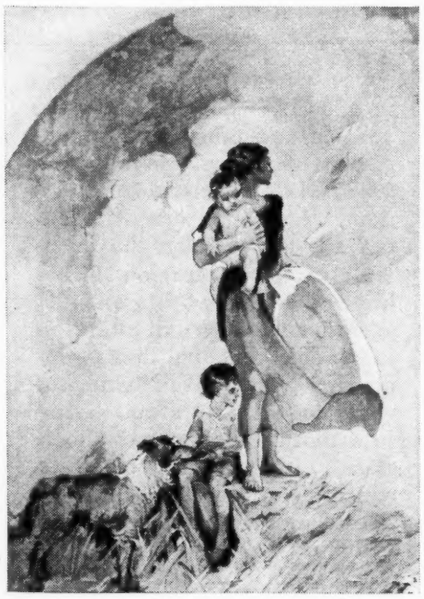
Master Builders of Our Profession

WHAT IF ALL our ancestors had been content just to "be decent and let the devil take the hindmost"? There would have been no Francis of Assisi going out to leaven the sodden masses of Medieval Europe. There would have been no Lord Shaftesbury stepping out of his own socially favored class to save the underprivileged children of England. There would have been no Abraham Lincoln reaching out his roomy arms to raise a Negro race from slavery to selfhood. In fact, if all our forefathers had been merely decent individualists, we may well ask whether there would have been any improvement in the idea of decency since primitive times. Moral progress has been made by the margins of social concern over mere selfrespect.—From *Morals of Tomorrow* by Ralph W. Sockman, 1931.

New Life Enlistment

THE NUMBER of life members enroled in the National Education Association on February 1 was 4213. The following life members have been reported since the list was published in the February JOURNAL.

ALABAMA—S. Carrie Bright.
ARIZONA—Mary A. Hill, Mrs. Dorothy Eidson Sykes.
CALIFORNIA—Ray Adkinson, Cora I. Botts, J. D. Conner, John Paul Dyck, Howard R. Gaines, George H. Gamble, Arnal Burtis Heacock, Charles Lee Johns, Harley W. Lyon, Paul Marsh Pitman, Soko Gakuyen School.
FLORIDA—E. T. Denmark, J. R. E. Lee.
IDAHO—C. E. Bocock, Lloyd Gilmore, Harold F. Willmorth.
ILLINOIS—Edvin Brye, C. B. Eavey, Beatrice Howes, John Wilson MacNeish.
INDIANA—Agnes V. Anderson, Mrs. Bertha W. Fitzsimmons, Mamie Spangler.
IOWA—Ardys J. Draper, E. W. Goetch, Frank E. Green, Harry A. Greene, Mrs. Myrta Harman, J. L. Rendahl.
KANSAS—John E. Jacobs, Grace M. Vincent.
KENTUCKY—C. B. West.
MAINE—Fred W. Burrill, Roy M. Hayes.
MARYLAND—Norma E. League, Edward G. Stapleton.
MASSACHUSETTS—G. Pauline Gordon, Allen P. Keith, W. Henry Miller, Fordyce T. Reynolds.



THIS PAINTING, *"The Spirit of the Prairie," decorates the stately capitol building at Lincoln, Nebraska. The pioneer mothers who were looking forward into the future of their children taught the first schools in their little sod kitchens. The artist is Elizabeth Dolan.*

MICHIGAN—Mabel Richardson, Augusta E. Schrader, Olive E. Tilley.
MINNESOTA—Thomas Olen Burgess, William E. Young.
MONTANA—Edward N. Tisdale.
NEBRASKA—Edgar A. Burnett.
NEW HAMPSHIRE—Ethel B. W. Cloues.
NEW JERSEY—John G. Flowers, Marjorie Jones, Mary L. Neer, Henrietta W. Smith.
NEW MEXICO—Edwin C. Hawkins.
NEW YORK—Emery N. Ferriss, James J. Finnigan, A. W. Holcomb, Belle Armstrong Mason.
NORTH DAKOTA—Grant M. Norem.
OHIO—Edgar Harlan Blain, A. Z. Penrose, Edith E. Reilly, Lillian C. Young.
OKLAHOMA—Harry E. James, Kate Galt Zaneis.
OREGON—Albie L. Beck, V. A. Davis.
PENNSYLVANIA—Charlotte E. Bailey, Agnes Davidson, William O. Duck, Thomas H. Ford, H. E. Gayman, Chester I. Greene, Olive E. Hart, Francis M. Johnson, William J. Laramy, W. Wray Miller, Lloyd A. Moll, Robert H. Ruthart, E. F. Stabler, Charles A. Weed, Mary C. Yaeger, Lewis N. Yohe, Jr.
TENNESSEE—Katie Belle Conyers.
TEXAS—South Junior High School, Maude Robinson, Grace Stone, J. F. Tarleton.
VERMONT—H. E. Hollister.
VIRGINIA—Maud Orndorff.
WASHINGTON—Lillian A. D. Crane.
WEST VIRGINIA—Harry C. McKinley, Mark Naugle, Paul E. Strader, E. R. Vawter.
WISCONSIN—Marshall E. Born, Mabel L. Bridges, Maurice Hennessy, Ed. Jantz, Milton Chase Potter, George Nelson Tremper.

100% Schools

THE FOLLOWING schools have maintained their 100 percent enrolment in the National Education Association for 10 years or more, having completed it since the list was published in the February JOURNAL.

Eleven years

CALIFORNIA—*Stockton*, Lafayette.
MAINE—*Lewiston*, Dingley Normal Training.
MASSACHUSETTS—*Gloucester*, Rogers.

Ten years

ILLINOIS—*Chicago*, Poe, Pullman, Riverdale; *East St. Louis*, Hawthorne.
MICHIGAN—*Grand Rapids*, Palmer.

AFTER A TRIP ACROSS THE CONTINENT—It has been a wonderful experience to meet with the teachers of America in more than thirty states of the Union. Sometimes I have had the opportunity to speak to thousands and other times it has been my privilege to gather around a luncheon or dinner table with a group of sixty to a hundred teachers of America. Whether in the great assembly or in the small room, it has been a delight to know that the schools of this country are in the hands of such wonderful people. ¶I believe that the greatest need of the teacher in America today is to be conscious of his power. Your most useful service will result when you have carefully and conscientiously considered how you should use your influence with the youth of the nation to make that youth physically fit, socially adjustable and adaptable, and vocationally prepared to render conscientious service to the world. Too often the teacher teaches the subject instead of the child. It is essential to know the subject but it is more essential to understand the child. ¶I wonder if the teachers of the nation realize that they are building character for years to come. The moral, social, and spiritual character of the boys and girls in your classroom today will determine the ethical standards, the social and spiritual ideals of the world twenty-five years from today. Whether we shall face the world with a cheerful, happy spirit, shall work with a willing, determined soul, shall love our brothers and thereby eliminate war, and shall build a great and peaceful nation and company of nations, depends on how well you do your work with the children. Do you realize this? ¶The questions of salary, of tenure, of retirement, of professional spirit sink into insignificance when compared with the importance of realizing our influence and power over the child and of discharging the responsibilities which we owe for the physical welfare, moral perception, and spiritual idealism of children. We cannot and must not forget that teach as we may the subjects of the curriculum, the most important of our teaching is the example that we set for children in a wellordered life. What we are, as Emerson once said, speaks so loud that no one can hear what we say. I plead with you that by precept and by example we give to the youth of this nation a consciousness of its responsibility. While the home accomplishes much, while the community has its responsibilities, I repeat what I have said a thousand times—*any teacher who has a child for a period of nine months and exercises due diligence in the teaching of that child, can so impress his moral nature that he will never go astray.* It is yours to mold and to shape for the future of the nation and may God give you strength to do it.—Willis A. Sutton, president, National Education Association.

Builders of Our Profession

IT IS BECAUSE the individual man is inferior and weak that we find human beings living in society. Social interest and social cooperation are therefore the salvation of the individual.—Alfred Adler in *The Science of Living*.

The following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the February JOURNAL.

Ten years or more

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

Nine years

CALIFORNIA—*Los Angeles*, Utah Street.
KANSAS—*Salina*, Salina Public Schools, Bartlett, Dunbar, Franklin, Hawthorne, Lincoln High, Longfellow, Lowell, Oakdale, Phillips, Roosevelt High, South Park, Washington High, Whittier.
NEW JERSEY—*Kearny*, Franklin.
NEW YORK—*Lockport*, DeWitt Clinton, Charlotte S. Cross, Hawley Street, Intermediate, Part Time Continuation, Walnut Street, William Street.

Eight years

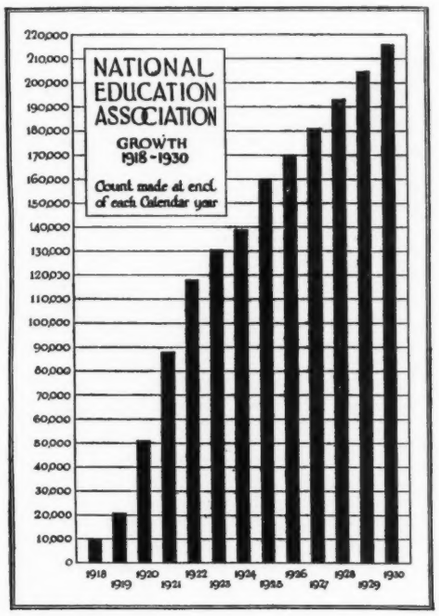
HAWAII—*Honolulu*, Territorial Deaf and Blind School.
INDIANA—*Huntington*, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
MICHIGAN—*Ann Arbor*, Bach.
MISSOURI—*Kansas City*, Milton Moore.

Seven years

ALABAMA—*Birmingham*, Powell.
CALIFORNIA—*Los Angeles*, Third Street; *Pasadena*, Longfellow.
DELAWARE—*Wilmington*, Public Number 3.
FLORIDA—*Dade County*, Hialeah Junior High and Elementary.
MASSACHUSETTS—*Medford*, Osgood.
MICHIGAN—*Ann Arbor*, Angell; *Grand Rapids*, Coit, Coldbrook.
PENNSYLVANIA—*Pottstown*, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jackson, Junior High, Lincoln, New Grade, New Madison, Old Madison, Richards, W. W. Rupert, Senior High, Union, Van Buskirk.
WEST VIRGINIA—*Clarksburg*, Monticello; *Grafton*, Grafton Public Schools, Central, East Grafton, First Ward, High, South Grafton, West Grafton.

Six years

CALIFORNIA—*Davis*, Joint Grammar, Joint Union High; *Los Angeles*, Brentwood, Commonwealth Avenue, Miramonte; *Pasadena*, John Muir Technical High; *San Francisco*, Franklin.
HAWAII—August Ahrens, Kailua, Kuhio.
ILLINOIS—*Cicero*, Sherlock; *East St. Louis*, Cannady; *Robinson*, Township High.
IOWA—*Keokuk*, Wells-Carey.
KENTUCKY—*Louisville*, John B. McFerran.
MASSACHUSETTS—*Newton*, Eliot, Stearns.
MICHIGAN—*Grand Rapids*, Straight Street.
MISSOURI—*Kansas City*, Greenwood.
NEW JERSEY—*Cumberland County*, Fairton; *New Brunswick*, Roosevelt Junior High.
NEW YORK—*Lockport*, Emmet Belknap.
OHIO—*Springfield*, Continuation; *Wood County*, Bloomdale, Bradner, Custar, Cygnet, Dunbridge Rural, Grand Rapids Township, Henry Township, Jackson Township, Lark, Middleton Township, Millbury, Milton Township, Montgomery Township, North Troy Township, Perrysburg, Risingsun, Troy Township, Walbridge, Webster Township, West Millgrove.



PENNSYLVANIA—*Chester*, Harvey, Martin.
SOUTH DAKOTA—*Sioux Falls*, Lewis Heights.
TENNESSEE—*Memphis*, Humes High.
WASHINGTON—*Seattle*, John B. Allen.
WEST VIRGINIA—*Clarksburg*, West End; *Fairmont*, William R. White.

Five years

CALIFORNIA—*Dinuba*, Dinuba Public Schools, Garfield, Jefferson, Lincoln, Roosevelt, Washington; *Hawthorne*, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Avenue, Fifth Avenue, Washington Street, York Street; *Pasadena*, Daniel Webster.
FLORIDA—*Dade County*, Allapattah Elementary, Andrew Jackson Junior High.
HAWAII—Koloa, Mana, Washington Junior High.
INDIANA—*Indianapolis*, William McKinley.
MASSACHUSETTS—*Belmont*, Payson Park; *Lynn*, Euclid Avenue; *Revere*, Julia Ward Howe; *Somerville*, Morse.
MICHIGAN—*Bay City*, Whittier; *Detroit*, Cooper; *Saginaw*, Salina.
OHIO—*Akron*, Harris; *Allensville*, Richland Township High; *Cincinnati*, Douglas Junior High; *Preble County*, Lanier Township; *Sycamore*, Sycamore Public Schools; *Youngstown*, East High, Sheridan.
PENNSYLVANIA—*Chester*, McCay; *Pittsburgh*, Sunnyside.
VIRGINIA—*Richmond*, Oak Grove.

Four years

CALIFORNIA—*Anaheim*, Anaheim Public Schools; *Pasadena*, Junipero Serra; *Point Loma*, Cabrillo; *San Diego*, Central, Ocean View.
CONNECTICUT—*Westport*, Greens Farms.
FLORIDA—*Tampa*, Thomas Edison.
HAWAII—Helemano, Kahuku, Kalihiwaena, Kawailoa, Lincoln, Manoa, Benjamin Parker, Pohukaina, Royal, Waiahole, Waikiki.
IOWA—*Council Bluffs*, Eighth Street.
KANSAS—*Pittsburg*, Lakeside Grade.
MICHIGAN—*Detroit*, Burt.
MISSOURI—*Kansas City*, McCoy.
NEVADA—*Lyon County*, Smith Valley Union Public Schools.
NEW YORK—*Lockport*, John E. Pound.
OHIO—*Ashtabula*, State Road; *Cincinnati*, Raschig; *Cleveland*, Addison Junior High.
PENNSYLVANIA—*Chester*, Smedley Junior High; *Clairton*, Clairton Public Schools, Fifth Street, Fifth Street Junior High, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Street, Walnut Street Junior High; *Pittsburgh*, Bellefield Girls Trade, Daniel Webster; *Sidman*, Adams Township High; *Waverly*, Abington Independent School District.
UTAH—*Coalville*, North Summit High.
VIRGINIA—*Richmond*, Powhatan.
WEST VIRGINIA—*Clarksburg*, Clarksburg Public Schools.

Three years

ALABAMA—*Birmingham*, Baker, Kennedy.
CALIFORNIA—*Los Angeles*, One Hundred and Eighteenth Street, Paducah Street; *Lower Lake*, Union High; *Monrovia*, Huntington; *National City*, Monument; *Pasadena*, Thomas A. Edison, John C. Fremont, James A. Garfield, Linda Vista, San Rafael, Washington Elementary; *San Diego*, Emerson, Washington; *Solana Beach*, San Dieguito; *Whittier*, South Whittier.
HAWAII—Aiea, Kaaawa, Kalihi-Uka, Kawananakoa Experimental, Lunalilo, Pauoa, Pearl City, Robello, Supervisors and Administrators Department, Waialae, Waipahu.
ILLINOIS—*Chicago*, O'Toole; *Cicero*, Morton Park, Roosevelt; *Lockport*, Fairmont.
IOWA—*Council Bluffs*, Roosevelt.
KANSAS—*Topeka*, Quincy.
MICHIGAN—*Kalamazoo*, Western State Teachers College.
MISSOURI—*Kansas City*, Irving, Lykins.
NEW JERSEY—*Linden*, Public Number 3; *Trenton*, Centennial.
NEW YORK—*Garrison-on-Hudson*, Garrison Union Free; *Ithaca*, Central.
OHIO—*Ashley*, Public; *Ashtabula*, Station Street; *Cleveland*, Louisa M. Alcott, Halle, Patrick Henry Junior High; *Sidney*, First Ward; *Willoughby*, Willoughby Public Schools, Browning, Lincoln, Memorial Junior High, Union High.
OREGON—*Ashland*, Lincoln.
PENNSYLVANIA—*Bloomsburg*, Junior-Senior High; *Pittsburgh*, Fort Pitt.
TENNESSEE—*Hamilton County*, Amnicola, Apison Grammar, Bakewell, Bonny Oaks, East Dale, Fairview, Ganns, Gold Point, Meadowview, Mowbray, Pineville, Red Bank, Riverside, Snow Hill, West View; *Memphis*, Lawler, Lions Open Air.
TEXAS—*El Paso*, Lamar; *Texarkana*, Akin.
VIRGINIA—*Norfolk*, Lafayette.
WASHINGTON—*Wenatchee*, South Wenatchee.

Two years

ALABAMA—*Birmingham*, Moore.
ARIZONA—*Phoenix*, Phoenix Junior College.
CALIFORNIA—*Coronado*, Grammar; *Fortuna*, Union High; *La Mesa Heights*, Public; *Los Angeles*, Bandini Street, Hammel Street, Rockdale; *Pasadena*,

INTERESTING and significant facts about the 1930 membership—The total membership for the year was 216,188. ¶This was more than twenty-five times that of 1917 and forty-three times that of 1907. ¶The gain for the year was 10,507. ¶Ohio again won first place for largest total (26,469). ¶Pennsylvania stood second (24,363); California third (23,615); Michigan fourth (14,541); Illinois fifth (11,802); New York sixth (10,481); and New Jersey seventh (10,333). ¶Twenty-nine states made increases ranging from 12 to 3157. ¶Four states made increases of more than a thousand each—Pennsylvania (3157); California (2728); Ohio (2619); New Jersey (1253). ¶Porto Rico and North Dakota made the largest percent of increase over 1929. ¶Hawaii again had more NEA members than public school teachers (2630). ¶The six states having the highest percentage of membership were: Nevada (85%); Arizona (81%); Delaware (61%); Ohio (57%); Utah (56%); California (54%). ¶Cities having the largest membership were: Los Angeles (6320); Detroit (6174); Philadelphia (4184); Cleveland (3898); Chicago (3488); New York (2734).

Emerson; *San Bernardino*, Burbank, Cajon, Lincoln, Meadowbrook, Urbita; *San Diego*, Balboa, Benjamin Franklin, Fremont, Garfield, Grant, Andrew Jackson.
COLORADO—*Arapahoe*, Arapahoe Branch, Cheyenne County High.
DISTRICT OF COLUMBIA—*Washington*, John F. Cook.
HAWAII—Anahola, Eleele, Hanamaulu, Kaiwiki, Kauai High, Kekaha, Kilauea, Koolau, Olohena, Wahiawa.
ILLINOIS—*DeKalb*, DeKalb Township High; *Silvis*, Public; *Western Springs*, Grand Avenue, Wolf Road.
LOUISIANA—*New Orleans*, Franklin.
MASSACHUSETTS—*Saugus*, Oaklandvale.
MICHIGAN—*Battle Creek*, Washington; *Detroit*, Isaac Newton, Robert Special Center; *Grand Rapids*, East Leonard; *Pontiac*, Central; *Saginaw*, Continuation.
MINNESOTA—*Minneapolis*, Hamilton, Sidney Pratt.
MISSOURI—*Kansas City*, Border Star.
NEBRASKA—*Omaha*, Benson West.
NEVADA—*Lincoln County*, Alamo District.
NEW JERSEY—*Atlantic City*, Boys Vocational; *Camden*, Broadway; *Cumberland County*, Oak Leaf; *Hillside*, Saybrook.
NEW MEXICO—*Colfax County*, Colfax County Public Schools, Adams, Andrews, Colmor, French, Gardiner, Kiowa, Miami, Moreno Valley, Newton, Sugarite, Swastika, Tafoya, Van Houten, Wheatland; *Raton*, Raton Public Schools, Columbian, High, Junior High, Longfellow, South Side.
NEW YORK—*Lockport*, Lockport Public Schools, Emmet Belknap, DeWitt Clinton, Charlotte S. Cross, Hawley Street, High, Washington Hunt, Intermediate, Part Time Continuation, John E. Pound, Supervisors Department, Walnut Street, William Street.
OHIO—*Cleveland*, Central High, Nathan Hale Junior High, Lafayette; *Columbiana*, Fairfield Centralized; *Youngstown*, Lincoln.
OKLAHOMA—*Oklahoma City*, Riverside.
PENNSYLVANIA—*Bloomsburg*, Bloomsburg Public Schools, Fifth Street, Junior-Senior High, Third Street; *Chester*, Watts; *Lewistown*, Junior High; *Mt. Lebanon*, Mt. Lebanon Public Schools, Julia Ward Howe, Lincoln, Edwin Markham, Senior-Junior High, Washington; *Pittsburgh*, Gladstone Elementary, Gladstone Junior High, McCandless, McCleary, Manchester, Mt. Albion.
TENNESSEE—*Memphis*, Lenox.
TEXAS—*El Paso*, Dudley.
UTAH—*American Fork*, Alpine District Public Schools.
VERMONT—*Newbury*, High.
WEST VIRGINIA—*Arcola*, Public.

Current year

ALABAMA—*Birmingham*, Barrett.
CALIFORNIA—*Auburn*, Alta Vista; *Baldwin Park*, Central Intermediate; *Claremont*, High; *El Modena*, El Modena Public Schools; *Fresno*, Central Union High; *La Jolla*, Elementary; *Los Angeles*, Burnside Avenue, Central Avenue, Custer Avenue, Thomas A. Edison Junior High, Euclid Avenue, Gardena, Glen Alta, Graham, Health and Corrective Physical Education Department, Thomas Jefferson High, Thomas Starr King Junior High, Orange Street, Polytechnic High, Vermont Avenue, Washington Street, West Vernon Avenue, Wilshire Crest; *National City*, National City Public Schools; *Pasadena*, Hamilton, Frances E. Willard; *Redlands*, Crafton; *San Bernardino*, Woodrow Wilson; *San Diego*, Lincoln, E. R. Snyder Continuation, Sorrento; *San Fernando*, O'Melveny; *San Pedro*, Dana Junior High; *Vista*, Vista Union.
COLORADO—*Greeley*, High; *Hudson*, District Number 80.
CONNECTICUT—*East Hartford*, Columbus Street, Evening, Hockanum; *Stratford*, Senior High.
DELAWARE—*Lincoln*, Public.
DISTRICT OF COLUMBIA—*Washington*, Kenilworth, Van Ness.
GEORGIA—*Fulton County*, Benteen, Bolton, Carey Park, Cascade, Center Hill, Central Park, Lena H. Cox, East Rivers, Hammond, Hapeville, Hemphill, R. L. Hope, Humphries, Lakewood Heights, Liberty Hill, George F. Longino, Marion Smith, Morgan Falls, Mt. Vernon, Benjamin H. Neely, North Avenue, Perkerson, Alonzo Richardson, West Haven, Samuel R. Young.
HAWAII—Aliiolani, Haena, Kapalama, Paauhau, Palolo, Puuhale, Salvation Army, Waianae, Watertown.
ILLINOIS—*Cicero*, Grant, Jones; *Kenilworth*, Joseph Sears; *Peoria*, Harrison; *Springfield*, Sunshine; *Western Springs*, Franklin Avenue.
INDIANA—*Indianapolis*, Public Number 38, Public Number 85, Public Number 86; *Shelbyville*, Alvin C. Kibbey, Charles Major, Booker T. Washington.
KANSAS—*Dodge City*, Central, Sunnyside; *Neodesha*, High; *Perry*, Rural High.
KENTUCKY—*Lexington*, Morton Junior High.
MAINE—*Bangor*, Bower Street, Fairmount, High, Abraham Lincoln, Valentine; *Boothbay Harbor*, Boothbay Harbor Public Schools.
MARYLAND—*Frederick County*, Creagerstown, New Midway, Parkway.
MASSACHUSETTS—*Gloucester*, Maplewood; *Islington*, Public; *Waltham*, Banks.
MICHIGAN—*Detroit*, Franklin, Hampton, McKinstry, Pershing, Schulze, Ward Grove; *Grand Rapids*, Oakdale, Union Elementary; *Hadley*, High.
MINNESOTA—*Gully*, Public; *Minneapolis*, Greeley, Tuttle.
MISSOURI—*Kansas City*, Norman.
NEBRASKA—*Havelock*, Havelock Public Schools.
NEVADA—*Lincoln County*, Bullionville District.
NEW HAMPSHIRE—*Lisbon*, Public.
NEW JERSEY—*Bergenfield*, Bergenfield Public Schools, Harding; *Bridgeton*, Bridgeton Public Schools; *Brielle*, Public; *Cumberland County*, Bacon's Neck, Buttonwood, Carmel; *Gloucester County*, Almonesson, Center Square, Deptford Central, Lawns, Mantua, Repaupo, Union Academy, Wenonah, Woodbury Heights; *Monroeville*, Public.
NEW YORK—*Andover*, High; *Callicoon*, High; *Kenmore*, Sheridan; *Little Falls*, Jefferson Street, Monroe Street.
NORTH CAROLINA—*Albemarle*, Endy; *Greensboro*, Charles B. Aycock.
NORTH DAKOTA—*Reeder*, Public; *Valley City*, Junior High.
OHIO—*Baltimore*, Liberty Union High; *Cleveland*, Fullerton, Gordon, Longmead, Longwood, Rawlings, Miles Standish, Wilson Junior High; *Columbus*, Fair Avenue; *Dayton*, Fairview Grade; *Nelsonville*, Nelsonville Public Schools, Central, East, West; *Pomeroy*, Central; *Sandusky County*, Green Springs, Helena, Jackson High, Rollersville, York Centralized; *Toledo*, Oregon Township Public Schools; *Youngstown*, Covington.
OKLAHOMA—*Stillwater*, School of Education, Agricultural and Mechanical College.
OREGON—*Portland*, Peninsula; *Sherwood*, Grade.
PENNSYLVANIA—*Liverpool*, Liverpool Boro Schools; *Philadelphia*, Pennypacker, Stevens Practice; *Pittsburgh*, J. M. Logan, North Continuation; *Reinerton*, Porter Township High.
TENNESSEE—*Memphis*, Bethel Grove, Church Home, Hollywood Junior High, Idlewild, Messick Elementary, Messick Junior High, Messick Senior High, Peabody, Riverside, St. Paul, Ford N. Taylor, Vollentine.
VERMONT—*Ludlow*, High Street, Woodward; *Rutland*, Madison.
WASHINGTON—*Okanogan County*, Okanogan County Public Schools, Omak Public Schools.
WEST VIRGINIA—*Bluefield*, Beaver High; *Sophia*, Public.
WISCONSIN—*Beloit*, Burdge; *Kenosha*, Gillett; *Mauston*, Mauston Public Schools.

Forward! March!

TEACHERS have responded magnificently to the needs of state and national associations this year. Let the good work go on thruout the spring, summer, and fall. The needs are terrific. In the present crisis the schools are the nation's strongest asset. They are building enduring values in character, skill, personality, poise, and courage.

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.

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

THE PLATFORM of the National Education Association—(1) A competent, welltrained teacher in every classroom. (2) Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability. (3) Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provision for retirement on the basis of efficient service. (4) Continued and thorough research on educational problems as the basis for revised standards and procedures. (5) The establishment of a department of education with a secretary in the President's cabinet, and the efficient integration of the educational activities of the Federal Government in this department. (6) The unification of the educatioal forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every teacher an informed and participating member of local, state, and national associations. (7) Active assistance to state and local affiliated associations in promoting the interests of such associations. (8) Equal salaries for all teachers, both men and women, of equivalent training and experience. (9) Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience. (10) Cooperation with other organizations and with men and women of vision who recognize that only through education can be solved the major problems of our changing civilization. (11) The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.—*Adopted at Atlanta, Georgia, July 3, 1929 and reaffirmed at Columbus, Ohio, July 3, 1930.*

A CHALLENGE to Vocabulary...

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He wants to talk because visual experience has stirred his imagination and created new ideas. Guided by the teacher, his vocabulary will grow into an easy, accurate medium of self-expression.

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* * * *

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EASTMAN *CLASSROOM FILMS*

NOTES *and* ANNOUNCEMENTS

Byrd to receive unique tribute from school children—Ten volumes of letters containing tributes to Rear-Admiral Richard E. Byrd from American school children will be presented to the Antarctic explorer when he is the honor guest of the convention of the Department of Superintendence at Detroit.

The presentation will be made by Norman R. Crozier, superintendent of schools of Dallas, Texas and president of the Department of Superintendence, before educators from every part of the nation. Special tribute will be paid to Rear-Admiral Byrd by President Gilbert Grosvenor of the National Geographic Society thru whom the invitation to address the superintendents at their annual meeting was presented.

The letters of tribute come from schoolrooms of every state. Some of them are written in Braille. A native cypress wood box made by manual-arts students contains letters from every school in New Orleans.

The biography of the explorer supplemented geography courses in some schools and in others courses in character training, the educators choosing Rear-Admiral Byrd as an example of "character in action" worthy of emulation by American school children. The study of Byrd's life will be climaxed with a coast to coast radiocast of the presentation of the children's letters of tribute, when those who have written to their hero will listen to him describe his trip to the South Pole.

American Education Week 1931—Plans for the observance of American Education Week in 1931 are already under way in many school systems. Representatives of the United States Office of Education, the American Legion, and the National Education Association met in Washington Monday, February 2, and planned the program for 1931 around the general theme: *What the schools are helping America to achieve.* Supplies for use by state and local school systems in the observance of American Education Week may be obtained from the Division of Publications any time after June 1.

Broadcasting studio at headquarters—A Washington broadcast is being conducted each week from the NEA headquarters as a special feature of the Ohio School of the Air. These broadcasts began on January 26 with a special feature by President Willis A. Sutton and talks by Secretary J. W. Crabtree and Dorothy Canfield Fisher. These programs go out each Monday between 2 and 3 PM EST and may be picked up by anyone within range of Station WLW, Cincinnati, Ohio.

Greater Unity *Greater Concern for the Future*

Life Membership in the Profession

An Opportunity for Service

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?

Take advantage of this opportunity and Enlist Now

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

I wish to take this opportunity to become a life member on the ten-payment plan, making my first payment of $10.00, April 1, 1931. I understand that the balance can be paid in nine equal annual installments.

Name..... Position.....

Address.....

(Fill out, return at once and receive by return mail the life membership certificate, card and gold emblem.)

Mention THE JOURNAL when writing our advertisers.

Earlier numbers of JOURNAL desired—The stock of THE JOURNAL for November, 1924, is completely exhausted. Readers having extra copies of this number will perform a most helpful service if they send them to the editor.

Ethics in the teaching profession—This is the title of the January 1931 NEA Research bulletin which contains a comprehensive analysis of the codes of ethics adopted by teachers organizations thruout the United States for many years. The study was made by Dr. T. D. Martin, director of the NEA Division of Records and Membership.

New NEA publication—The American Educational Research Association, a department of the NEA, announces the first issue of the *Review of Educational Research,* a new periodical which will be issued five times each year from the headquarters of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. It will circulate to members of the American Educational Research Association upon payment of dues. Annual subscriptions to non-members are $4; single copy $1.

Teach thru JOURNAL posters—JOURNAL posters on attractive art paper are constantly being distributed thruout the entire country. One letter states, "they are splendid"; another one, "they fill the need." Two new posters—*It's the Race that Counts* and *The Law of Self-control* are now ready. Write to the NEA Division of Publications, 1201 Sixteenth Street, Northwest, Washington, D. C. for an order blank containing a complete list of posters in stock.

A tribute—The February number of the *Normal Instructor and Primary Plans* made the following mention of THE JOURNAL's tenth anniversary:

> The January number of THE JOURNAL of the National Education Association celebrates the tenth anniversary of that publication. A remarkable growth of professional spirit is suggested by the fact that within the decade this periodical has grown one thousand per-cent in circulation. THE JOURNAL reaches every county in America and every nation in the world. It has become an assured success from both the business and the editorial standpoint.

Member of JOURNAL family writes notable book—G. H. Palmer, whose essay, *The Ideal Teacher,* received the largest number of first rank reader votes of any article so far published in THE JOURNAL, has just issued a new book, *The Autobiography of a Philosopher.* It is worth reading and rereading.

(*Continued on page* A-74)

This little matter of handkerchiefs...

"I need no more than a showing of handkerchiefs every day for a week to tell the sort of home from which a child comes!"

A white-haired teacher made that statement . . . and in it there's a lot of truth.

For the handkerchief is not only a test of breeding but around it are built the habits of cleanliness important to health.

Teachers in many schools make the "showing of handkerchiefs" a part of the daily morning inspection. It is part of the health program of the modern school.

For cleanliness—whether of handkerchiefs, hands, dishes, or towels—is one of the ways of preventing the spread of disease.

To put it another way, it is frequently through neglect of cleanliness that disease is transferred from one person to another. Failure to muffle coughs and sneezes with handkerchiefs, use of a common towel by several persons, failure to wash and rinse dishes absolutely clean, etc.

In addition to "morning inspection," how best to impress these things upon the minds of children? If you are interested in answering that question (and surely you are!) you should send for a copy of *Hitch-hikers.*

Hitck-hikers is an interesting booklet about microbes that "hitch-hike" from person to person, spreading communicable disease. As a health and cleanliness source book it is invaluable. Free to school administrators, health workers, physicians, nurses, and teachers; to others, 15 cents per copy.

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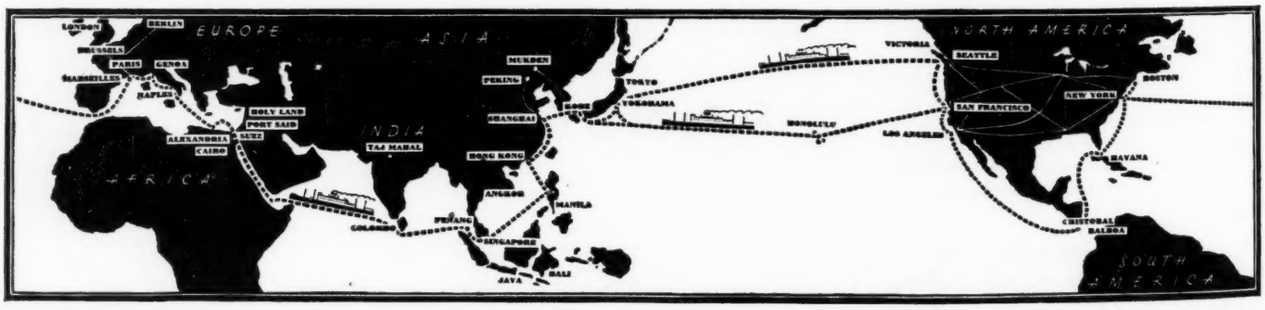

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China . . . cradle of a civilization that antedates our own by centuries. Shanghai, gayest of cosmopolitan cities with its exotic night life. Pig Alley, shoppers' paradise. British Hong Kong, utterly different. Peking, Mukden, Harbin, Soochow, Macao, Canton . . . and everywhere shops filled with treasures to be bargained for and won for a song.

Manila . . . and our own Philippines where the hospitality of Old Spain holds sway. Nights of gaiety under tropic stars. The Intramuros, built in 1590 and surrounded by a two-mile wall. Manila hats being woven under water. The resort of Baguio and the Southern Islands.

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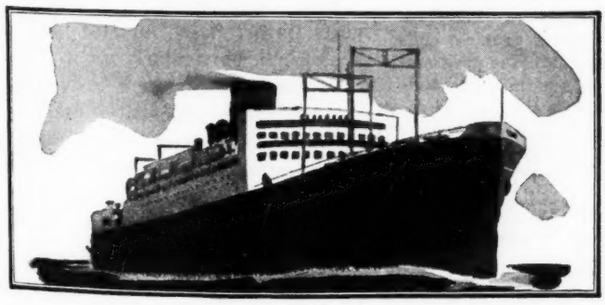

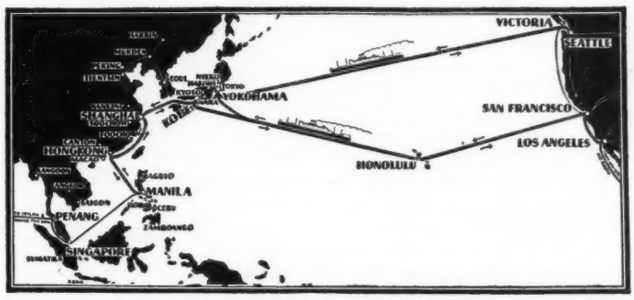

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(*Continued from page* A-71)

It belongs with the great autobiographies, such as that of Benjamin Franklin.

From the Editor's mail—Several classroom teachers have contributed helpful comments this month. The viewpoint of this group which is daily working on the problems of the profession is most valuable.

Can anything be done to relieve the strain of teaching? What is wrong with teachers or with supervisors and superintendents that most teachers feel like limp dishrags at the end of the day? What is being done in health training in normal schools? Are the girls being taught to be as conscientious about rest and exercise as they are about correcting papers and reading professional magazines? When I was in normal school 20 years ago, our programs were so heavy that except on Sunday afternoon, my only outdoor exercise lay in walking to and from my boarding place. I hope sometime the normal school will stress "graciousness of manner" and give regular training in it! Also training in etiquette. What sort of programs do teaching principals have? I teach 5 hours a day regularly, except on Thursdays when I have an hour and a half off while my children are at manual training. I am not responsible for teaching methods; but have charge of all clerical work, reports, cleanliness of the building, temperature of all rooms; am an understudy to the nurse who comes about once a week; and am supposed to see that things in general run smoothly. I find it difficult to adequately prepare my 32 children for junior high and run the building at the same time. I receive $7.88 a week for the principalship of a 7-room building. Could we have an article or two sometime on the duties, programs, and limitations of the teaching principalship?

This is to show a classroom teacher's appreciation of the spirit which led to the writing and publication of "Meeting the Crime Wave" by Laura Bell Everett in the January 1931 JOURNAL. To my mind, smaller classes are needed more than new buildings and textbooks. I hope you emphasize this in later issues.

I have 47 children on roll and all in one room and six grades. If we could have more teachers there would be fewer problem children. In our county, consolidation is progressing as rapidly as taxpayers permit. In handling my group, correlation is the present solution. Some subjects naturally work together readily. THE JOURNAL is my greatest helper in dealing with a difficult problem.

What one county is doing for Child Health and Protection—Grover Van Duyn, county superintendent of schools, Hancock county, Indiana, sent the following letter to President Hoover:

Since serving on Governor Leslie's Committee on Child Health and Protection, I am convinced that this subject would be a wonderful field for high-school orations. Each year we hold a county oratorical contest. We have 10 high schools in this county. I am planning to secure material for 10 orations in the field of Child Health and Protection, which will be given by representatives from each of the high schools in a great county program. I shall appreciate your approval and any suggestions you may have to offer in my program.

New appointment—Vierling Kersey, state superintendent of public instruction of California, sends word that Rudolph D. Lindquist has been made president of the state teachers college at Chico.

The Mississippi situation—It is most unfortunate for the people of Mississippi, particularly for its boys and girls, that the Southern Association of Colleges and Secondary Schools has found it necessary to suspend four major state educational institutions from membership. It is a severe penalty that has been imposed upon Mississippi for the political meddling of its governor in the educational affairs of the state. Yet, severe as the action is, the Association could hardly have done otherwise. It could hardly have adequately expressed its "disapproval of political interference with state-owned schools" in any other manner. Gov.

(*Continued on page* A-76)

PERU *Mystic Empire — Ageless as the Andes*

Atop mist-wrapped mountains, in the solemn hush of dawn, the Inca priest awaited in breathless reverence the advent of his god, the Sun. The Miracle of Light . . . announced by rosy fingers spreading coppery tints on towering peaks . . . flamed into the glorious brilliance of the new-risen deity. Awe thrilled the silent ritual . . . bloomed into exultant wonder, as with arms upraised in eerie silhouette, the regal priest chanted across far-flung canyons his morning invocation.

Altars of the Inca, shattered and crumbled, stretch prostrate on the hills of Peru. Temples shorn of cornices of gold, lie tumbled and forlorn, pitiable prey of Time and the ruthless Conquistadore. Not even the Tropics' profuse hand, strewing glories of flower-laced verdure over terraced valleys . . . or the mellow mantilla of medieval Spain, threaded with the sparkle and music of romantic centuries, can hide the tragic relics of a civilization old when Egypt was new.

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Jim Bridger, famed frontier scout and mountain man, explored the Yellowstone more than a hundred years ago. Finding people would not believe him, Bridger deliberately elaborated his stories. A few have been reprinted in a booklet. You may have one, also full information on Yellowstone tours and a Yellowstone album, by filling out and mailing the coupon.

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(*Continued from page* A-74)

Bilbo perpetrated political interference of the most reprehensible sort in causing the "wholesale dropping" of officers and teachers upon no provocation whatever. If the Association had not taken the steps it took its failure might have been an encouragement to political interference in education in the future, not only in Mississippi, but in other southern states.—From an editorial in the *Birmingham News.*

True professional spirit—Although we are in the drouth stricken area of west Texas, which means that our school term will be shortened at least three months, our faculty hold 100 percent membership in the Texas State Teachers Association and each teacher is paying the dues this year because we realize and appreciate the great work that the Association is doing for Texas schools.—J. L. Kilgore, superintendent of schools, Tell, Texas in the *Texas Outlook.*

In behalf of the nation's children—The NEA is seeking to interpret to the citizens of the country the importance of maintaining salary schedules in the interest of the children. The following statement signed by President Willis A. Sutton and by the presidents of all the departments of the Association has been used thruout the country. Readers of THE JOURNAL may wish to give this statement to the editors of local papers.

The officers of the National Education Association, speaking for the Association's 220,000 members and in the name of the teaching profession of America, reaffirm the Association's historic belief in the importance of education in American life. We regret and condemn shortsighted proposals, now current in certain communities, to cripple needlessly the effectiveness of the schools by undiscriminating and drastic reductions in the salary schedules of teachers. We condemn these proposals because they involve a grave injustice to the schools and the teaching profession, because they attack American ideals and wellbeing at their source, and because they would rob the children of the nation of their just educational rights.

Common justice demands that income reductions should not be exacted from those least able to bear the loss. Teaching has always been an underpaid profession. Increases in teachers' salaries have always been accompanied by higher standards of preparation, requiring large investments of time and money in professional education. The teacher today is paid only seventy percent as much as the average gainfully occupied person. The quality of teaching largely determines the future of childhood. Teaching is already at an economic disadvantage; to increase that disadvantage is to strike the schools at their most vulnerable point and to weaken the one institution which can contribute most to the recovery of prosperity.

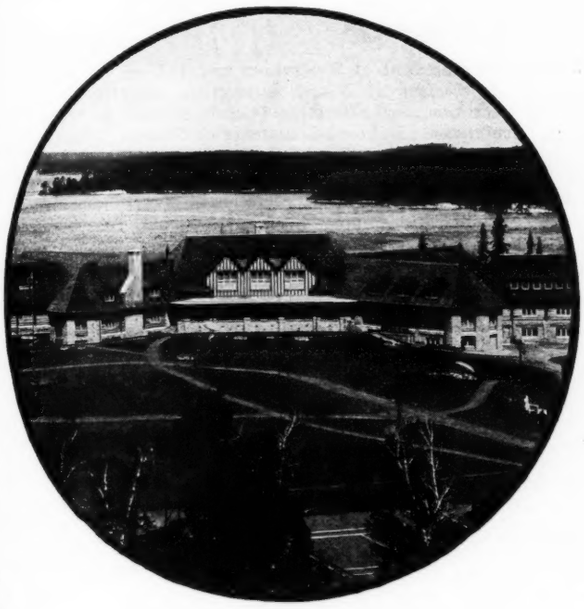
The welfare and stability of the nation depends on a continuously effective educational system. To cripple the schools, even for a year or two, means an irreparable loss in national health, stability, culture, leadership, and citizenship. We must not forget the lessons of the World War—the utter helplessness of the illiterate and untrained man to cooperate effectively with others, the tragic wastefulness of poor schools or no schools at all. As citizens and as educators we re-direct the attention of this country to these lessons. Temporary difficulties do not excuse the working of permanent harm.

Every child born in America has a right to an adequate education—a right guaranteed by the state constitutions and implied by democratic government. The failure of our own generation to face and solve the problem of economic depressions should strengthen our determination that the new generation shall be better fitted to cope with these and other problems of modern life. *We call upon the fathers and mothers of the nation to reaffirm the American faith in education and to resist firmly any attempt to handicap their children by driving the best teachers out of the profession.* The rising generation must not be forced to pay the price of the present

(*Continued on page* A-79)

MINAKI

in Canada's pine-clad Lake-of-the-Woods region



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The Los Angeles Convention

The Sixty-ninth annual convention of the National Education Association will be held at Los Angeles, June 27-July 3, 1931. A meeting on the Pacific Coast, with its many attractive features of travel and entertainment and its unusual opportunities for strength of programs, attracts a great attendance and interest.

Los Angeles provides excellent convention conditions. General sessions, meetings of the Representative Assembly, registration, exhibits and convention headquarters will be located in the Shrine Temple. This building is thoroughly complete for all convention activities; its auditorium is one of the finest in the country; its exhibit hall is perfect in its appointments; it is located a short distance from the business district and is in the immediate vicinity of the University of Southern California and Exposition Park. Auditoriums and lecture rooms of the University and those in other buildings adjoining the University campus will be used for meetings of departments and allied groups.

Los Angeles and California members of the National Education Association and their committees are making extensive plans for the entertainment of visitors. California hospitality will be demonstrated at its best. No efforts will be spared to make this meeting stand out as one of happy recollections. W. C. Conrad, Chairman of the Los Angeles Convention Executive Committee, Board of Education, Chamber of Commerce Building, Los Angeles, will be glad to give information regarding local plans.

Department and Allied Group Meetings

In addition to the general sessions and meetings of the Representative Assembly the following departments and groups allied with the National Education Association are conducting programs: National Council of Education, Department of Adult Education, Department of Business Education, Department of Classroom Teachers, Department of Deans of Women, Department of Elmentary School Principals, Department of Kindergarten-Primary Education, Department of Lip Reading, Department of Rural Education, Department of School Health and Physical Education, Department of Science Instruction, Department of Secondary School Principals, Department of Social Studies, Department of Superintendence (Conference), Department of Supervisors and Teachers of Home Economics, Department of Visual Instruction, Department of Vocational Education, Art Education (Conference), High School Teachers (Conference), National Conference on Student Participation in School Government, National Congress of Parents and Teachers, National Council of Geography Teachers, National Council of Teachers of English, National Federation of Modern Language Teachers, National Geographic Society, National League of Teachers Associations, National Vocational Guidance Association, School Garden Association of America.

Transportation and Routings

Los Angeles is served by various routes of railway, steamship, air and bus lines. Note carefully the announcements of transportation companies in the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. Summer excursion rates, with diverse routing and generous stop-over and side trip privileges, will be in effect. Write or consult the agents of the transportation companies. See pages 293-6 of the December, 1930, issue of the JOURNAL for brief descriptions of various routes of travel. Combinations of railroad and steamship travel are attractive. From Los Angeles a great variety of trips may be made. With the convention attendance as a basis, the visitor may extend his vacation for further travel, sight seeing, summer school attendance or attendance at the meeting of the World Federation of Education Associations in Denver, July 27-August 1.

Hotel Arrangements

The Housing Committee of the Los Angeles meeting of the National Education Association is prepared to give thorough service to members of the Association. Those who arrive in Los Angeles without hotel reservations will be well cared for, but it is very desirable that advance reservations be made. Hotels are numerous, rates and accommodations are greatly diversified and conditions satisfactory to all can be promised.

Requests for hotel accommodations should be forwarded to Mr. F. L. Thurston, Executive Secretary, Southern Section, California Teachers' Association, 307 California Reserve Building, Fourth and Spring Streets, Los Angeles. State your requirements exactly; give the number of rooms required, names of persons for whom required, price per day that you wish to pay and the dates of arrival and leaving. You will be advised promptly of the name and location of the hotel in which the reservation is made and the hour at which the reservation begins. Rooms not occupied at the designated hour of reservation may be reassigned by the hotel.

Please remember that a reservation constitutes a contract with the hotel to provide you with the accommodations you desire. If you find it impossible to carry out your part of the contract, namely, to occupy the room at the time agreed upon, please write or wire the hotel, releasing it, in order that your room may be made available for other members.

Complete Your Plans NOW for Attending the Convention

LIST OF IMPORTANT LOS ANGELES HOTELS

Only a partial list can be given here including those especially recommended

Name	Address	Rates Per Day for Room Accommodating One Person		Rates Per Day for Room Accommodating Two Persons	
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AMBASSADOR	3400 Wilshire	3.00 & up	5.00 & up	5.00 & up	7.00 & up
ARCADY APT. HOTEL	2619 Wilshire		4.00 to 8.00		5.00 to 10.00
BALTIMORE	5th and Los Angeles	1.50	2.50	2.50	3.50
BARCLAY	4th and Main	1.50 to 2.00	2.00 to 3.00	2.50 to 3.00	3.00 to 5.00
BELMONT	251 So. Hill		1.50 & 2.00		2.50 & 3.00
BILTMORE	5th and Olive		5.00 & up		7.00 & up
CALIFORNIAN	6th and Bonnie Brae		2.00		3.00
CECIL		1.50	2.50	2.50	3.50
CHAPMAN PARK	615 So. Alexandria		4.00 & up		5.00 & up
FIGUEROA	939 So. Figueroa	2.00	2.50 & up	3.00	3.50 & up
GATES	6th and Figueroa	1.50	2.50 & 3.00	2.50	3.50 to 5.00
HAYWARD	6th and Spring	2.00 to 4.00	2.50 to 7.00	3.00 to 6.00	4.00 & 10.00
LANKERSHIM	7th and Broadway	2.00 & up	3.00 & up	3.00 & up	4.00 & up
MAYFLOWER	535 S. Grand		3.00 to 7.00		5.00 to 9.00
MAYAN	3049 W. Eighth St		2.50 to 3.50		3.50 to 6.00
MUNN	5th and Olive	1.00 to 1.50	2.00 & 2.50	1.50 to 2.00	2.50 & 3.00
ROSSLYN	5th and Main	1.50 & up	2.50 to 5.00	2.00 & up	3.50 to 8.00
SAVOY	6th and Grand		2.50 to 4.00		4.00 to 5.00
STILLWELL	838 S. Grand		2.00		3.00
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(*Continued from page* A-76)

generation's failures and blunders. Such a sacrifice of childhood's opportunity is utterly unnecessary. Given equitable and proper methods of taxation, this country is wealthy enough to give every child its American birthright—a generous education under the direction of trained and competent teachers.

Hawaii leads again—Four county libraries, supported by territorial appropriations, make books available to children and adults in even the most remote island. To quote Governor Lawrence M. Judd, "popular education in the Hawaiian Islands is greatly furthered by universal public library service."

The professional calendar—The next few weeks bring excellent opportunities to teachers for professional broadening thru conferences in various special fields:

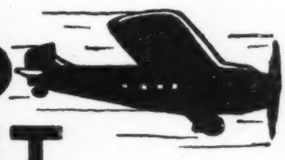
The seventh annual **Junior-High-School Conference** will be sponsored by New York University on March 13 and 14. The central theme will be "The Articulation of the junior high school with life." There will be a general meeting on Friday evening at which Dr. E. W. Butterfield, commissioner of education of Connecticut, will discuss "Junior-high-school problems in the village and rural community." At this same general meeting N. W. Langworthy, superintendent of schools of Gloversville, New York, will address the conference on the topic, "In what ways should the state seek to control junior-high-school practises?" On Saturday morning Ira T. Chapman, superintendent of schools of Elizabeth, New Jersey, will discuss "Junior-high-school problems in the industrial community." Following each general session there will be round-table discussions on vital topics pertaining to the general theme.

The National Conference on College Hygiene, sponsored by the Presidents' Committee of Fifty on College Hygiene, the American Student Health Association, and the National Health Council, will be held at Syracuse University, May 5 to 9. Dr. Thomas A. Storey of Stanford University is chairman of the conference. Its purpose will be to reach an agreement as to college standards concerning: health service, health teaching, interrelationship and correlations of student physical welfare activities, and miscellaneous problems, including those concerned with social hygiene, mental hygiene, tuberculosis, extracurriculum activities, and other related problems which may be presented for consideration.

The second annual conference for school superintendents, school board members, secretaries, and other administrative officers will be held at George Peabody College for Teachers, Nashville, Tennessee, March 30 to April 3. Discussion topics will include: personnel and relationships, school housing, school finance, equipment and supplies, and supervision.

The biennial convention of the **American Association of University Women** will be held in Boston, April 8 to 11. Leading edu-

(*Continued on page* A-80)



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(*Continued from page* A-79)

cational problems will be discussed by specialists in various fields.

Speakers of both national and international note will address the eleventh annual **Ohio State Educational Conference** which will be held at Columbus, Ohio, April 9 to 11. Senor Don Carlos G. Davila, ambassador from Chile; Michael West, principal of teachers college, Dacca, India; and Newton D. Baker are among the speakers.

The tenth annual convention of the **International Society for Crippled Children** will be held in Cleveland, Ohio, April 12 to 16. For further information address the Society at Elyria, Ohio.

Summer opportunities—The summer vacation period can mean twice as much if you can plan to take advantage of one of the many attractive opportunities for travel and study combined. Perhaps one of the following may interest you:

A two-weeks **Institute of International Relations** as applied to secondary education will be held June 22 to July 3, near Philadelphia. For information write to the American Friends Service Committee, 20 South Twelfth Street, Philadelphia.

The 1931 conference of the **American Library Association** will be held at Yale University, New Haven, Connecticut, June 22 to 27.

A Summer Conference for Advanced Students of Education will be held at Yale University July 6 to August 8. Registration is limited to 100. Address inquiries to Clyde M. Hill, chairman of the department of education, graduate school, Yale University, New Haven, Connecticut.

Rutgers University, New Brunswick, New Jersey, is planning a **Comparative Education Tour** to Europe. Dr. Daniel A. Prescott, associate professor of education, Rutgers University, will be the leader. College credits will be awarded to the teachers who take this tour.

Columbia University is planning a five-weeks summer tour of Russia. The party will meet in Berlin on July 6. For information communicate with Roy H. Mackay, Columbia University, New York, N. Y.

The Anglo-American Music Conference will hold its second meeting in Lausanne, Switzerland, July 31 to August 7. The program is so arranged as to combine serious professional music with a restful week of vacation in one of the most beautiful spots of Switzerland. Most of the meetings will be held in the buildings of the University of Lausanne. If interested address Paul J. Weaver, office of the American chairman, Cornell University, Ithaca, N. Y.

Summer courses for foreign students in Madrid are announced by the Centro de Estudios Historicos, Medinaceli, 4, Madrid.

The Malvern Festival, Malvern, England, will be held the first three weeks in August, and will portray five centuries of English drama. Details may be secured from the Malvern Festival Bureau, 45 Broadway, New York, N. Y.

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The second preliminary conference of the **Inter-American Federation of Education,** previously announced for the summer of 1931, has been postponed until 1932.

A nature-study aid—The National Association of Audubon Societies will again furnish large numbers of colored bird-pictures and leaflets to school teachers and pupils of the United States and Canada. Request the circular of explanation, "An Announcement to Teachers," from T. Gilbert Pearson, president, 1974 Broadway, New York, N. Y.

When you study Canada—The National Museum of Canada offers the use of six single reels of motion-picture film of about one thousand feet each, titled as follows:

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The Carrier Indians of British Columbia
The Tsimshian Indians of British Columbia
The Coast Salish Indians of British Columbia
The Kootenay Indians of British Columbia

These films are subtitled and are available on application to the director of the National Museum of Canada, Ottawa, Ontario. The only expense is the expressage both ways. The films are of standard [35mm.] width and so may be shown in motion-picture theaters.

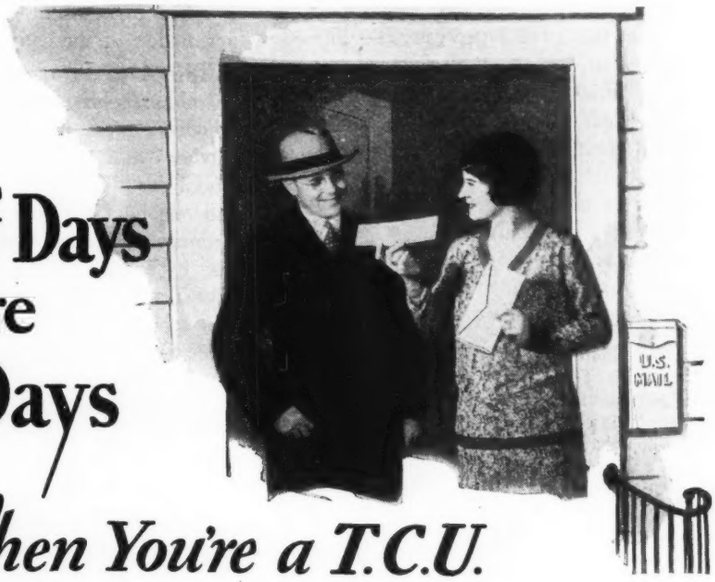
The negatives are in order so that prints may be had from any of them at cost, that is, with no charge for the use of the negative.

New program launched at the University of Chicago—The University of Chicago, always a progressive and adventurous institution is now making a truly radical five-year experiment. It involves complete reorganization of the University, coordination of research work and of teaching, saving of time and money to the University as well as to the student body, and abolition of traditional divisions and limitations. No student will be required henceforth to devote the conventional four years to the acquisition of what is called a liberal education. Some will employ less time and some more. The serious, diligent, capable student will be able to take up professional or special scientific work whenever he is ready for it.

What's wrong with our sense of values?—Talking films are now being made to teach the recruits for the next war. But the United States has not been willing to appropriate money to enable a federal department of education to develop talking films to teach children in the arts of peace or to develop the educational possibilities of radio.

(*Continued on page* A-82)

"Rainy" Days are Pay Days



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Tom: "Your rainy day check—what d'you mean?"

Jane: "Well, you know I've been sick, with doctors' bills and all sorts of expenses raining down upon me—so here comes my rainy day check to scatter the clouds and let the sunshine in."

Tom: "Nothing could be more timely. Who's your rainy day friend?"

Jane: "It's the T. C. U."

Tom: "The T. C. U.! What does that mean?"

Jane: "Teachers Casualty Underwriters—an association of teachers. It pays an income when a teacher's regular income is cut off because of sickness, accident or quarantine."

Tom: "Fine. Do all teachers belong?"

Jane: "Well, lots of them do. A few are still 'exposed' when rainy days come, but my little old T. C. U. umbrella is up when the shower starts."

Tom: "Sensible Jane. I'm for you and your T. C. U."

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(*Continued from page* A-81)

Can we afford poverty?—The editor recently walked along the shore of Lake Michigan in Chicago where the wastes of the city are being piled into Lake Michigan to make more city. Men were building shacks from old bricks and pieces of tin; making coffee in old cans over fires from scraps of wood. They were workmen out of jobs, too proud for charity. Pointing to the skyline of great buildings one spoke thus:

> For nineteen years I helped to build those buildings. I worked on the upper stories where my face bled in the zero wind; and now I must live on garbage and sleep under old boards. I may be selfish but I feel robbed. They ask me if I am a bolshevik. I am nothing. When one's stomach grows empty and hunger gnaws at him, when wet cold winds beat him and he can't get a job or a place to sleep—what difference does it make to him what flag floats over the country?

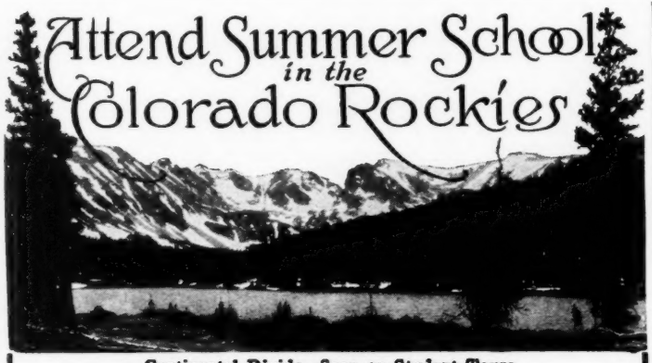
Teachers urged to observe copyright law—The National Association of Book Publishers has requested that the NEA urge upon its members the importance of observing the protection which copyright gives to literary property. Many teachers are themselves authors and wish this protection. Extracts from copyright material should not be distributed among students in mimeographed form or otherwise without the permission of the copyright owner.

Times are not so bad—A copy of an old teaching contract prepared by school trustees in 1846 reads that the teacher "doth agree to teach an English school for the term of two months, five and one half days in each week, and be attentive to his business and make up all lost time and keep good order in said school, and board himself while teaching said school. And the said trustees doth agree to pay him for teaching said school $10 per month to be paid by the first day of March next, and half in cash and other half in young cattle or grain or store goods at cash price."—From *The Oklahoma Teacher.*

Opportunities in librarianships—Many unemployed teachers are taking advantage of the situation by training themselves for special opportunities. One of these opportunities is in school library work. The full-time librarian will soon become the rule in elementary, junior high, and senior high schools. Persons interested in this field may write to the American Library Association, 520 North Michigan Avenue, Chicago, for information about library schools.

Value of praise—After living many years in the schools and colleges as teacher, as well as pupil, in church work, and in business and editorial and social work, we are sure in our own mind that encouragement and praise, in whatsoever field we make the test, are better and more fruitful than criticism and fault-finding. Put it up to the next conference you attend and get the sentiment of the members attending. Put it up to yourself next Monday morning, as you start for school or college. Think back to your younger days and all along through your life of today, and ask yourself which helped you most. Then try it out in the school you are in; or, for that matter, in any environment: in the church, the lodge, the counting-room, the market, or on the farm! And if you are candid and truthful we are sure of your answer. You will say that an ounce of praise is always more valuable to you than a ton of reproof. This is the dictum of all mankind!—*Education.*

A good thing to do—The Horace Mann League of the United States has started a movement to have in every city and town one school named for Horace Mann, the great apostle of universal free public education. This is a step which every community should gladly take.



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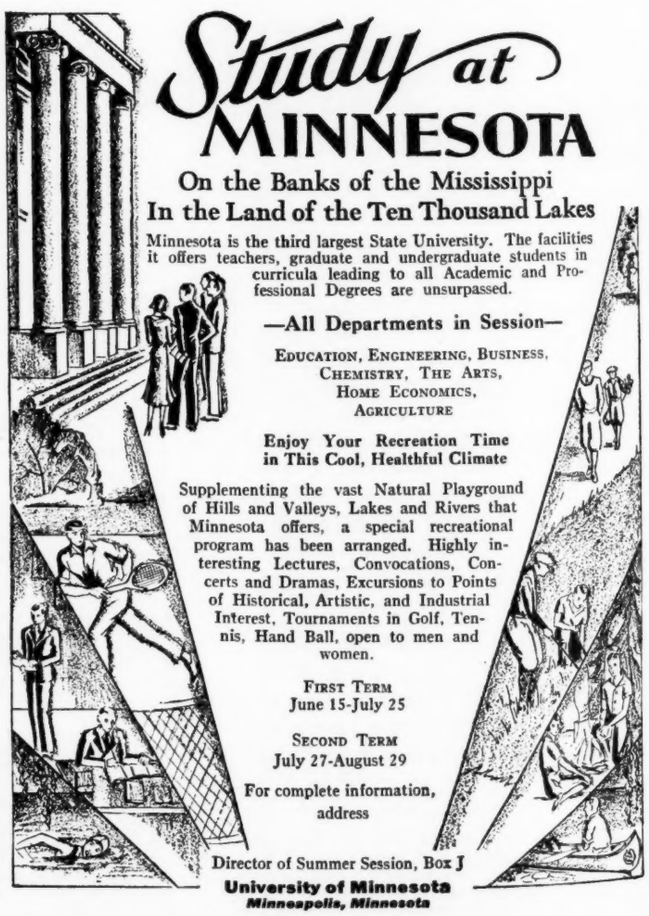

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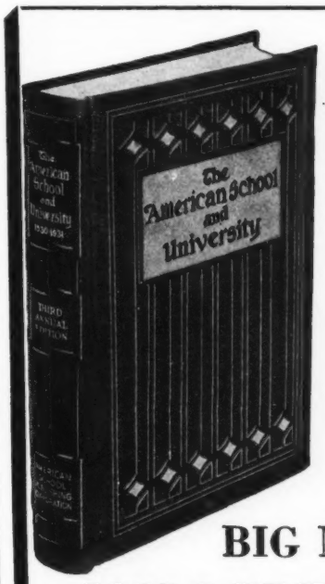

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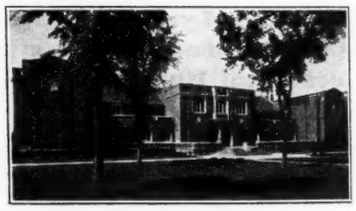

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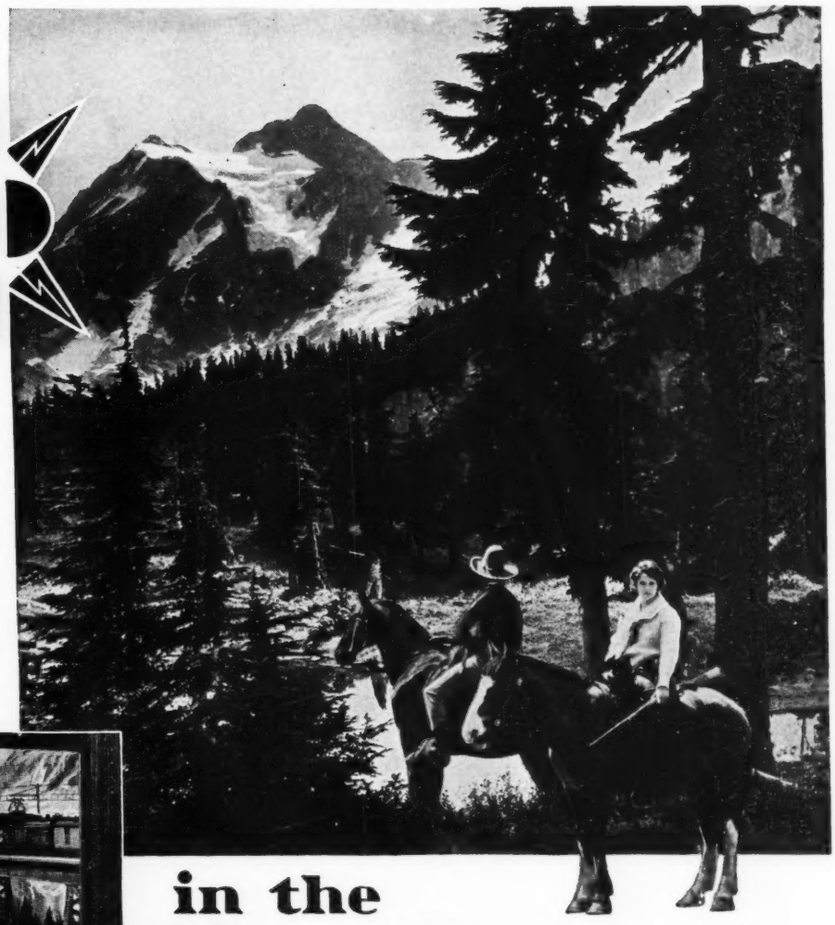

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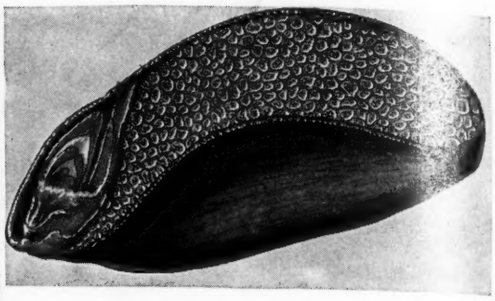
This is the wheat plant in flower. Male and female parts appear on the same plant.



On the left is the embryo, in which the root and stem are packed. The rest of the grain, the part called the endosperm, consists of food stored up to nourish the young plant.

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