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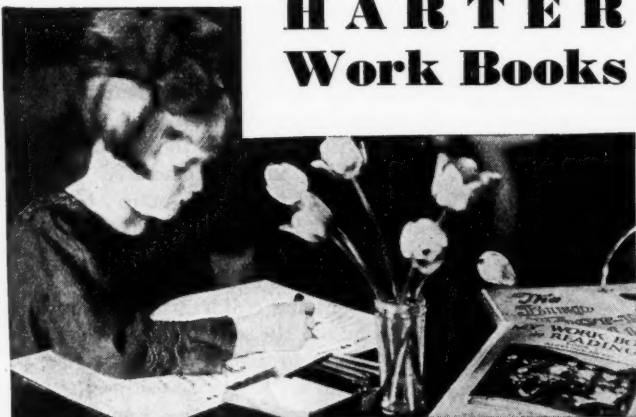
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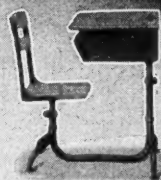
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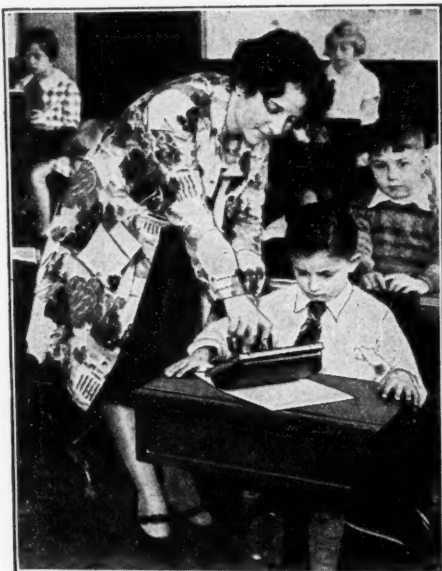
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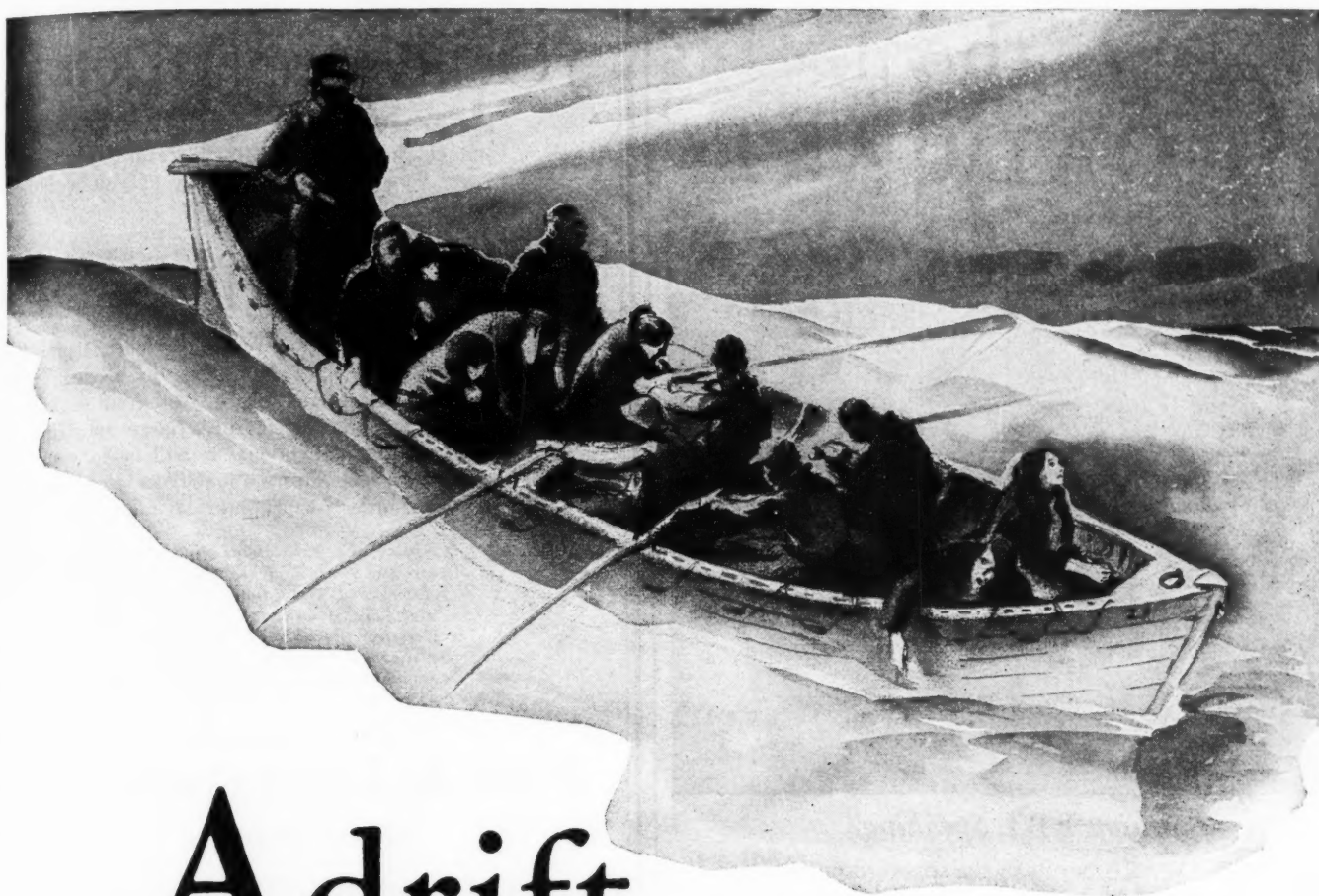
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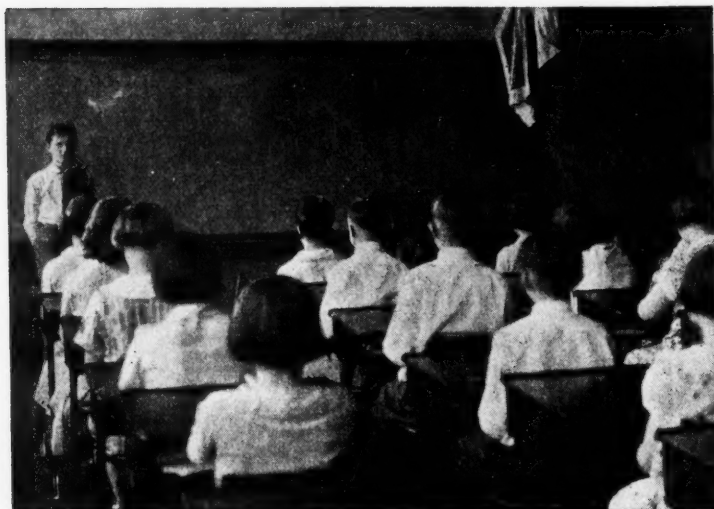


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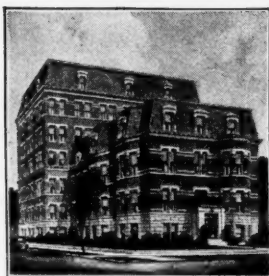
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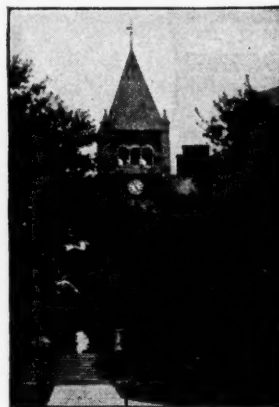
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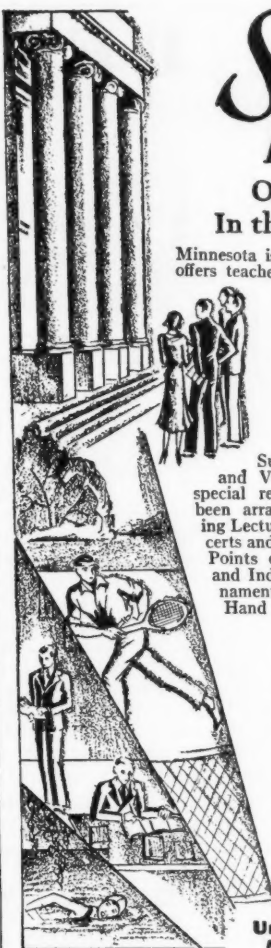
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June 15-July 25

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149 graduate and
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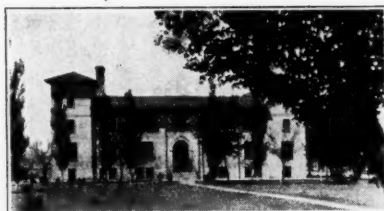
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Denver, Colorado

Summer Session

June 15 to July 24, 1931

College and Graduate
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3-year course for high school graduates desiring to become nursery school, kindergarten, primary and playground teachers. Limited enrollment insures personal attention. Supervised practice teaching. University credits. Send for booklet "Training Children."

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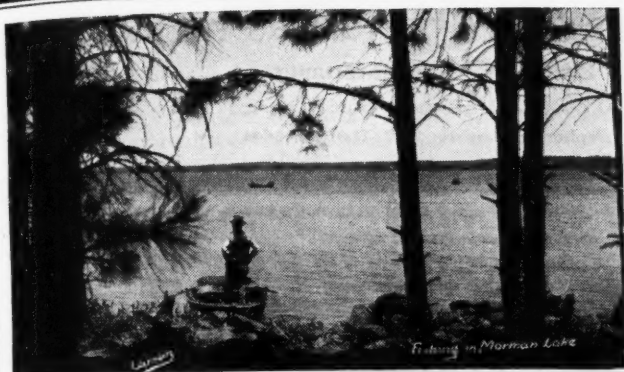
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Your Trip to Los Angeles

N. E. A. CONVENTION—JUNE 27-JULY 3, 1931

Consult the announcements of railroad and steamship companies in this issue of the JOURNAL.

See page A-97 for details of hotel arrangements.



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1931 SUMMER SESSION 1931

JUNE 8—AUGUST 14

First Half, June 8—July 10 Second Half, July 13—August 14

Accredited by American Association of Teachers Colleges and North Central Association of Colleges

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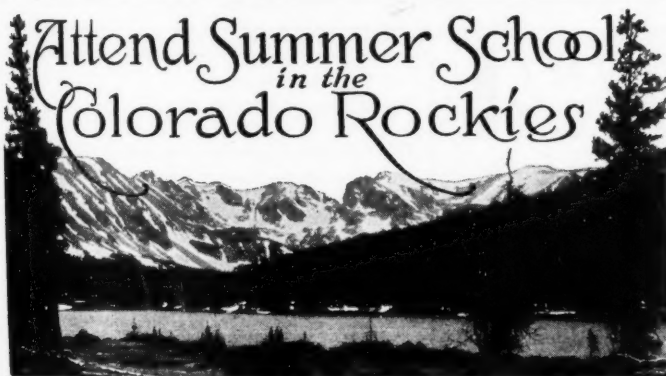
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Study at the State University

Summer Sessions: June 22 to August 1

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THE SUMMER SESSIONS of the University of California invite you, with a wide choice of courses—254 at Berkeley, 209 at Los Angeles. In Education many courses are given for teachers and school administrators. English, Modern Languages, History, Economics, Science, Mathematics, Music, Art, Physical Education, Political Science and other subjects are presented, with courses carrying credit for teachers' certificates and university degrees.

On your California trip you may see Yosemite and other National Parks, Lake Tahoe, Monterey Peninsula, Hollywood, Catalina Island . . . mountains, seacoast, giant Redwoods. This is CALIFORNIA FIESTA YEAR, with a colorful succession of historical pageants, "'49 celebrations," rodeos and flower festivals. Symphonies, art exhibitions, drama—are offered in the Los Angeles and San Francisco metropolitan areas.

By special arrangement, you can attend the

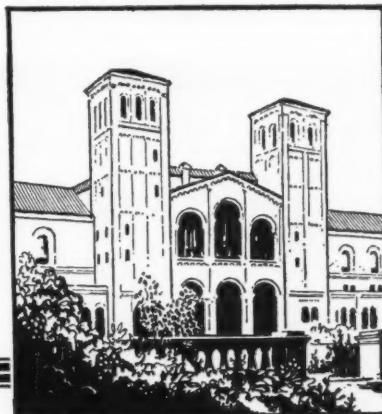
NATIONAL EDUCATION ASSOCIATION CONVENTION

Los Angeles, June 28 to July 3

and also attend either of these Summer Sessions.

FOR DETAILS, address: Dean of Summer Sessions, Box A-1, University of California, Berkeley; or Dean of Summer Session in Los Angeles, Box C-1, 405 Hilgard Avenue, Los Angeles, California.

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TEACHERS WANTED—College Graduates only, except in special fields. All subjects except elementary. Best places. All States. Get details.

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III. Sons and Daughters of Colonial Ancestry

Would you like to join any of the above, or to use a coat-of-arms of one of your ancestors on your automobile or house, or to bequeath knowledge of your ancestors to your posterity? (See "The Mayflower Descendants"—1900, vol. 2, p. 161—for rightful armigers.)

If you know the names and homes of your great-grandparents, let me establish your eligibility for the above, as I have done for myself (all but I).

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Per Month
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DO you know that you can earn \$300 a month this summer? Do you know that after you qualify, you have the opportunity to go ahead to a bigger position with more income—and with bright prospects for permanent work?

There are a few openings in this national organization, in business twenty years, for teachers of personality and education who are interested this summer in exchanging their usual profitless leisure for a vacation of business experience and growing income.

Teachers with normal school or college training (and at least two years of teaching experience) are desired. This position gives an opportunity to travel, to be associated with congenial people, and the chance to make an income of from \$300 to \$500 a month. A thorough training is given to all those selected, with a guaranteed income to start. Please give information as to age, education, experience, and time you can work this vacation.

Address S. L. Weedon Co., Dept. 1-B, 2036 E. 89th St., Cleveland, Ohio

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 Elementary 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	
		Without Bath	With Bath	Without Bath	With Bath
ALEXANDRIA	5th and Spring	\$2.00 to 2.50	\$3.00 & up	\$3.00 & up	\$4.00 & up
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
STOWELL	416 So. Spring		1.50 to 3.00		2.50 to 5.00
TRINITY	851 S. Grand	1.50	2.50 to 3.00	2.50	3.50 & 4.00
WOMAN'S	639 S. Grand	1.25 to 1.50	2.00 & up	2.00 & 2.50	2.00 & up

Mention THE JOURNAL when writing our advertisers.

NOTES and ANNOUNCEMENTS

S. D. Shankland, who is rounding out nine years of constructive service as the fulltime secretary of the **Department of Superintendence** makes the following observations on the Detroit convention:

The comprehensive character of the programs and the high quality of the addresses marked the Detroit convention as a great educational achievement. President Norman R. Crozier gave unstintingly of time and effort in perfecting the program and organizing the convention activities. As a presiding officer he handled the convention with snap and dash. In presenting to him a past-president's key during the closing moments of the convention, Frank Cody drew a great round of applause when he dubbed President Crozier as "The Norman King."

The convention tendered a great ovation to Rear-Admiral Richard E. Byrd.

The presentation of school children's letters from 4200 schools by President Crozier, and the presence and enthusiastic cooperation of President Gilbert Grosvenor of the National Geographic Society, contributed to making the Monday evening session one long to be remembered. The motion pictures presented by Admiral Byrd at the Masonic Temple and by his personnel officer, Charles E. Lofgren, at the Cass Technical High School were by themselves of a quality to furnish a thrilling evening's entertainment.

The National High School Chorus, under the leadership of Hollis Dann, presented a program of vocal music of such excellence as few in the audience had ever heard. With only three days' practise, the young voices blended together as if they had been in rehearsal for weeks.

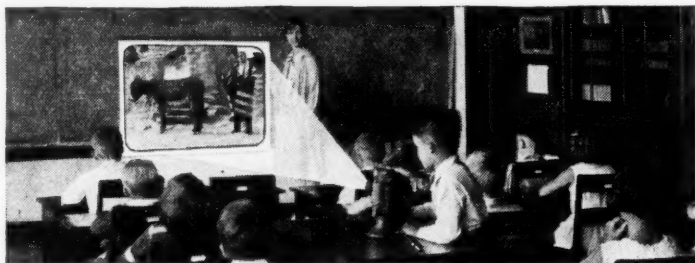
Here and now in education, pre-

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[Continued on page A-102]

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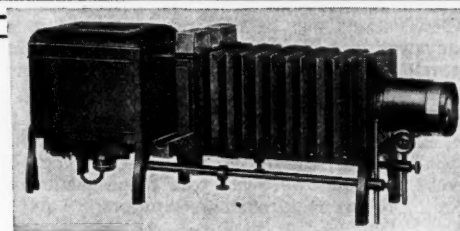
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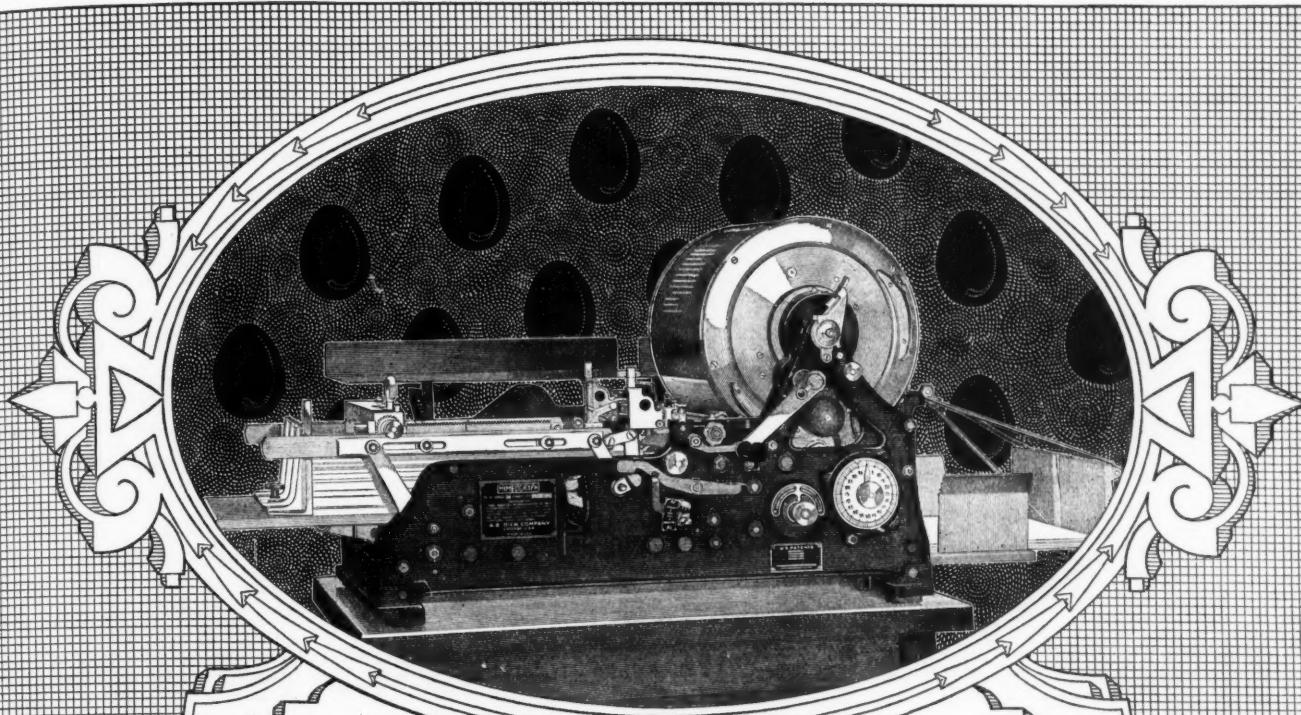
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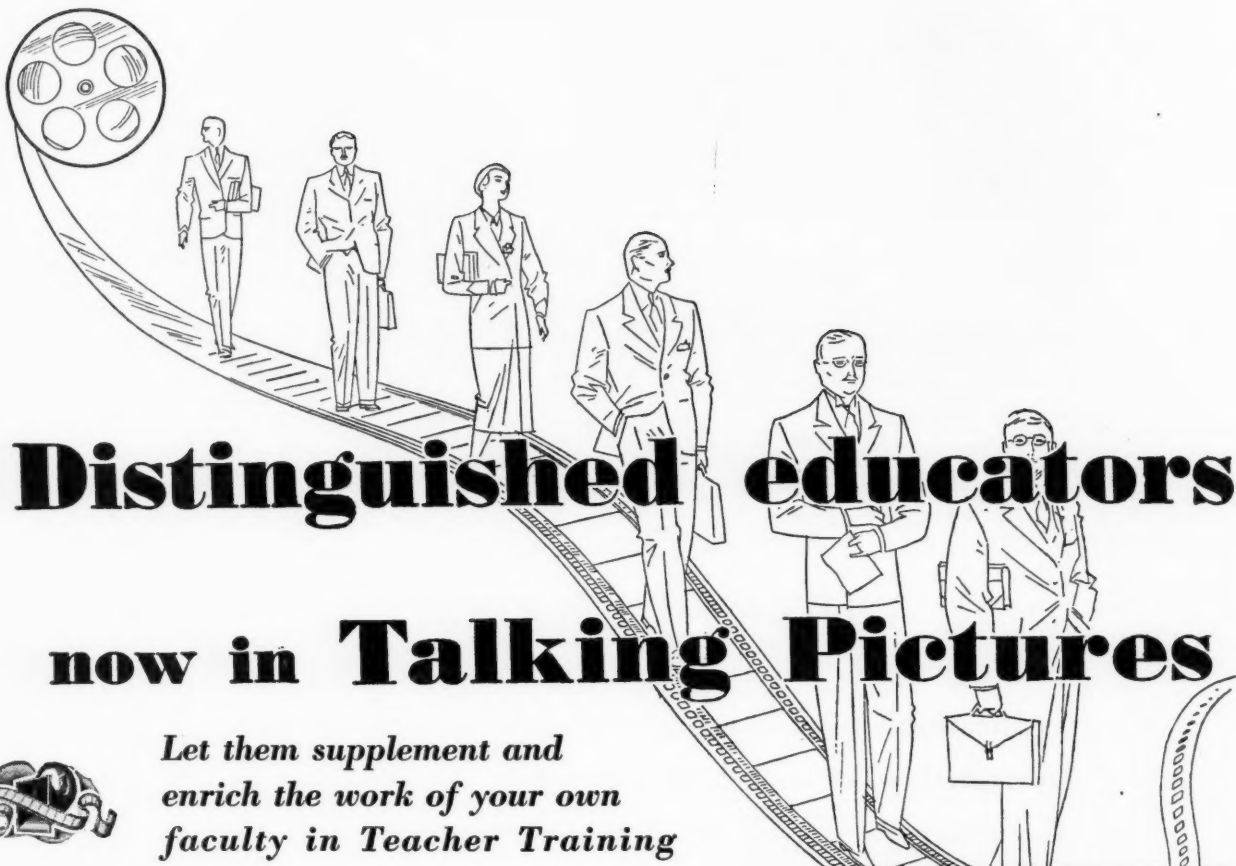
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Working Together for All the Children

THERE COULD BE no more fitting editorial for April than the statements of purpose and policy worked out by the able Committee on Resolutions at Detroit. These statements are a joint editorial in a very high sense. They reflect the ideals of generations of our best school people. They have been adopted by the great Department of Superintendence for the guidance of its members.

Working together for all children of America reemphasizes the importance of a more intelligently planned program of integration and cooperation of all the forces and agencies at the school's command. If the dualism in our procedures and practises is to be bridged, our formal philosophy of education should give way to the pragmatic conceptions; our inherited, outworn psychology should be supplanted by the newly formulated laws of learning; our methods, based largely on formal discipline, should be brought into harmony with the active nature of the individual and with the social functions of the school; supervision of a "trouble-fixing type" should be superseded by the constructive, creative type; our traditional curriculum, lacking in social significance, should more nearly connect up with problems of modern life rich in educational materials and values; our teacher-training institutions, instead of emphasizing mastery of technics unduly, should emphasize professionalized mastery of subjectmatter, general principles of education, social insights, social trends, and social functions of the school; and our administration of schools should make equated provision for all grades of ability and personal need and should integrate all the teachers of America around children's fundamental needs in a changing civilization.

Financial support—The present industrial depression has seriously impaired the financial support of public schools. In this grave crisis educational administrations must strive more valiantly than ever before to safeguard the interests of children. Curtailment in some other branches of public service occasions only temporary discomfort which may later be compensated. Abridged educational service is an abiding misfortune to this generation of children, the evil of which may reveal itself only in the next generation of youth.

Therefore, we recommend that the president of this Department be authorized to appoint a committee of five or



EDWIN C. BROOME, president of the Department of Superintendence for 1931-32, is superintendent of schools, Philadelphia, Penn.

seven members to make overtures to an equal-sized committee of representative business or commercial interests to form a conference for the study of school costs and that the results of your investigation be reported to their respective organizations.

Financing the rural schools—We reaffirm our belief in the principle of equalizing educational opportunity among the local units within a state thru a special equalization fund. Therefore, every state should set up a minimum educational offering and then provide funds for the support thereof. The burden of cost should fall equitably upon all units of government according to their taxpaying ability.

Federal department of education—The prosperity of our country generally during the past twenty years; the prodigious increase in our national wealth which is estimated by reliable authority to be \$400,000,000,000; our enormous economic income which is approximately \$90,000,000,000; the development of new agencies of service to the masses as a result of scientific research and modern invention; and the application of oil, electricity, and radio to many

additional uses have changed the structure of our whole social and economic life. New standards of living have been acquired. The general intellectual levels of the country have been raised. The masses are demanding additional and improved cultural facilities. Our social, economic, and political order has become exceedingly complicated. The demands growing out of these changed conditions of our civilization have placed a burden of great magnitude and of national significance upon the educational systems and institutions of the country. The interests of our national life are so dependent upon the achievements of our schools, colleges, universities, and technical institutions that the Department of Superintendence of the National Education Association expresses its conviction that the federal government should extend such aid to public education as the present national needs demand, but in harmony with the wellsettled principle of state autonomy.

This Department further expresses its firm conviction that the federal government may properly inaugurate a broad, effective, and economic plan of research in the outstanding problems in American education if the proper governmental mechanism is created for such service. A federal department of education appears best adapted for rendering this service to the country. We, therefore, reaffirm the previous declarations of this body in favor of establishing a federal department of education with a secretary at its head who shall be a member of the President's Cabinet and we urge the Congress of the United States to enact suitable legislation to create such a department.

Illiteracy—That the efforts made to reduce illiteracy in a number of states and the splendid results obtained justify a more vigorous program to arouse the interest of adult illiterates and to induce them to accept instruction.

The perpetuation, safety, and success of our economic, political, and spiritual institutions require that all of the people shall be interested. The education of our youth has become a firmly established policy. Adults who have been denied school facilities should also be brought together into classes for short periods and given at least enough schooling to enable them to read simple Eng-

lish and to express their thoughts in writing.

That state departments of education should assume the leadership in providing instruction for adult illiterates and state governments, aided by the federal government, should finance such instruction. In order that state superintendents and commissioners of education may proceed effectively with such a program, we urge that Congress adopt a joint resolution during the present session that will release the names and addresses of illiterates to the state departments of education as rapidly as the Census Bureau can prepare the lists.

World Court—The Department of Superintendence favors the prompt adherence of the United States to the Permanent Court of International Justice as a step towards the substitution of law for war in the settlement of international disputes and the stabilization of world relationships.

The radio: Question of monopoly—The radio broadcasting channels belong to the public and should never be alienated into private hands. We believe that there should be assigned permanently and exclusively to educational institutions and departments a sufficient number of these channels to serve the educational and civic interests of the locality, the state, and the nation; and that these channels should be safeguarded by the federal government. The Department of Superintendence indorses the work of the National Committee on Education by Radio in its efforts to protect the rights of educational broadcasting.

Cooperative research—We commend the United States Office of Education for fostering cooperative research on a survey of secondary education, a survey of teacher education, and a survey of school finance.

We believe the policy inaugurated in these studies of presenting a cross-section of present conditions and trends will enable us to meet our obligations and opportunities more clearly.

We commend the action of Congress in making available to the Office of Education a continuing appropriation for such fundamental studies in education.

We wish to recommend in the light of the findings of the White House Conference that the fourth study be one on "special education—subnormal, physically handicapped, and socially delinquent children of America."

Protection of our youth—We recognize the baneful effects of the use of

alcohol as a beverage upon the human organism and upon the morale of our citizenry. We believe that this fact should be impressed upon the children and youth of our land and that this responsibility rests especially upon teachers. We reaffirm our belief in the Eighteenth Amendment as the most effective means yet devised to curtail the distribution and use of alcohol. We, therefore, call upon teachers to cultivate both by their personal attitude and their direct teaching a respect for this law, as well as for all other laws of our country.

We condemn all false advertising and other pernicious attempts to mislead the youth in relation to the use of cigars and narcotics.

We condemn the publication of obscene literature and urge legislation to prevent such publication and sale.

High levels of training for teachers—We urge that the standards for entrance into the teaching profession be raised to higher levels. As a rule the minimum period of training is too brief and the minimum age limit is too low to meet the exacting requirements of the classroom. The children of our nation are entitled to the services of efficient, well-trained, and mature teachers.

White House Conference—The Department of Superintendence of the National Education Association acknowledges with deep appreciation the noteworthy contribution to the cause of child welfare which is being made by the White House Conference on Child Health and Protection. It commends the determination of the Conference to disseminate its findings as widely as possible among the people and pledges to the Conference its hearty cooperation in these efforts.

The findings of the Conference reinforce the current claims of the public schools that the child must be thought of as a unit, with all his interests of health, of education, of recreation, of labor centering in his individual personality. The school cannot disregard any of these interests because effective education involves them all. Educational leaders, therefore, should have a vital interest in whatever plans are devised in the several states and communities for utilizing the findings of the White House Conference.

George Washington Bicentennial—We pledge our full cooperation to the United States Commission for the celebration of the 200th anniversary of the birth of George Washington in 1932, believing that the expression of patriotic ap-

preciation by the American people for his life and services to our nation will revive among all our people a love of country and a spirit of devotion to American ideals which will lead to better citizenship.

International friendship—We, the Department of Superintendence, recommend that careful consideration be given the Friendship Health Chest project which is being sponsored by our neighbor, the republic of Mexico.

This means of establishing helpful and sympathetic relations between the schools of Mexico and the United States of America should be heartily encouraged.

The Yorktown Sesquicentennial celebration—We, the Department of Superintendence, commend to the administrative officers of the schools of the nation the observance of the Sesquicentennial Anniversary of the siege of Yorktown and the surrender of Lord Cornwallis to General George Washington on October 19, 1781, which marked the end of our six-year struggle for freedom and the beginning of our century and a half of existence as an independent government.

An appreciation of the Articulation Committee—We wish to express our deep appreciation for the splendid work done by the chairman of this committee in its five-year study of the articulation of the units of American education. The problems discussed in the 1930 and 1931 Yearbooks go to the very heart of American education and represent a superior type of research.

An acknowledgment of appreciation is also due to the hundreds of school systems, higher educational institutions, and the Research Division of the National Education Association thru whose cooperation these reports were made available.

An appreciation—We express our appreciation to President Crozier of the theme of our convention. *Working Together for the Children of America* challenges not only the school but all the nonschool agencies—the home, labor organizations, the movietone, the radio, the church—to join with the schools in their program.

Appreciation to hosts—We record our sincere appreciation of the hospitality which has been extended to the Department of Superintendence by the city of Detroit. We thank especially Superintendent Frank Cody and his able associates for their very efficient management and their many courtesies. They have made this meeting not only successful but most enjoyable.

School-Dull and Life-Bright*

E. W. BUTTERFIELD

State Commissioner of Education, Hartford, Connecticut

CHILDREN have at least four dimensions: linguistic longitude, manual latitude, physical altitude, and that glorious fourth dimension known as "sticktoitiveness." Schools of the formal type which use one measure only, linguistic longitude, fail to note full ability or to predict ultimate success. Now we may be specific.

Two bright, six dull—In the Alpha High School, in the pleasant city of Gamma, are several seniors who have been tested, measured, weighed in the balances, and recorded with median finality.

Jonathan Edwards, 7th, is tenth in a class of one hundred and twenty. His I. Q. is 123. He has state recognition as a right fielder and he can get into college on his athletics at any institution where this skill is subsidized by the alumni. Like Jonathan, 1st, he is so domineering that he is detested by all his teammates. *He is a bright boy.*

Anne Bradstreet's is a home where polysyllabic English has had a breakfast table use for generations. She has known choice language from her infancy. She has disordered nerves and poor health, which she ignores, but her I. Q. is 136. She will be valedictorian and her report cards show only 95's or better. She cannot cook or drive a Ford and she thinks that to have her stockings match her dress is an inconsequential detail. *She is a bright girl.*

Simon Lincoln had a paper route until he was old enough to work in the A & P store. He is the best actor in the class and he writes the school news for the city daily. His reportorial style troubles the English department and his oral speech is filled with solecisms. His I. Q. is 106. His school ranks were in the second quartile until he wrote up for his paper the school's "Initiatory Week." He is now clearly in the fourth quartile and the teachers doubt that he may be called a bright boy.

Mary Tweeddale is immaculate in person. She makes her own clothes and dresses in quiet taste. She knows all about babies and the mothers of Auction Bridge Hill compete eagerly for her afternoon services on club day. Her I. Q.

is 85. The teachers like her and give her 70 in Latin, mathematics, and history

GRADUALLY it is coming into the minds of school people that the "I. Q. movement" has done education harm. Based on a false philosophy and given a name that has mislead the public, the "intelligence" test fad has tended to intensify the verbalism of the schools at the very time when relief and enrichment are the outstanding needs. "Intelligence" tests came into wide use in the armies during the war and acquired a momentum which carried over into the schools when the army was demobilized. Perhaps the hysteria of the war and the arbitrary spirit of army life made such an experience inevitable. Educational measurement, refined and precise, has a large place in scientific education. But the "intelligence" test will have to be lived down.—J. E. M.

but she is very poor in definitions and in examinations she frequently confuses gerunds and quadrangles, satraps and vitamins, metonymy and monotony. *She is a dull girl.*

Adolph Hanson is a physical robot. His eyes, ears, muscles, and nerves are perfectly coordinated. He can pitch first string ball and he is a highgrade batter. He sees the curve of the ball, he places his hits accurately, and he makes a quick get-away. He has good habits, is modest, and very dependable. His I. Q. is 100. He is in the fourth scholastic quartile. He failed algebra twice and French once. He was able to make up both subjects, however, to grateful and appreciative instructors after the two home runs which made successful the league game with the Sigma High School. He will be allowed to graduate but *he is a dull boy.*

Anastasia Kostakis is from a home where Greek alone is spoken. Her vocabulary goes little beyond the words common to school life and to her school

classes, with some street and cinema additions. She speaks slowly and very accurately. When the general intelligence test was given in her freshman year, because of her foreign language handicap, her I. Q. was recorded as 62. She had enroled in the academic course; but as soon as she was found not to be of college timber she was transferred to the commercial course as one fitted for those of her scant ability. By this transfer she will graduate in the third quartile. However, her ranks are very low in geometry, biology, and medieval history. In spite of this she is the fastest and most accurate typist in the school. She has won a Gregg ribbon and a peacock feather in shorthand and when she transcribes the principal's Monday morning talk to the school, she makes sense of the address and uses commas with good judgment and discrimination. Her manners are perfect. She is always pleasant and patient and she smiles when anyone speaks to her. *Unfortunately she is a dull girl.*

William Grout is the son of a minor inventor and major handy man. He was brought up in his father's shop and during the summer vacations he is the best diagnostician in the National Garage and Service Station. He can do anything with wood and metal and the word electricity neither scares nor stuns him. By the Stenquist Mechanical Aptitude Test, he is a near genius. By the Terman test of mental aptitude he is a border-line moron and in his academic classes he is taught by teachers who are dullards by the Stenquist test and supernormal by the Terman test. By error he spoke disparagingly of Arnold in the first year "Sohrab and Rustum" class and he is now taking over for the third time this course in literary appreciation. He is going to complete it this year as the teacher is unwilling to work longer with a literary imbecile. *He is certainly a dull boy.*

Huldah Emerson has not missed in twelve years a school day nor a regular meal. She weighs 135 pounds and is five feet seven inches tall. She is pleasant and resourceful and is always discovering happinesses. Once she was caught singing in the school library while reading Strachey's "Queen Victoria" and was given detention slips for a week. She is

* From an address before the Department of Superintendence at Detroit, February 23, 1931, on the subject "The School and the Community."

without nerves and she can be reproved without crying but she believes that the oral assignment and the written direction are to be implicitly obeyed. She has not done notable work in a single class. Her examinations are always poor but passable. *She is just plain dull* and all teachers are thankful that she has no college aspirations.

These eight will graduate with one hundred twelve others on June 21st. Two are bright, six are dull, with varying degrees of dullness, and so this is a fair sampling from the class or from humanity. *Two bright and six interestingly dull.* It is as easy to picture the future as the present of hypothetical individuals. Let us return after fifteen years.

Jonathan Edwards—the boy with the Edwards ancestry, scholarly and disagreeable—is a lawyer as were his father and grandfather. He is savagely overbearing and is not popular. He organizes a law case with notable success but he is not a good jury advocate. His wife is afraid of him and yet is very proud. Recently the *Boston Transcript* referred to him as a brilliant barrister.

Anne Bradstreet—the scholarly, impractical girl from a literary home—won her Ph.D. in record time and was a college instructor, associate, and professor in the Omega Woman's College. She is now the youngest dean of women in America and is trying to learn golf, with profit only to her caddies. The junior class has recently dedicated its yearbook to her as the perfect Phi Beta.

Simon Lincoln—the actor and news reporter who was poor in standardized English—has been the state president of Lions Clubs and is the best after-dinner speaker in that organization. Except for this weekly debauch he is a highpowered auto salesman. The school superintendent who knows Simon's scintillating wit is surprised that the Lincoln boys in school are dull.

Mary Tweeddale—the neat, dull, lovable mothers' helper—married, when twenty-one, William Jones, a foreman in the hammer room of a small steel plant. He wanted a quiet home. There are four children now and the baby carriage became first a Chevrolet and then a Buick. Mary and William are very happy. Mary is secretary of the women's club and William was given a medal by the Chamber of Commerce as Gamma's ideal father. When he got his last promotion the president of the company said, "This comes to you because of that bright little

woman who rules your home."

Adolph Hanson—the ball player with superior nerves and muscles—is a mechanic. He takes the morning air express from Gamma to New York and has made four trips a week for eight years without an accident. His eyes, ears, muscles, and nerves are still perfectly coordinated. Mayor Walker has a summer home at Gamma and says, "I always feel safe with this entirely competent man."

Anastasia Kostakis [Anne Cook is her pen name]—in school a skilled and intelligent typist—is now private secretary for the district superintendent of the Metropolitan Life Insurance Company. Her promotions were due to her accuracy, her resourcefulness, and her gracious ways. She is the best bridge player in town as she knows the rules and interprets her opponents' plays with uncanny skill. "You are too bright for me," said Mrs. Van Doken as she surrendered to her the amber necklace which denotes club leadership.

William Grout—the mechanical genius and literary moron—attended his first university commencement last June and heard the president declare, "William Grout, this ancient institution, regretting that in youth you were denied the advantages which liberal education gives, mindful of your philanthropy and of the inventions which have made life for us endurable, in commemoration of your great ability, confers upon you the degree of Doctor of Science."

Huldah Emerson—the sweet, strong, well girl who was dull in books—is a nurse, thoroughly trained, gentle and filled with loving sympathy, strong, and patient. To her one hundred persons owe one, or ten, or three score added years of life. Because of her, many patients have faced operations with courage, and death with dignity. Since graduation day, no one has called her dull and she has forgotten that she was once a problem child in school.

These are imagined cases but they are so true to actuality that they can be paralleled in any large high school and progressive community and we are faced with the difficulty of explaining a miracle of transformation.

The miracle of transformation—To the graduation door have come pupils lame, halt, and blind; led, lifted, pitied, deprecated by their teachers, a humiliation to their parents, for they are dull and by the laws of heredity a dull child must always have a dull parent and by the laws of environment usually a dull

teacher. From the school door they have rushed forth erect and healed of their scholastic infirmities. Like the shrines in an age of faith, the high-school steps are piled high with braces, crutches, and canes which attest life's cure of school invalidism.

Have you realized fully and persistently that *dull* is a conventional school term, a technical term exactly like grade, recess, semester, deportment, a term used only in schools? All the dull persons in the world are in school. No child is dull until he enters the kindergarten. No adult is dull after he graduates from the university.

You cannot classify your merchants as dull and bright. You cannot divide your church that way. We assume that ministers are generally bright and deacons regularly dull but there is no way of finding out. We divide our schools into ability groups and seat the assembly hall with uncontaminated castes, but when the women's club gathers, Solomon could not pass thru the audience and separate the bright from the dull. You have no dull Rotarian brothers, except in the memory of the old high-school principal who sits in wonderment but guards his professional secrets, for he, too, doubts the finality of school ranks or that they have universal application. A day of reckoning is coming, however, for these bright Rotarians who were once school-dull and have forgotten it. Their children will soon be in school and the family taint will be rediscovered. Twelve years of humiliation are before those parents. Their children walk erect, they have many interests, they are happy and helpful, but, alas, they are school-dull and the parents blush with shame.

One night last year, a mother called upon me, a stranger, who had driven fifteen miles to see me because she thought from my position I must be very wise. With tears and averted face, she told me her story.

"My husband is out in the car," she said, "He is too ashamed to come in and I don't know how to tell you this but we have a boy of thirteen and he is dull. He studies every night but he doesn't do well in any of his classes and the superintendent thinks he should repeat the seventh grade. His cards have always been poor though the teachers have helped him after school. At first he didn't care but now he is older and he feels bad to be different from his schoolmates. His teacher has written to me that I am not to expect too much of

Ralph as he is doing as well as one of his ability can do. She has tested his intelligence and finds it only 90 percent. I know that my husband is bright but I am afraid I am feeble-minded and have never known it before."

Then I began to question her about Ralph and she told me another story. He was neat and kept himself clean and his room picked up. He was never saucy to his parents and he always did the dishes when his mother had a headache. He was a good singer and played well on his saxophone. He read the *American Boy* each week and kept the family and neighborhood radios in repair. He was keenly interested in his garden. He planted it and took entire charge. At a roadside stand and to a route of regular customers, he had sold \$23.15 worth of beets, cucumbers, lettuce, and string beans. This money, except for Christmas presents to his parents, he had in the bank. He had spent a happy two-weeks vacation with an uncle who is a big hen farmer and now Ralph has a vocation in sight.

Then I said to my visitor, "You are entirely mistaken in thinking that Ralph is dull. You have a bright boy and should be both proud and happy. He is school-dull but he is home-bright, working-bright, saving-bright. For the social advantage and for his own mature satisfaction, you should keep him at school until high-school graduation but let him choose, as far as possible, subjects which do not abound in words and definitions. Be patient and endure the penance of these years. Keep the home and music and garden as now but add the hens, and know that when once he graduates he will never be dull again. It is probable that he will be a good business man, an effective producer, and a reliable citizen. He will choose a wife with discrimination and make her happy."

The situation is becoming worse

—When schools were new, books were a rarity and the teacher taught discursively. There were no chapters and no topic summaries. The result was that when Socrates taught, Alcibiades could go home for lunch only by closing his ears and making a dash for the door. Socrates' teachings have been placed in book form and no student now finds it difficult to get to his meals on time.

The introduction of school books placed limits on teaching and made it necessary to comprise much in little space. Hence arose axioms, conclusions, definitions, limitation of words to the

expression of a meaning rather than to the expression of a thought. The modern school continues with an emphasis which aids those who are word-minded.

As schools became larger, the demand came that there be an evaluation of the work of individual pupils. Teachers had long ranked pupils with no involved system but on the relative avidity with which the pupils received and assimilated the contents of the textbook and the explanations of the lecturer. College entrance requirements gave a great stimulus to formal midyear and final examinations. Success in these examinations depends greatly on the ability to visualize and restate literary symbols, words, and formulae, for these examinations deal very largely with words, technical names, and definitions.

The written examinations tested the same capacities; and when it was found that the pupils good in recitation were also good in examination, it was believed that the validity of comprehensive and formal examinations was established and passive intelligence began to be isolated from active response.

Then followed the cult of general intelligence and the formulation of the notable tests which have enthroned the I. Q. above all princes, powers, and potentates. These tests by their nature are founded upon names, definitions, and a general familiarity with literary terminology and symbols and they lead to the conclusion that those who can learn words, symbols, and definitions most readily, know most about words, symbols, and definitions.

Finally the inventors brought forth their standardized achievement tests, general and specific; that is, tests of achievement in the words, symbols, and definitions of separate subjects. The conclusion was reached that since there is a high degree of correlation between achievement tests, general intelligence tests, comprehensive examinations, and classroom recitations, it must be that each verifies the other and we have now Urim and Thummin by which the mystery of intelligence may be translated to the vulgar and by which humanity may be put in order from the lowest even to the highest.

We have failed to see that all of these tests are in the same narrow field, that intelligence is much wider than names, definitions, and symbols, and that the tests are measurements of the longitude of ability and of this alone.

How do we get this way?—Long

ago the doctrine of formal discipline was disclaimed in our temples of learning and the brazen statues cast down but still the worship continues in many modest and secret shrines. We know there is no general training nor discipline which transfers readily to different fields but we still speak of honesty as though it were a unit characteristic, ignoring the fact that there are many honesties and the same individual rarely possesses all.

It is the same with intelligence. *There is no general intelligence and the term general intelligence test is a misnomer.* It can test the adaptability and resourcefulness of the individual in only a narrow field. The word intelligence is a broad descriptive word but it is coming to have a technical and restricted schoolroom meaning, for it is used to describe those who are school-bright or school-dull.

With proud acclaim we have declared seven school objectives and yet we depend upon standards which are commensurable with only the last one of these seven. Our final examinations, the examinations of the college entrance board, our intelligence tests, measure school intelligence but not health intelligence, or vocational intelligence, or intelligence in home creation. There is no general intelligence any more than there is a general patriotism or a general love. Like finite verbs, intelligence, patriotism, love, each must take an object.

A child whose fingers become an intimate part of his violin, to whom music is an open book, may be school-dull but he is music-bright. A child who feels the beautiful and can create it with crayon, with pen, with needle and fabric, may be school-dull but he is art-bright. A child who radiates happiness is bright in a field which life calls as large as that which the school measures.

Ulysses S Grant was ancestrally dull, from a family of no distinction which the biologist would pass by. He was socially dull, a taciturn man whose social habits and accomplishments often blocked his way. He was scholastically dull. At West Point, in horseback riding alone he rose above class mediocrity. He was dull as a statesman and in his two terms as President he often seemed not the master but the plodding and illadvised workman. He was financially dull and business failures before and after his national service were his lot but, as an organizer and leader of irresistible armies, America has never seen his equal. His family doctor, his neighbors, his West Point instructors, the politic-

ians, and the financiers called him dull. Lincoln, the army, and the American people called him bright.

School-bright should mean college-bright—Both high schools and colleges believe that school-bright means college-bright. Therefore, they sift their pupils and encourage from school or into vocational courses, all who have not school brightness as attested by a high I. Q. Colleges set up elaborate selective systems based on the assumption that he who is school-dull will be college-dull.

The enthusiasm which all true liberal arts colleges feel for a selective system is but a recrudescence of Mather's theology. This grim metaphysician believed and could prove that before birth favored children were predestined for salvation. All deans today believe in predestination, not, however, for heaven but for Harvard or for some other college in its apostolic succession and they assert that the seal of sanctification is an I. Q. over 125.

The pupil who is school-dull has little school chance—To many teachers, intelligence has come to mean ability in the narrow language field which the high school has made all its own.

The chief teacher of English in one of our city high schools wrote me, "You do not realize our difficulties. The great majority of our students come from homes without the slightest trace of inherited culture."

Yet there were in her classes Russian and Italian boys and girls in whose homes music was known, loved, and appreciated; a world into which this unmusical teacher, with songless colonial ancestors, could never enter.

There were in her classes French and Greek boys and girls whose homes were illumined with an inherent love of beauty and color and form which her eyes and mine could never see.

There were in her classes Polish and Irish boys and girls in whose homes were ideals of family union and conservation which in her home were unknown.

There were in her classes Jewish boys and girls in whose homes a spiritual culture dwelt which has given great religions to the world and has transformed the human race.

To this narrow-minded teacher culture meant the study of literature which the Greeks and Italians had written; the study of mathematical truths discovered by French and Scandinavians; the study of history made by Jews and others who to her were uncultured people. To her

culture meant classroom study with closed eyes, ears, and heart. It meant college degrees, unread books on the shelves of the family library, and a grandfather who was a clergyman; while in the homes of many of the children who daily passed her desk there dwelt culture which she could never know and could never appreciate.

The school is organized against the school-dull. They are given the less competent teachers, the larger classes, the less attention. My own children and yours take Latin, a useless language as it is taught; not because it has a peculiar discipline, for it has none; not because it trains to good English, for the opposite is the case; but because the schools have been so organized that in the academic classes the children will be taught by the most experienced teachers and they will, moreover, associate with children from aristocratic and cultured homes. Latin gives a social advantage.

The teacher of classes where are gathered the skill-wise but word-dull pupils is openly apologetic. "You must not expect much of this class, this is a mechanic arts division." Or, "The ability of this class is poor, these are commercial girls," are common introductions.

The curriculum, too, is planned for passive intellectuals and not for active doers. I have seen broad-shouldered, big-handed, clear-eyed boys of eighteen reading the sickly sentimentality of "Sesame and Lilies," an artificial essay written on an impossible thesis to give a feeling of superiority to rich and idle women who seek culture by the easy path of applauding an afternoon lecture given by a supreme literary artist, Ruskin. The teacher looked bored. The boys, more polite than she, were merely dumb and yet the same boys would have acted out a play of Shakespeare with ringing force. They would have read the life of Pasteur with understanding, they would have followed Masefield down to the sea and Akeley through the jungles, but they were dumb to "Of Kings' Treasures" and "Of Queens' Gardens"—essays suited to those who are bright in words but dull in deeds.

The conclusion—I am sure you know my conclusion. The school stands between the home and the community. Its task is to take children as they are and train them for life as it is. Public secondary schools are for all children between 12 and 18 years and these children differ greatly in many abilities. The community has places for all these chil-

dren but for work in divers fields. All who reach the high-school door are bright boys and girls, bright in social values or bright in the two great commandments, or bright in manual skills, or bright in the knowledge of art and the production of beauty, or bright in the ability to bear silently and without complaint the great burdens of life, or they may be school-bright alone. Were I a cheer leader, I would give now three hearty cheers for those who are just school-dull and most of you would join me in this shout of selfappreciation.

A LETTER OF APPRECIATION—HONORABLE Frank Murphy, Mayor, City of Detroit. Dear Sir: The sixty-first annual convention of the Department of Superintendence, National Education Association, held in your city this week, has just come to a successful close. On behalf of the Department, I wish to express the sincere appreciation of all of its members for the courtesy and hospitality extended by your citizens during our stay. Your address at the opening of the session, Monday morning, bespoke the friendliness which has been evident on all sides. Your attitude towards education will undoubtedly benefit all of the schools of the United States. My attention has just been called to an eloquent message of yours, delivered some weeks ago, from which I quote the following:

"There is no question involved here of raising teachers' salaries; there is a question, however, of breaking faith with the teachers—the pledged faith of the school district as expressed in the teachers' salaries schedule provision of their contract.

"The city of Detroit is not so poor that it must resort to repudiation. I approve the action of the school district in adhering to the teachers' salaries schedule of the contract.

"It is made all the more pleasant for me to reach this conclusion by my knowledge of the fact that the teachers, although the poorest paid of all city employees, have been the backbone of our campaign to aid the unemployed."

This stand of yours in the solution of your local problems is an utterance that deserves to be published in every paper of these United States. It is a fitting climax from the head of a great city where a great convention has been held, whose central theme has been *Working Together for the Children of America*. With deep appreciation of all that has been done for the comfort, pleasure, and inspiration of all the visitors to your splendid city, I am, Most cordially and sincerely yours, N. R. Crozier, president, Dep't of Superintendence, Feb. 27, 1931.

Ideas From Detroit

THE EDUCATION of adults offers the greatest hope for advancement that the world has ever had. The school administrator who recognizes the need of all the people in his community and does what he can for the education of all the people is the one who does the most for the children in his community.—L. R. Alderman, specialist in adult education, U. S. Office of Education, Washington, D. C.

Cooperation between home and school is not only desirable but fundamental.—Mrs. Hugh Bradford, national president, National Congress of Parents and Teachers, Sacramento, California.

If we desire real creative art in the lives of our children, not just some dead formulations about art, we must first have art in the life of our teachers. That means time to study and rest and create. We must find some way to lighten the work of our teachers.—Florence Cane, director of art, Westchester County Center, White Plains, N. Y.

The nineteenth-plank platform adopted by the White House Conference in its closing hours, already known to you as the *Children's Charter* is more than the Magna Charta on which we shall build our day schools. It is also at once the statement of objectives and the guide to a curriculum for our adult classes.—William John Cooper, U. S. Commissioner of Education

If every one of us were judged, not by our successful achievements, but by our poorest performance in any year's work and were required to repeat all the tasks of that year because we so badly bungled one, the seriousness of the situation would be acute. If education is life then promotions should be a lifelike procedure.—Hobart M. Corning, sup't, Colorado Springs, Colo.

An effort is being made to have all the teachers of our staff contribute something toward the total preparation of

the rural teacher. The entire faculty is at work studying the problems of rural education with a view of training a better

CREDIT STAGGERED AND FELL; trade was prostrated; prices shot upward; bread riots broke out; business houses by the score were driven to the wall." Those words were written to summarize not the unsettled economic conditions of our day but those of nearly a hundred years ago. Yet in the very midst of hard times, of bitter political rivalries, and of growing emotional excitement over the slavery issue, Horace Mann and his contemporaries were to establish public education on this continent, founding a movement which aims to bring intellectual stimulation to all the children of all the people. By this experience let us profit. Let us not despair of progress today because conditions seem adverse but press on in the good fight for children's rights.—William John Cooper, U. S. Commissioner of Education, Washington, D. C.

rural teacher.—H. L. Donovan, president, Eastern Kentucky State Teachers College, Richmond, Ky.

Long-term planning for public education is as important for public education as it is for other business enterprises. Periodic financial setbacks to the public schools have even more far-reaching implications than those for private business. Impairment of the teaching staff thru reduction of salaries is no doubt reflected in the future lives and accom-

plishments of many thousands of children.—N. L. Englehardt, professor of education, Teachers College, Columbia University, New York City.

The teacher must be a reader and a student. It is shocking to find out what a small percent of high-school teachers read regularly any weekly periodical of current events, any standard magazine of opinion, or even the daily newspaper. The reading list of the average teacher would not contain recent biographies, notable books of the foremost thinkers of the times, or the best of current fiction. Can a teacher so ignorant of the world around him help in the outlawry of war or in curing other outstanding defects of our present civilization thru education rather than thru propaganda?—E. Clarke Fontaine, state supervisor of high schools, Baltimore, Md.

When the schools thru history, biography, and literature teach the unfolding experiences of the race; when, thru the teaching of science, they bring children closer to an understanding of the workings of universal law and of the immanence of God in nature, they are performing truly religious functions under the name of education. The schools prepare the way for the inculcation of the lessons which the churches undertake to teach.—Thomas W. Gosling, sup't, Akron, Ohio.

The city needs a continuous influx of rural youth, especially because of its low birth rate and high death rate. It is of vital importance to the welfare of both rural and urban communities that rural boys and girls shall have wise vocational guidance in the country as regards both urban and rural opportunities, so that the right ones may stay and the right ones go.—O. Latham Hatcher, president, Southern Women's Educational Alliance, Richmond, Va.

Modern science has brought new perils and new forms of old perils, some of

IF I WERE a supervisor I would sedulously avoid judging teachers by the methods that they used. I would judge them rather by the results that they achieved. If one teacher could do a really fine piece of work on the socialized-recitation plan, I would say use that plan; if another did passing well with the contract plan, I would say use that plan; if still another demonstrated his ability to give direct, systematic, oral instruction in a stimulating and effective way, I certainly would not condemn him on the ground that his instruction was by word of mouth or on the ground that his instruction was direct, straightforward, and systematic and therefore clearly outofdate according to our American standards; and if still another teacher could teach textbook lessons well, I would say, in effect, God bless you, keep it up; I should not condemn him merely because other teachers foolishly expect the textbook automatically to do all their teaching for them and naturally bring the whole system into disrepute.—William C. Bagley.

them organic and vital to the welfare of humanity, demanding swift adjustment of society including the mass attitude. Deadliest among these perils is the exploitation of habit forming narcotic drugs old and new. The public schools constitute the principal means for this adjustment.—Richmond Pearson Hobson, secretary-general, World Conference on Narcotic Education.

There is need for more beautiful architecture in our American schools. School buildings should rank as the finest architectural assets in communities by their genuineness, their simplicity and dignity, their honest construction, beautiful settings, immaculate cleanliness, and upkeep.—William B. Ittner, architect, St. Louis, Mo.

I do not believe any institution profits by a radical or rapid turnover in its personnel. We have passed judgment upon teachers when they enter service. Let us abide by it. Our duty to our personnel is to encourage and develop it. But there is every reason to hope for a regulated intake of teaching talent.—Robinson G. Jones, sup't, Cleveland, Ohio.

I believe that teachers should be taught to teach subjects and I believe that children should not have unlimited freedom and I believe that no child ever appears as a whole child at any one time or place. The program for teacher-training advocated by the new progressives is clear. Teachers shall teach school subjects. They shall recognize the child as a collection of selves. They shall organize a natural course of study.—Charles H. Judd, University of Chicago.

Business men do not spend much time telling us to teach students to speak and write good English and to be neat in appearance. Most of them urge breadth and thoroughness, knowledge, and above all, character training.—John H. Logan, sup't, Newark, N. J.

Any effort to handle character education solely as a job for the school is foreordained to failure. Adequate provision for character training involves social planning and social cooperation to an extent only vaguely appreciated and almost universally neglected. The problem immediately is not a school problem alone but ramifies thruout the community. Our approach must be in relation to every phase of community life in its widest sense.—John Lund, sup't, Norwalk, Connecticut.

American people are as vitally interested in what their schools are doing for their children as they are in knowing what their children are doing in school

and it is the duty of administrators to keep them informed on school activities, policies, and the advancement of students. Here is a challenge for us: to lay aside our pedagogical, technical, and mystical terms and expressions; a challenge correctly, completely, and graphically to interpret the schools as the greatest agent of democracy.—Lloyd N. Morrisett, principal, Oklahoma City, Okla.

If a million teachers had the courage to speak their minds on the great social problems of the day, they could affect the course of events in America. Such teachers would quickly remake American education.—Jesse H. Newlon, professor of education and director, Lincoln School, Teachers College, Columbia University.

The greatest dominating influence against the reshaping of secondary education to have it conform better with the known needs of pupils is college entrance requirements. They force us into the position of sustaining indefensible academic standards to the exclusion of that teaching material which, if it could be used, would mean a better educated public school product.—Frank G. Pickell, sup't, Montclair, N. J.

The parent-teacher association has already abundantly justified its existence. It is only at the threshold of its eventual development.—Orville C. Pratt, sup't, Spokane, Washington.

Pupils who drop out of school at lower levels are a discouraged, unsuccessful group. Yet they are much more successful in the community than they were in school. They hold their jobs fairly well, earn good wages, and are selfsupporting, selfrespecting citizens. It is unfair to label boys and girls of this type as failures so early in life because they have failed in school when judged by academic standards which are quite artificial and too difficult for them.—Carroll R. Reed, sup't, Minneapolis, Minn.

The improvement of the tastes of the next generation is a task which probably belongs more to the high school of today than to any other organized force. The problem would seem to be acute enough to merit the attention of organizations of secondary school principals and teachers.—H. H. Ryan, University of Wisconsin, Madison, Wis.

The teacher in the schoolroom needs the help of every parent. The teacher in the schoolroom stands ready to work to the utmost, if the child's welfare is the objective.—Jennie B. Smith, Marr Training School, Detroit, Mich.

Vitalized local teachers' meetings may

be more interesting and inspiring than district or state teachers associations with talent of national renown.—Leon O. Smith, ass't sup't, Omaha, Nebr.

The means thru which states are seeking to introduce the newer technics and procedures to rural teachers are pre-service training, guidance by welltrained supervisors having the progressive point of view, group and general meetings, the course of study, and leadership of the principal.—Norma Smith, state supervisor elementary education, Montgomery, Alabama.

If we exert ourselves on behalf of worthy causes we can do more for American life—more for the childhood and youth of America—than any other group in the country.—Willis A. Sutton, president, National Education Association.

Thousands of school grounds in the cities of this country are poorly adapted for carrying out presentday purposes of education. Only great expenditures of money can correct them. In planning school sites an account should be taken of the educational and recreational facilities provided by the community outside of the schools.—W. W. Theisen, ass't sup't, Milwaukee, Wis.

Student participation in the affairs of the school, the training in the homeroom programs of the school, the preparation which comes from the socialized influence of the assembly, wide participation in the athletic work of the school, and the training which comes from the many types of clubs in the school all lend themselves to a favorable situation for boys and girls within the school to practise the qualities of good citizenship here and now with results satisfying to themselves.—M. Channing Wagner, ass't sup't, Wilmington, Delaware.

Guidance and placement should not be confined to senior and junior high schools only but should be extended to the upper grades of the elementary schools. Many pupils will terminate their school career at the end of the elementary school period and it is necessary that they should be given the benefit of the best possible advice before a decision is reached by their parents.—David E. Weglein, sup't, Baltimore, Md.

Using all the commonsense at our command, may we assume toward the less favored ones the attitude of a sympathetic physician—"We don't know what the future may bring forth. Hope—and give them every opportunity."—W. E. Wenner, sup't, Ashtabula Harbor, Ohio.

Conquering the Antarctic by Air

THE PRESENTATION of letters of tribute from the school children of America to Admiral Byrd at the Detroit convention of the Department of Superintendence was a picturesque and inspiring scene. The vast auditorium in the Masonic Temple was crowded to capacity. Radio widened the walls of the auditorium to include the continent. A children's chorus of 850 voices selected from the Detroit elementary and intermediate schools brought the eager spirit of childhood into the setting. Norman R. Crozier, president of the Department of Superintendence, presented to Admiral Byrd the ten volumes of letters sent in by thousands of schools representing every part of the country. Gilbert Grosvenor, president of the National Geographic Society, spoke on *Byrd: the Explorer and the Man*, reviewing the interesting biographical events which were set forth in his article in *THE JOURNAL* in January, 1931, and paying tribute to the National Education Association. Some paragraphs from President Grosvenor's address follow:

"When I tell you that I am the son of a revered teacher who for sixty years held classes and who now, in his eighty-sixth year, can still infuse vigor into youth, you will understand the joy that overwhelmed me when I received word from President Crozier of the Department of Superintendence of the National Education Association that I had been considered worthy of saying a few words to this mighty aggregation of the educational leaders of America.

"Many times a day now I look from my window to your beautiful headquar-

ters and derive strength and inspiration from the thought of the thousands of patriotic, unselfish teachers who, guided

I APPRECIATE this tribute from American school children more than any other recognition the expedition has received. I shall put these volumes in a place of honor in my personal library in Boston." This was Admiral Byrd's comment on receiving the ten volumes of letters from the school children of America. A typical one of these letters:

Admiral Byrd: You surely must have had a wonderful trip to the South Pole. "We have been reading in our science club of your exploits and expeditions. "The unknown polar regions are very interesting and I want to read more about them. "There is one thing that I want to congratulate you on and that is your kindness to dumb animals. You could easily have left those dogs down there and brought the airplanes back, but deep down in your heart those dogs were worth more to you than all the airplanes in the world. Your admirer, Grant Crouch, F. H. Coe School, Seattle, Washington, January 23, 1931.

by your devoted and very wise annual officers and by your energetic, effective permanent secretaries—Mr. Crabtree and Mr. Shankland—erected your altruistic edifice as an enduring center for the educational forces of the nation.

"With your work the National Geographic Society always has been glad to

cooperate to the fullest extent. Our Society of 1,300,000 adult members does not attempt to enter the field of pedagogy or teaching methods. That is your field, which you have developed so splendidly that America's public schools are models for the world.

"When we see the ways you are teaching today, we wish we could attend school again. Your pupils are demanding fresh and firsthand knowledge about geography and exploration. When their books and teachers cannot tell them what they wish to know, they write and ask. We have received at our Washington headquarters thousands of letters, and Admiral Byrd has received thousands more, from school children asking questions—intelligent and pertinent questions—about his expedition.

"No explorer ever before has received such a national tribute from school children as you have enabled our young people to present to Admiral Byrd."

REAR-ADMIRAL RICHARD E. BYRD then made a brief address on his expedition, followed by motion pictures of the expedition. His address on *Conquering the Antarctic by Air* follows:

"I am deeply grateful for the honor you have bestowed upon me this evening—grateful for two reasons—because it represents your appreciation of the brave and loyal work of my entire command, and also because it betokens your realization, as educators, of the high value of exploring and investigating scientifically the vast, mysterious wastes of the Antarctic Continent.

"All of us can recall the scant atten-



READING from left to right: S. D. Shankland, executive secretary, Department of Superintendence; Norman R. Crozier, president, Department of Superintendence; Rear-Admiral Richard E. Byrd; and Gilbert Grosvenor, president, National Geographic Society.

tion explorers got from the older types of textbooks, which dealt at great length with warriors, statesmen, and even political intrigue, but failed to tell of the men who helped add continents and oceans and remote islands to the cramped medieval maps.

"Though personally I do not feel worthy, I accept most gratefully and gladly this tribute of the school children of America, sponsored by you to whom their education is entrusted, not as a personal honor, but as a tribute to my entire command—a recognition that their courage, loyalty, and persistence in pursuit of new geographic knowledge is realized at its full worth. My own personal contribution was very small.

"I could not speak in the city of Detroit without paying my own tribute to a great modern explorer of the air, whose name is associated with your city—Lindbergh. *He showed us all the way.*

"Your approbation of the work of our Antarctic Expedition has this further significance—it stimulates us while we are tackling some of the hardest work of the expedition—work which is in progress right now and will continue for months to come.

"I refer to the tremendous task of compiling all our data, of putting on maps and in books—three or four books at least—the information we gained; the information that we hope makes our going worth all the sacrifice and the splendid courage my men showed in their fourteen months' stay in the world's loneliest land.

"One of your number kindly said to me, 'I trust you had a good rest this summer; you deserved it.'

"I thanked him for his good wishes but was compelled to say that I had to forego the rest, most willingly, because I spent the summer hard at work on my book, and doing my part, though small it was, of charting the area we explored and the physical features we discovered, for the map the National Geographic

Society will publish. This map, Dr. Grosvenor informs me, also will embody all other explorers' findings in Antarctica since that first American, Wilkes, went there just ninety years before we arrived.

"Senior Scientist Laurence Gould is recording and analyzing the discoveries of the rocks and glaciers—discoveries he made on the 1300-mile trip with dog teams, the longest sledge trip ever made for purely geological purposes.

"Captain McKinley is assembling the map information recorded by the unerring eye of the aerial camera which filmed some 500,000 square miles of territory, 200,000 miles of which never before had been seen by the eye of man.

"William Haines, meteorologist, is making scientific sense of his daily, rather hourly, observations of temperatures, humidity, and wind velocities in the land where the winds blow hardest and the temperature drops lowest. His findings will be of much value in helping southerly inhabited lands estimate the forces which generate their weather which originates in the recognized 'mother of weather.'

"Malcolm Hanson and Lloyd Berkner are compiling the radio observations they made. Not only did we employ radio in communicating from one to another of the units of the expedition, ship and sledge, plane, and land base, and sending reports of what we were doing to our home radio port—again the City of New York—but Hanson made valuable studies of the Heavyside layer and other phenomena which will be of use to all commercial radio transmission along ether paths which cut the higher latitudes.

"Henry Harrison is working upon problems of aerology. Frank T. Davis is computing data of physics, especially recordings of terrestrial magnetism, which add to the data that help pilot all the ships into all ports of the world. Quin Blackburn and Dr. Francis Coman are collating topographic findings of the

Bay of Whales in a very large area in this vicinity. Ten years from now this should give us some exact information on the movements and changes of the great barrier. Ralph Shropshire is working on the hydrographic results at the Buffalo museum.

"Dr. Coman is preparing his report on the biology of the seals, penguins, and birds that sojourn by the icy waters which rim the continent, as well as the valuable studies of our diet and its effects upon us. Even the personnel of the expedition, you see, served as a laboratory for study, living as we were under highly specialized conditions.

"The first day I stepped off my ship at Panama City on our way home a dentist I had all but forgotten about asked me to make an appointment that afternoon to reexamine my teeth. I recalled that a laboratory specialist had gone over the teeth of every man before we left and was to do so immediately upon our return, to obtain that index of the effects of the exposure and diet upon our systems.

"The public has been most generous in acclaiming our achievements. You, as educators, will realize more fully the scope of our scientific research and our studies to get every iota of scientific data we could utilize, and subjecting even ourselves to experimentation which would help men subsist and survive in an area where more and more explorers must go.

"Therefore, I mention the work that now is going on and I wish I could mention all the men by name, who are standing by now that the spur of high endeavor and the glamor of our welcome has passed. After all, the work of compiling and reporting our data, bearing upon so many branches of science, measures the permanent, enduring value of our expedition which, from first to last, has been planned and executed so that we might try to add our share to the body of knowledge of the world in which we live."

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, assembled in its twentieth annual convention, Detroit, February 20, 1931, sets forth the following declaration: Much of the present unemployment and many other social evils are due to the fact that the persons now at work stumbled into their jobs without guidance; if we wish to avoid similar crises in the future we must provide systematic vocational guidance. It is estimated that of the 40 million workers in the United States, about five millions are at present unemployed. It is certain that many of these unfortunate people lost their positions because they were in jobs for which they were not suited; others, because they were not adequately trained; still others, because they were trained for fields which were already overcrowded. A large majority of workers, both employed and unemployed, drift into their jobs by accident. This results not only in periodic recurrences of unemployment but also in crime, low productivity, seasonal employment, exploitation of labor [particularly juvenile labor], low standards of living, poverty, misery, and unhappiness.

The Problem Teacher

CLARA BASSETT

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

IT IS DIFFICULT to gauge to what extent the teacher's own emotional problems are reflected in her handling of the children in her classroom. From hundreds of intimate studies of problem school children it is obvious that their classroom behavior is profoundly influenced by the state of their physical health, by the events of their past life, their secret experiences and worries, the emotional relationships within their homes and parental methods of handling, and by their companions and play life. However, no such thorough-going study of "problem" teachers has been made and inferences can only be drawn from observation of their behavior.

Like the children they teach, their own personalities have been strongly conditioned by their own early childhood experiences and the handling which they received. The relationship between their present personality traits and their early background is often unrecognized and compensatory reactions are allowed unconsciously to develop unchecked by an understanding of their possible origin, by a critical evaluation, or by an effort at modification. That the teacher's personality makeup has a great effect upon the reactions of children under her care cannot be denied. A few instances may indicate some of the possibilities in this field.

Miss Jeffries, a school principal, was notorious for her severity and sternness in dispensing retribution to the quaking misdemeanants in her school. She ruled with an iron hand both the children and the teachers. She felt that the children coming from the homes of the nationality predominating in that community were so hardened to physical mistreatment and beatings administered at home that in no way could they be handled except by more of the same medicine. She frequently administered the disciplinary whippings herself and it was said that she often displayed an odd pleasure in the process. Her viewpoint had permeated the whole school and insidiously infected the emotional tone of even the most gentle of the teachers.

A few facts gleaned as to Miss Jeffries' childhood seem to offer some explanation of her problems. Her father was a harsh, egotistical tyrant who felt that to "spare the rod" was an indication of inexcusable weakness and who prided himself upon the fact that his children feared him and jumped when he spoke.

His relationship to them was that of a brutal bully who, because of his size and strength, was easily victorious in his lit-

tle world about her, or perhaps she felt so helpless under her father's rule that when she had power within her grasp she used it unwisely, or it is quite possible that she unsuspectingly followed the only pattern of discipline which she knew as a child.

The Teacher

IF I BUT HAD my chance amid this world of stress
Wherein men press and plot and grasp,
Crowd virtue back, court their own prejudice,
I'd set a new apprenticeship for life,
Within the scheme to train the youth
I'd make for wiser purpose, content, plan.
Life would be learned in doing,
Things taught as they are,
Opening a way to stop our waste,
Cure social misfits, hold back the flood
of human tears.
All this I'd do if I but had my chance—
And knew the way.

I have my chance,
Each day there come to me some souls
Unnurtured to the world. My opportunity,
My work shall be to find their need
And help survey a path
That leads to the supply;
Then give them learning as a life to live
Not as a garment to be worn,
Help them gain courage, endurance,
fairness, inquiry.

From out the mass, mayhap, that here
and there
Shall come a life equipped with skill
To heal some gap in industry,
Divide in honesty the shares of gain,
Help law learn justice,
Or build a better breed of men.
I may inspire some soul to seek
The magic of the universe,
Reach out a hand to grasp
The harp of science, pluck its strings,
'Till from their throbbing tunes
Some deep secret of the Master Mind,
Another thought of God made new to
man.

The race turns slowly but it travels far.
Though small the angle,
Its rays, extended, wide diverge,
A latitude dividing right from wrong.
Though small my part,
I, too, may touch redemption for the race.
Some spark that I shall kindle may
burn on
To glow in life, to gleam in immor-
tality.
John Bretnall.

tle monarchy. Perhaps in the plastic period of childhood Miss Jeffries, thru such experiences, developed an intense, unconscious resentment which she later satisfied by inflicting unpleasantness on

Miss Ray, a middle-aged teacher of first grade, burst forth in an emotional tirade when the social worker visited the class to secure information about a patient. She was flushed, excited, and denunciatory of the way in which she was being persecuted by the principal and superintendent who were "in league against her." Miss Ray had felt for years that she was being discriminated against but lately she was sure of it and she described innumerable instances which she believed substantiated her suspicions. To an experienced clinic worker it seemed fairly obvious that Miss Ray was suffering from a serious mental condition which should have received treatment years before. A few questions regarding her childhood indicated that Miss Ray was the elder of two children. Her parents had intensely wanted a boy and had resented in a childish manner Miss Ray's appearance on the scene. Later when her brother was born, Miss Ray was immediately relegated to the background and both parents concentrated their love and attention on their young son, who was felt to be a paragon of virtues in contrast to his sister. The early feeling of being unwanted and unloved, the smoldering resentment of the child against the injustice of the parents, jealousy of the brother's receiving everything for which she yearned, probably laid the basis for psychological habits which have handicapped her for life. There can be little doubt but that the emotional problems of this teacher have unconsciously affected the lives of scores of children passing thru her classroom.

Personality traits which indicate emotional problems and attitudes in need of aeration show themselves in the classrooms in various ways. The fussy, worried teacher to whom the most insignificant episode assumes the proportions of a world catastrophe, the teacher who jealously protects her authority, excessively resenting anything which might even remotely be interpreted as insubordination, the principal who feels that every child who steals or lies is forever a lost soul, the teacher who is scandalized at the bare mention of anything pertaining to sex, the depressed and chronically fearful teacher, the timid, colorless, inhibited teacher who gets no joy out of her work and who is harassed and bullied by her pupils, the teacher who looks

upon her pupils as her natural enemies, all indicate the need for a little searching inquiry.

Much friction, wasted emotion, many fixed ideas and attitudes develop unchallenged on the basis of the emotional experiences of childhood which have predisposed the individual to think and to feel in a certain manner. Some evidence as to how greatly these attitudes may vary from teacher to teacher and how they may affect their pupils is indicated by the findings of E. K. Wickman in his recent study, *Children's Behavior and Teachers' Attitudes*. Three teachers of third grade with classes approximately of the same size and makeup listed the incidence of certain behavior problems among their pupils as follows:

Number of pupils.....	45	47	47
Dishonesty	3	12	43
Cheating	18	34	40
Disorderliness	18	1	47
Carelessness in work..	17	9	45
Failure to study.....	26	5	44
Shyness	5	2	37
Tattling	4	22	37
Daydreaming	0	2	26
Unhappiness	0	0	17

Such wide variations in the number of problem children detected in classes of similar size and makeup must mean that "either the three teachers stimulated their children to behave differently or they varied decidedly in their sensitiveness to the behavior problems of their children." A comparison of the above columns with each other indicates that

WITH THIS ARTICLE Clara Bassett closes her admirable series on *Mental Health in the Classroom*. Her service to THE JOURNAL, given as a labor of love, is typical of the fine professional cooperation of the teachers of the nation. THE JOURNAL'S circulation is large, its space is valuable, and it must necessarily insist upon the most careful writing. The cooperation of the authors is appreciated by a host of readers.

one of the teachers consistently found a high percentage of all problems listed in contrast with the other two.

In an analysis of 874 school children, given in this same book, 74.7 percent were problems because of whispering and 59 percent were inattentive. If such percentages are correct, would it not be valuable for the school to change its emphasis in interpretation and to say that if 74.7 percent of the children whisper, it is normal for children to whisper to some extent and some provision might be made to allow it? If 59 percent of the children are inattentive perhaps this might well mean that the leadership was mediocre and uninspiring, or that the subjectmatter was unsuited to children of that age, or was being presented in a

pedagogical style totally divorced from the normal life interests of childhood and not that the class was made up of hopelessly depraved children.

Thus, in considering the problems of children it is well for the teacher to keep clearly in mind the role which she may possibly play in contributing to the problem. What emotional reactions of her own does she bring to her classroom; how do the spectres of her own childhood condition her attitudes and ways of handling the children; what demands does she make of the children in the way of behavior and what are the rational and emotional bases for these; how do these demands fit in with our newer knowledge of the makeup of the child? We should strive to keep in mind the fact that much of the behavior complained of is thought to be serious, not because it is dangerous to the welfare of the child himself, but because it is noisy, disorderly, upsetting, and irritating to adults' comfort and dignity.

There must be this willingness on the part of teachers and parents to scrutinize and to criticize their own relationship to the problem, their emotional attitudes, the standards by which they measure conduct, and their methods of handling the child, for it is obvious that in most instances the problems of the child lie not, as has always been supposed, in the child himself but in the way in which this plastic, impressionable creature has been handled.

TEACHERS: AN APPRECIATION—Have you ever watched a little tug-boat, nosing a big heavily laden steamer into port? The tiny guide puffs energetically and tirelessly, turning the huge liner into its course, dragging it into the harbor. ¶I am reminded of them when I see a teacher directing the activities of a student body. Undaunted in the task of guiding the massive Ship of Education into its proper channels, the teacher figuratively puts his or her nose to the prow and pushes; or failing of response, takes the big liner determinedly in tow and pulls. It *shall* go if the teacher can make it; for the teacher's project is important and her cargo is valuable. The fate of the nation depends on the character of the people and the school is the training field for citizens. The school, in turn, must depend on the teacher. ¶I remember well my first day at school. With quaking heart, I began the journey, afraid to meet the teacher of the comic valentines. I supposed her to be cross and heartless. I remember distinctly how my heart sank as I crossed the threshold. All joy of life was gone. The sun no longer shone brightly; all was dark and cloudy. "Good morning, dear!" I started. What was this young, smiling lady doing here? I could scarcely utter a greeting in return, I was so dumbfounded. "That's our teacher," whispered an urchin behind me. Teacher! The clouds rolled away. The sun shone once more. ¶So began my experience with teachers. Most of them were kind. Most of them were also stern. Some of them caused me tears. But now, as I reflect, I realize that their intentions were right. I resented their attitudes, sometimes—we all did and secretly condemned them; but now I am beginning to realize that they could have let us drift along as we would, except that such was not in their line. They strove on, choosing for us as best they were capable. They were patient, they were helpful, they were unselfish, with very few exceptions. ¶It is said that a task appreciated by another is a great deal easier to do. Keep on, tug-boats! You are appreciated. Your work is good and great. The big fleet, sailing the seas of education, must be guided into port. Your country needs you to uphold the traditions of love, truth, and integrity, the watchwords of democracy.—Donald Wirtanen, senior, 1930, Aurora High School, Aurora, Minnesota.

Leisure and the Seven Objectives

WEAVER W. PANGBURN

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TWO SIGNIFICANT TRENDS affecting modern education imply a close working relationship between the schools and the leisure time agencies. The one is that the needs of our society have put on the public schools the obligation to train youth for the wise use of leisure. The other is that educators are more and more relating the educational program to real life.

On the one hand, the school more than ever before is focusing its attention on training boys and girls and men and women for uses of their spare time profitable to their physical, cultural, and spiritual development. On the other, it is drawing increasingly from the leisure life activities of the community for the materials and technics of the classroom. Indeed the best classroom becomes to a degree a mirror of the activities, interests, and problems of everyday existence. It is alive with the things fundamentally interesting to children and it employs the challenges and the methods which everywhere secure a wholehearted response in the minds and hearts of youth. In a word, education is employing the method of the game. Consequently learning begins to take on the absorption, satisfaction, and joy that a child exhibits in his play.

The spare time agencies hold a strategic position with relation to the leisure of both children and adults. As they have been working with recognized success in the field for a great many years, the contribution they are in a position to make to the educator is substantial. The National Recreation Association, one of the oldest of these agencies, has, since its founding in Washington, D. C. in 1906, been engaged in aiding communities to develop broad recreational programs. Since the Association began its promotional and educational activities, the number of cities reporting recreation under leadership has increased from 41 to 945. The average daily attendance of children and adults on the playgrounds exclusive of separate athletic fields, beaches, and swimming pools is conservatively estimated at three millions.

An examination of the viewpoint, services, and literature of the Association with relation to the seven-fold objectives of the National Education Association indicates what aids are available to edu-

cators from this source and from the many city recreation departments, commissions, and committees of which the Association is the national headquarters and clearinghouse. The following statement based on such an inquiry is not intended to be exhaustive in any respect. Yet it is hoped that it will be suggestive to superintendents, college faculties, principals, teachers, school boards, and citizens interested in education.

Health—The value of play and recreation to physical, mental, and spiritual health is too wellrecognized to admit of debate. In the national recreation movement it is accepted as a matter of course that all recreation programs shall be developed with an awareness of health considerations such as proper balance of strenuous and quiet activities, adaptation of activities to age, sex, and physique, adequate physical examinations, first aid, safety of apparatus and facilities, and adequate safeguards in the planning of all programs. Health education is not considered one of the primary responsibilities of the recreation leader who, however, recognizes the importance of this activity in the schools. Games, athletics, water sports, hiking, camping, gardening, and other activities are recognized as media of healthful, joyous play. All-round physical development is sought. One of the main objectives is the development of activities that the individual may employ thruout the major part of his life and which will be a constant factor in keeping him physically and mentally fit.

The field service of the Association, fostering the establishment and enlargement of recreation programs, is, of course, a contribution to the health movement. One of its special services is thru its national physical education service, which has been instrumental in helping to secure state laws requiring compulsory physical education in the schools, in the preparation of syllabi for the teaching of physical education, and in a field and bulletin service to state directors of physical education. The Association also sponsors athletic badge tests, which are graded, progressive tests of physical fitness for boys and girls.

Much of the literature prepared by the Association is a contribution to the

knowledge of recreation methods, which in turn are related to health. Among its publications are:

Camping out. A manual on organized camping, \$2
Normal course in play. \$2
Recreative athletics. \$1
Swimming pool construction, by W. C. Batchelor. \$10
88 successful play activities. \$.60
School play. [Free]
Athletic badge tests for boys and girls.—Prepared by the National Recreation Assn. Published by the Office of Education, Washington, D. C. \$.03 each in quantities of five or more copies.
Miscellaneous pamphlets.

[The publications referred to are only a portion of those published by the Association. A more complete bibliography, including those published and prepared by other organizations, colleges, etc. will be furnished upon request.]

Home—Linton B. Swift, executive secretary of the Family Welfare Association of America, recently said: "Family welfare agencies frequently find a disintegration of family morale which is due largely to a lack of neighborhood or community recreation facilities and leadership and an unsocial use of leisure time. The value of assistance to communities in solving these problems cannot be too greatly emphasized."

Recreation leaders recognize fully that a lively and developing family play life is one of the basic elements in a rich use of leisure. They are aware that whenever feasible, the play of a little child up to seven or eight years of age should be in or about the home with the parents and other members of the family. Therefore, growing attention is being given to the development of services and literature which will enable parents themselves to make full utilization of the backyard, the attic, the basement, the veranda, and other parts of the house for play. Furthermore, their attention has been focused on the development of home dramatics, family music, and social recreation suited to different ages and designed to develop recreation as an integrating force in family life. It is held that the family that *plays* together, *stays* together.

Many cities have conducted special campaigns devised to inspire and inform families concerning home recreation. Prize contests for the best homemade

backyard playground facilities have been held. A number of cities have issued special literature on backyard playground apparatus and home play activities. The national Association has a quantity of literature containing specific helps to recreation leaders and parents fostering home recreation. For conventions and conferences, and available free of all charge except the cost of express, the Association has a model backyard playground designed for a moderate size backyard. Available literature on the subject includes:

Home play. \$.50
 Rural and small community recreation. \$.75
 What can we do? \$.25
 Sand modeling manual. Marcella Rex. \$.20
 Community music study. [To be published]
 Leisure and the home. Theodore Roosevelt.
 [Free]
 Miscellaneous pamphlets.

Learning—Under qualified leadership much of the public play and recreation program is highly educational. It involves, if not the learning, the development of play skills. Its program, based upon a knowledge of child interests and natural development, involves growth in physical, rhythmic, manual, dramatic, linguistic, and social powers. As an outdoor movement, public recreation is in an excellent position to introduce the child to nature not as a dry, didactic study but very much as another fascinating game. Building and flying model airplanes, for example, is a manual activity carried, in its highest stages, to the status of an art. A recreation leader's philosophy of learning, to put it briefly, is that of the unfolding of personality. Education for leisure has two complementary and equally important aspects: the learning of skills and the satisfying employment of skills thru the medium of the opportunities, facilities, and leadership made available by the community. Of course, the line of demarcation between the two is not sharp. While learning the child participates and after he has graduated from school into the work-a-day existence of everyday life, he is ever learning and developing skill as he enjoys activities.

The field services of the Association are in a considerable part training services. Specialists in dramatics, women's and girls' work, music, games, handicrafts, are constantly conducting or assisting in institutes for the training of local volunteer and employed leaders in recreation methods. Many municipal recreation superintendents also conduct their own training courses for volunteers

and for members of their own staffs. The national Association conducts a nine months graduate school in recreation leadership and a correspondence course for recreation leaders. Two hundred colleges, special schools, and organizations conduct courses in recreation and physical education. Some of the available publications are:

Handcraft. \$1.50
 Community songs. Leaflets. \$1.10 per 100
 Games and play for school morale. \$.25
 Normal course in play. \$.2
 Conduct of community centers. \$.25
 Conduct of playgrounds. \$.20
 Complete music memory selections. Lists Nos. 1, 2, and 3. \$.50 to \$.60 each
 Community music. \$1.50
 Working out of music memory contest. \$.10
 Community drama. \$1.50
 Miscellaneous pamphlets.

Citizenship—The method of public recreation is largely the group method. The activities of the athletic team, the orchestra, the chorus, the drama group, involve teamwork. They are training in citizenship. The neighborhood approach is strongly emphasized. The development of neighborhood playgrounds and neighborhood recreation centers is an integral part of the process of developing neighborhood and community loyalties. Public recreation engineering has very close relationship to civic development and statesmanlike planning of the city. Securing, planning, and developing parks, playgrounds, and other recreation areas are a fundamental part of good city planning. Good recreation engineering involves cooperation with real estate subdividers in setting aside recreation space. It has an eye to beautification. It secures open space long in advance of the actual need. Furthermore, such leadership recognizes and utilizes contributions of the foreign born, many of whom bring with them cultural gifts of value to America.

The Association has a special service to real estate subdividers in connection with the setting aside, planning, and developing of recreation areas. It also has a special service to park departments. It works closely with the National Congress of Parents and Teachers, the National Federation of Women's Clubs, the American Legion, and the American Federation of Labor fostering recreation activities in connection with schools and also community programs. Publications:

Play areas, their design and equipment. \$2.50
 County parks. \$.2
 Community buildings. \$.75
 Special pamphlets on citizenship activities.
 Fundamentals in community recreation. [Free]

Donated parks and play areas in the United States. [Free]

Social activities—Twelve publications ranging in price from \$.05 to \$.20

The Christmas book. \$.35

Recreational games and programs. Compiled by John Martin. \$.50

Holiday and special day celebrations. [Material for]

Vocations—A rich variety of play activities involving the development of many kinds of skill and the growth of personality have an important bearing upon the choice of vocation and upon the preparation for satisfying and successful work in adult life. A diversified playground program has exploratory value for a boy or girl, revealing talents and awakening enthusiasms.

Public recreation may also give this service to the individual—inculcate in him the spirit of the game which he may bring into his work life, there to lighten and make more efficient the accomplishment of work.

Avocations—As a leisure time movement, public recreation is primarily concerned with avocations. Out of what the child and adult do in their play may develop lasting hobbies. The recreation program is as broad as leisure time itself, from spinning tops to sketch classes and participation in a community symphony orchestra.

Character—It has already been stated that the development of talents and the growth of personality are primary goals of recreation leadership. Character growth in this sense is of great concern to leaders. The leader's responsibility with reference to moral growth is equally inescapable. Life knows no greater testing medium for conduct and character than the game. At his play, the child gives himself most fully, and is probably most susceptible to suggestion. In this lies the leader's great opportunity for influence.

The national Association is cooperating with local leaders and with social work agencies in the study of the best approach in dealing with cases of juvenile delinquents thru group activities. The Association is also following current experiments in thought related to the process of character growth. Publications:

Children's play and juvenile delinquency. \$.05
 Do play traits breed life traits? John M.

Cooper, D.D. [Free]

Play problems of girls. Agnes R. Wayman. \$.50

Play as an antidote to civilization. Joseph Lee. \$.10

Why we want playgrounds. Charles E. Hughes. [Free]

Beauty Goes to School

KATE V. WOFFORD

County Superintendent, Laurens County, South Carolina

THERE IS a principal of a country school in South Carolina who is a wonder. He is a Smith-Hughes man but his scientific training has not too greatly magnified his love for statistics; neither has it lessened his love for the good brown earth. He has been able to give to the country children of his school something of his own devotion to the soil and the whole life of the school is centered in beautiful and elemental things. He has done more. In a few years he has transformed an entire school district. He began by giving the children an experience in beauty. Only he did not call it that. He said that he beautified his school without and within. He began on the outside for the same reason that all of us, being blessedly human, begin there. He wanted to put his best foot forward. He wanted the parents of his children to catch the beauty which he dreamed for his school and the best way of capturing so fine a thing is for people to be exposed to it and it to them. The beauty reflected today in the home grounds of his neighbors and their community pride bear eloquent witness to how well they have caught his vision. He has made a real demonstration in good citizenship thru the school because after all a good citizen not only owns his own home, he beautifies and loves it. The school is the jointly owned home of the community. By it may be set certain standards of beauty for the individual homes in the community. It should be a place where future citizens find cause for delight.

There was a time when schoolhouses were loveless and ugly places. They were built on ground impossible of cultivation and undesirable for habitation. No one thought of planting trees. A flower bed was foolishness and a school garden was something which people talked over and then laughed about. The best description of that unhappy period, perhaps, is found in Whittier's *School Days*:

Still sits the schoolhouse by the road.
A ragged beggar sunning.

In the sunning, however, nature happily sometimes did wonderful things to

The Treeless Playground

I PASSED a playground large today
Or playground is the name they gave it;
A strip of sand it seemed to me,
Barren as the shore of a far-off sea.
Teeters and swings with dust and grime
Were pounced upon eagerly by boys in line;
The little folks sat on the sand in the sun,
Without a tree to give shade, not a scrubby one.
I thought of a playground we called the "Pines,"
Green, against the glaring summer sun.
With a carpet of needles and velvet moss
Where after a scurrying scramble and toss
We'd run to the spring or the berry bed,
While the shade from the pines danced overhead.
You, who plan playgrounds, wake up and see,
Their need of green grass, their need of a tree.

Margaret M. McCormick.

the ragged beggar. For instance, the unpainted, rectangular, one-room school which we attended as children, in spite of all the local trustees had seemed to do to make it ugly, could never be anything but beautiful to us because of the pines protecting it and the winds in them humming queer songs outside our windows. In the spring a wild plum tree, starved we know now in the red soil, flung white blossoms to the air, glorifying with its prodigality of beauty the whole school ground. That was all. Pines at the back, a plum tree at the side; not much, but at least we had those.

A few years ago the wise men who decide our educational policies became bold enough and wise enough to say that often incidental influences in school are more important than the direct one of teacher on pupil. They began to talk of the environment of the school and the environment of the home. And in fortunate places in America there began to appear beautiful schoolhouses and grounds in which the whole community took pride. Although the school beautification movement has been far-reaching it has affected only the surface. Schools and school grounds, particularly those not urban, are still largely neglected. Sometimes a farmer laughs at what he is pleased to call "highfalutin notions of nature study," yet for it the children are hungering.

I have seen them sit, boys and girls together, thrilled at the possibility of beautification which lay in their native shrubs from nearby woods and flowers from their mothers' gardens. Later I saw these same boys and girls on their school grounds, busying themselves about the delicate task of transplanting dogwood and showing skill in the setting of holly. Sweet shrubs, from leafy places in the woods, found homes under their trained hands in sheltered places on the grounds. Yellow jasmine began the process of beautifying an old shed over an iron pump. A grandfather, after teasing, donated wonderful clumps of old-fashioned boxwood, which his basketball playing grandson tenderly transported to the school and with them graced the graveled walk. Beautiful iris, brought from many gardens, bravely lifted white and purple pennons around the driveway. No ragged beggar sunning on their road!

Beautiful school grounds and beautiful school buildings give a proper pride to the youthful citizen, thus developing good citizenship. I know a school in which five years ago the morale was so

THE MODERN RURAL SCHOOL must meet the needs of modern rural life. Our schools have not begun to tap the great resources of rural life for educational purposes. In the rural community the children are surrounded with living, growing things and with natural beauty on every hand. The occupation of the people has to do with the growth of animals and plants. Who is able to tell of the beauty of rural environment?—Justin Washburn, in the *Illinois Teacher*.

low that high-school boys abused the building until it was almost impossible to recognize it as such. It was difficult to keep the windows properly fitted with panes because many of the twelve-year-old fellows liked to hear the glass tinkle after a stone had been carelessly thrown. Even the doors were kicked open by the ruthless feet of the older ones to save time in opening them. It would be extravagant to say that a concerted community effort on the part of both parents and children to beautify the school brought about a magic change but it did help. A new building also helped and so did an understanding principal, but nothing was more important than a new respect for school property which came about because it was fair to look upon. Today after five years the children in this school honor and protect their school property in a way inspiring to others; they have there a flower garden, planted from their yards at home and tended with all the passionate devotion of adolescent youth.

A flower garden on a portion of the school grounds is not impossible, particularly where land is cheap. Neither is such a garden impractical. In addition to the more subtle training in citizenship and in character the grounds put to such a use may be made a laboratory for nature study. Children who so easily learn the names of a dozen makes of automobiles and a like number of moving-picture actresses should be given the opportunity of recognizing an equal number of flowers by sight and of naming a dozen birds by their songs. If the teacher is wise the garden will soon develop into a haven for birds. At Lan-

ford School in South Carolina in a county where the county superintendent inaugurated and fostered a countywide effort at beautification of school grounds, just such a happy gathering place for birds has come about. The children named their garden "The Birds' Palace" because the birds love it so much. The class in higher mathematics laid off the garden in formal designs and the children in the elementary school provided birdhouses made by themselves. Not content with providing the houses the children went further and built a bird bath, both ornamental and useful, and later a bird feeding station, so that their feathered visitors might feel entirely welcome.

Nature study, as no other phase of the school, gives a wonderful opportunity for character training. I have heard many skilled teachers instructing little children on the character problem of sowing and reaping but I have never yet known any lesson so surely and beautifully taught as may be witnessed in the shining triumph of a row of daffodils. In no part of school work may a child more quickly see the result of shabby work done grudgingly. Nature pays us back in our own coin and life has the same quickly sure way of dealing with both the just and the unjust.

The homes of America are being beautified as never before. Garden clubs can be formed in the smallest of small towns. But what of our schools where children, every day, are receiving their standards of beauty? Is it not about time that the prince should fit the slipper to the "ragged beggar?" It has long ago struck twelve o'clock!

THE REFERENCES here listed, which are given thru the cooperation of the library of the U. S. Office of Education, offer material of practical value at small cost.

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Games and equipment for small rural schools. Ready, Marie M.; U. S. Office of Education bulletin, 1927, no. 8. Government Printing Office. 5 cents; additional copies, 2 cents each.

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The Guidance Program in Denver

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DENVER'S PROGRAM of pupil guidance and counseling, according to a bulletin issued by a committee of advisers and principals, aims to "help boys and girls to make right choices in relation to health, school, community, vocation, and personal problems. It aims to help boys and girls to help themselves. Its ultimate aim is self-guidance." Plans for educational, vocational, health, social-civic, and moral guidance are included in the program.

In the junior and senior high schools the organization of the program is centered in the homeroom which is directed by the homeroom teacher. Homerooms combine to form class groups under the guidance of a class sponsor. In each junior high school a boys' adviser and a girls' adviser are directly responsible for the personal guidance of the boys and girls and for the administration of the guidance organization within the school. They supplement and direct the work of the sponsors, homeroom teachers, and others of the guidance personnel. The time allotted for their work varies from halftime to fulltime. In each senior high school, guidance work for the girls is directed by a dean of girls; for the boys, by an assistant principal. They are given fulltime for their work.

In addition to the homeroom, the class organization, and the school advisers, this guidance program includes club and assembly activities and a program of student participation in school government. The regular classroom also functions as a strong guidance factor. Any one or all of the several types of guidance mentioned may be given in any one or all of the activities of the school and may be group or individual in nature.

The activities of the various student-government organizations offer opportunities for social-civic guidance. The report of a case handled by the Boys' Senior Corps, which is made up of ninth-grade boys and acts as a boys' welfare club for the school, offers an interesting illustration of such guidance in one junior high school.

It was assembly time in the school; there was to be an outside speaker. He came into the building and placed his topcoat, hat, and gloves on the seat outside the assembly hall. When he returned for them after the program the gloves were missing.

The boys' adviser was notified. He got in touch with members of the Boys' Senior Corps. These boys searched the lockers and the gloves were found in a locker belonging to R. C. What should be done with R. C.?

The Boys' Senior Corps met to discuss the case. Though the group was sponsored by the boys' adviser, the discussion in this case was left entirely in the hands of the boys.

The first attitude of the group was expressed by John: "Well, I think that R. should be made to appear before the school assembly and apologize for his actions and promise never to steal again."

This met with the approval of some but others were of Carl's opinion: "No! that wouldn't be the thing, as he would leave school, and that isn't what we want. We want him in school. We want him to know that he can't get away with stealing."

After a period of debate it was finally decided that a committee of three boys should discuss the question with R. It was agreed they would present to him the attitude of the members of the group and get his point of view and then try to secure from him a promise of future good behavior. Such a meeting was held and a satisfactory agreement with R. C. was reached.

Two purposes were served by this action. The members of the Boys' Senior Corps received a valuable experience in dealing with another's problem in a direct way. At the same time R. C. became cognizant of the effect of his act upon himself and upon society as typified by the Boys' Senior Corps.

Educational and vocational guidance, particularly the former, are of major importance in the junior-high-school program. Definite educational guidance is first required in the selection of eighth-grade electives and again in the selection of the ninth-grade program which forms the basis of the entire senior-high-school course. At the beginning of the ninth grade a choice of future educational plans, tentative to be sure, is made. These educational choices are inseparably connected with future vocations, thus compelling a definite tie-up between educational and vocational guidance. This vocational guidance in junior high schools usually takes the form of vocational information thru try-out courses, special group meetings, selected social science subjectmatter, and individual conferences. It is only in a few cases that definite vocational selection is made in the junior high school.

The homeroom has proved to be one of the best agencies for giving vocational guidance in the junior high school. Homeroom programs have been worked

out to meet this need. Much of this guidance is also done by the class sponsors or advisers. The following conference of a sponsor with a ninth-grade boy is illustrative of junior-high-school vocational guidance programs.

John was called to the sponsor's room and the following conference took place:

"Well, John, you will soon be ready to enter senior high school. What courses would you like to take?" "I don't know all the courses but I want to take courses so I can enter the agricultural college."

"The agricultural college is a fine school but why have you selected it?" "Well, you see, I want to be a forest ranger; and I can get special work that prepares for the forest service in an agricultural college."

"Oh! I see. And what made you think you would like to be a forest ranger?" "Last summer I spent my vacation in the Sangre de Cristo Mountains. We were camped close to the rangers' station. The rangers took me on a lot of their trips thru the mountains. I helped build trails, count cattle, fight fires, and a lot of other things. Believe me, those rangers sure don't have any time to loaf. And I like the mountains; and, anyway, I want to be a ranger."

"That's fine. Now let's see what course we can outline for you in senior high school that will help you most."

After considerable discussion of the various subjects offered, John's senior-high-school program was tentatively outlined. John then took this program home for the approval of his parents. Upon securing this approval a copy of the card was sent to the senior high school in which John was to enrol.

The class sponsor puts in a great deal of time in such conferences, many of them much more difficult.

Health guidance, like much of the other guidance work, is not confined to any one individual, organization, or activity. It may be found in the homeroom, the classroom, or the club; or it may be given by an adviser, a sponsor, the school nurse, dietician, physical education instructor, or others of the staff. In fact the program of health education, together with a complete program of dental, physical, and orthopedic examinations, cares for practically all health problems. In most Denver schools the dietician does a great deal in health guidance thru individual conferences, lunchroom supervision, contests, and inspection of lunches brought from home. She is also in charge of rest and midmorning lunch groups and is subject to call in case of illness or pretended illness in the classroom.

In the Denver program the homeroom offers numerous opportunities for character education of the moral type. Programs for the entire group are worked out at least once a week, while individual guidance of these pupils is constant and continuous. A report on one of these group programs will indicate the type of guidance work that is being carried on thruout the homerooms.

The topic "Mistakes as Factors in Success" was presented in a homeroom of high division 9A pupils.

The first things to attract attention were the drawings of two tombstones which had been made by members of the group. One of these was very large and its inscription could be read from any place in the room. The other was small and could only be read upon close inspection. The two inscriptions were as follows:

Here Lies	Here Lies
James A. Jones	Arthur C. Meanwell
He Made	Avoided
Mistakes	Mistakes and Died
But	in
Built A City	Obscurity

The discussion was directed by a boy and took the following course:

"After studying for this program, I don't feel so badly when I make a mistake or pull a 'boner,' because it seems as though we have to make a good many mistakes before we can succeed. Who

can give some examples of mistakes that have later resulted in success?"

Three or four hands immediately went up.

"I think Edison is a dandy example," declared John. "He made many mistakes and spent years in experimenting before he finally got the poorest kind of an electric light. I think this has been true of practically all inventors."

"It may be true for inventors, most of them anyway," chimed in George, "but what about Lindbergh and the other aviators? Believe me, they can't afford to make mistakes and I don't believe it is always true that mistakes are necessary to success."

This touched off practically the whole class and the leader found himself selecting those entitled to the floor. His handling of this difficulty was one of the features of the program.

"Mary Jane has the floor," he declared. Others subsided but sat on the edges of their seats, anxious to be the first recognized when Mary Jane had finished.

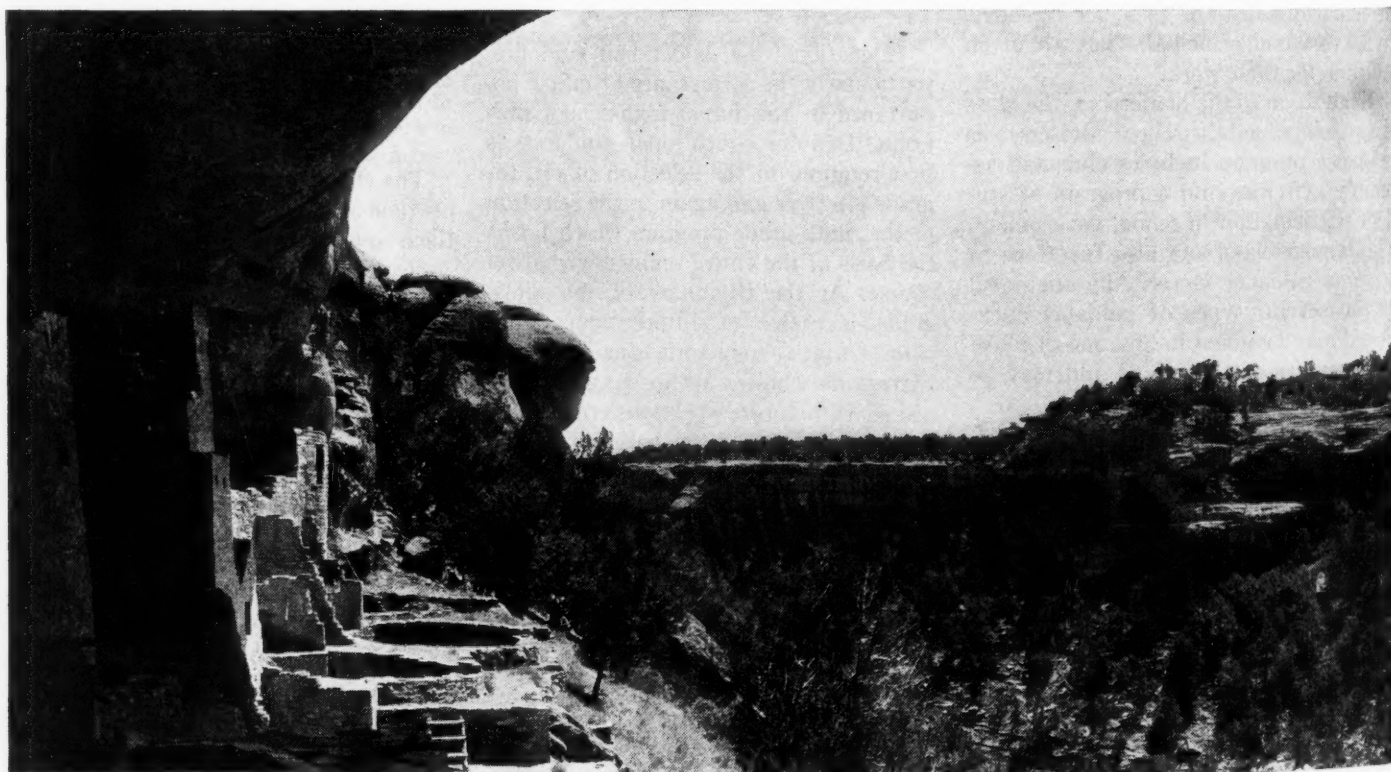
"I think George has made a good point," said Mary Jane. "Mistakes may not always be necessary to success. But what I think is meant by our topic is this: The person who makes mistakes is usually doing things. The person who makes no mistakes usually doesn't do enough to have any chance to make mis-

takes. That's what the tombstones illustrate. I think what is meant by our topic is that the person who does things is likely to make mistakes but in doing things he succeeds in life."

Alice was on her feet. "I think Mary Jane is exactly right but there is something else I would like to add. It isn't the mistakes we make that hurt us; it's when we make the same mistakes over and over again that we don't get anywhere. I may make a mistake in an algebra problem today and probably will; but I am going to do my best not to make the same mistake again."

Discussion of this type continued for the full twenty-five-minute period. The lives of great men were presented as examples of the thought expressed by the program title. The discussion was led and carried on entirely by the pupils. The teacher, the principal, and a visitor were in the room. Not once did the teacher enter the discussion. It is true that the discussion of such a subject would be more difficult for a low group. But for this class it was extremely pertinent and received a wholehearted response from the class.

Thru their guidance program the Denver high schools attempt to develop in the pupils the habit of right thinking and the ability to make right choices in relation to health, morality, social conduct, future education, and work in life.



DENVER, the center of one of the great outdoor play regions of the world, is planning generous hospitality for the World Federation of Education Associations at its fourth biennial conference, July 27 to August 2. The photo shows the famous Cliff Palace near Denver.

It's the Race that Counts

LOVE OF HOME and the desire for fine children have been strong among all the great civilized peoples of history. Even young folks are deeply moved by these powerful ideals. Alcohol strikes at the very foundation of racial advance. Laboratory experiments have taught us that even small doses of alcohol attack the most highly developed cells of the body—the brain, the nerves, the racial cells of procreation. These creative cells in alcoholic parents—if not completely destroyed—are degenerated and the child suffers the fatal consequences even before birth. The children of drinking parents show a strong tendency toward weakened mentality—there are more idiots and inferior individuals among them. It is even probable that the germ plasm itself—that vital spark which continues on thru countless centuries—is so affected by alcohol that the children for generations to come suffer from the sins of the fathers. It is the race that counts and alcohol is an enemy of its advance.—Doctor K. Herman Bouman, noted Dutch scientist and psychiatrist, University of Amsterdam, Holland.

[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. 20127.]

The United States Office of Education

THE SCHOOL'S FUTURE PLACE—"There will come a time," predicts Commissioner Cooper, "when the school will be society's agent for dealing with its minors, which means, of course, that it will absorb in addition to its educational functions the functions of the juvenile court, the reformatory, and all the rest of these agencies. I believe we may look forward, within the lifetime of some of us, to the day when this will come about."

The march of education—Every two years the Office of Education makes a survey of education. The Biennial Survey of education's progress during 1929 and 1930 is well underway. While the completed Survey will be published in two volumes, one, a review by authorities, the other, statistics, the chapters will be released as soon as possible. Seven chapters: art, music, medical, engineering, agricultural, hygiene and physical education, and educational foundations are in press. Other chapters now under preparation will review school administration and finance; elementary, secondary, industrial, commercial, homemaking, special, adult, and college and university education; teacher preparation; education of indigenous peoples and negroes; radio; libraries; educational research; and museums. Statistical summaries now being collected will be available next fall.

Best seller—Twenty years ago a committee on articulation of high school and college reported to the National Education Association. That report's by-product, the Commission on the Reorganization of Secondary Education, condensed its findings into 27 pages which were published by the Office of Education under the title, *Cardinal Principles of Secondary Education*, Bulletin 1918, No. 35. So popular is this thin booklet that last month the plates, worn out after printing 116,000 sale copies, had to be remade. A government best seller, *Cardinal Principles*, has been topped only by *Classroom Weight Record*, 1,826,638 copies sold, and *Diet for the School Child*, 408,702 copies sold.

Dollar packets—Believing that the problem of sending a nickel [no stamps accepted] for a government publication overtaxes even highly trained minds, the Office of Education has simplified the task. It offers selected publications in \$1 packets. A check, money order, or

dollar bill will bring a group of 6 to 11 Office of Education publications useful in a particular field. The Dollar Educa-



SABRA W. VOUGHT, new head of the library division of the Office of Education, has charge of one of the largest collections of books, pamphlets, and theses on education in the world.

tional Packets now ready are: No. 1, *Nursery-Kindergarten-Primary Education*; No. 2, *Educational Research*; No. 3, *Administration and Supervision of Rural Schools*; No. 4, *Higher Education*; and No. 5, *Elementary School Principals*. A list of what each of these packets contains will be forwarded upon application to the Office of Education, Department of the Interior, Washington, D. C.

New publications—*School Building Survey and Program for Warwick, Rhode Island*, by Alice Barrows, specialist in school building problems, Office of Education.

Warwick, like so many American suburbs, is in the path of an expanding big city, so the proposed 7-year plan for its building program should be helpful to other communities similarly placed.

Availability of Public-School Education in Rural Communities, by W. H. Gaumnitz, senior specialist in rural education problems, Office of Education.

A 5-mile walk to school in the morning and a 5-mile walk home at night; so far runs the long road to learning for some American boys and girls, it is revealed

in this bulletin which analyzes some educational handicaps of the farm child.

Statistics of the Negro Race, 1927-28, by David T. Bloise, assistant statistician, Office of Education, is a statistical and graphical summary of education for negroes in the United States.

Another year of schooling—"America's traditionally accepted school age of 6 years is gradually becoming a thing of the past," says Dr. Mary Dabney Davis, specialist in nursery-kindergarten-primary education for the Office of Education. "An increase of more than 50 percent has been made in kindergarten enrolment in the United States during the past 10 years," she finds. Kindergartens are incorporated in 8 out of 10 school systems in cities of 30,000 or more, and in 5 out of 10 cities of 2500 or more. This increase in enrolment has been made in face of decreased birth rate. Nursery schools also show a phenomenal growth. There were 3 in 1920; there are more than 300 now.

New educational talking pictures—Members of the staffs of the Office of Education and the National Education Association recently reviewed the first showing of new educational talking pictures presented by the Electrical Research Products, Inc., in the auditorium of the Department of the Interior. Prof. William H. Kilpatrick of Columbia University spoke in the first film, expounding John Dewey's philosophy underlying creative activity methods thru self-expression by the individual student. To illustrate the lecturer's points, the talking picture shifted occasionally to classroom scenes in Lincoln School, New York City. Following the film, which was notable for the absence of crackling and noise, Miss Florence E. Bamberger, professor of education at Johns Hopkins University, addressed in person those attending the preshowing, answering questions which arose. The new educational talkies, include films by Hughes Mearns, New York University, on creative education, Arnold Gesell, Yale University, on work of the Yale Psychoclinic with children, Richard Allen, assistant superintendent of schools, Providence, R. I., on guidance, Prof. Arthur I. Gates, Columbia University, on reading, Prof. Guy T. Buswell, University of Chicago, on arithmetic, and William John Cooper, commissioner of education, on civics and government.—W. D. B.

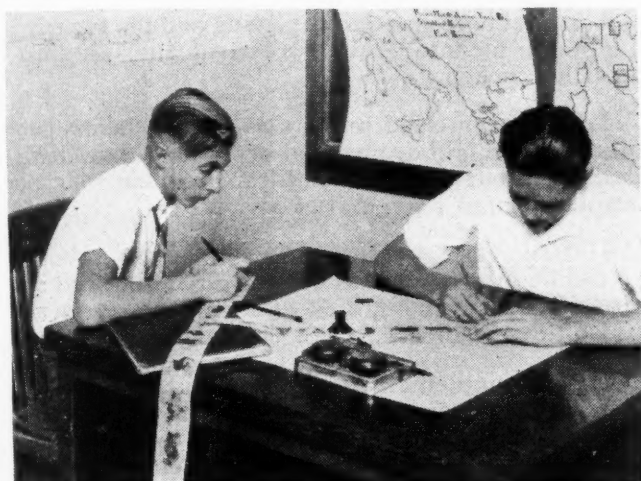
Glimpses of Los Angeles Schools



POINT FERMIN SCHOOL. Semitropical shrubbery is a distinctive note of school landscapes in this warm and equable climate.



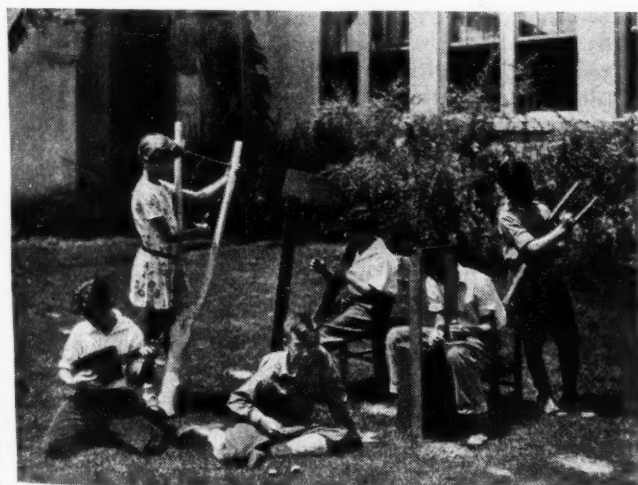
CARTHAY CENTER Elementary School. In its school architecture Los Angeles preserves the memory of its Spanish past.



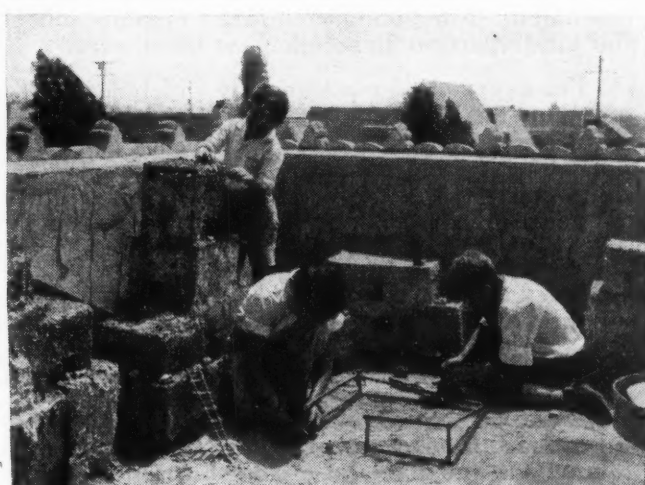
DRAWING "still film" strip on paper in learning the use of visual aids—a project inspired by an important local industry.



GROCERY STORE built by enterprising 2B pupils of Hammel Street School. Thru such activities pupils learn by doing.



MAKING PRIMITIVE musical instruments at the Rosewood Avenue School—an activity for opportunity students.



AN INDIAN PROJECT of primary pupils, Rosewood Avenue School. Creative work appeals to opportunity groups.

LET EVERY TEACHER ask himself this question: Can I afford to miss the Los Angeles convention of the National Education Association, June 27-July 4, with its opportunity for fine companionship, exhilarating travel, progressive ideas, and inspiring professional outlook?

The Children's Charter

PRESIDENT HOOVER'S White House Conference on Child Health and Protection recognizing the rights of the child as the first rights of citizenship pledges itself to these aims for the children of America:

I For every child spiritual and moral training to help him to stand firm under the pressure of life.

II For every child understanding and the guarding of his personality as his most precious gift.

III For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make childbearing safer.

V For every child health protection from birth through adolescence including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

VII For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

X For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

XI For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and for parents supplementary training to fit them to deal wisely with the problems of parenthood.

XII For every child education for safety and protection against accidents to which modern condi-

tions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly.

XIII For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

XIV For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court, and institutions when needed, shaped to return him whenever possible to the normal stream of life.

XV For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

XVI For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of their right of comradeship, of play, and of joy.

XVII For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

XVIII To supplement the home and the school in the training of youth and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

XIX To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health and welfare with full-time officials, coordinating with a statewide program which will be responsive to a nationwide program of general information, statistics, and scientific research. This should include:

[a] Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers.

[b] Available hospital beds.

[c] Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For EVERY child these rights, regardless of race, or color, or situation wherever he may live under the protection of the American flag.

New Standards for Teacher Training

E. S. EVENDEN

Professor of Education, Teachers College, Columbia University

TWENTY YEARS AGO the typical American woman teacher was only a high-school graduate who after five years of experience was receiving \$485 a year. In two short, crowded decades the picture has been greatly changed. Today the typical American woman teacher has two or more years of professional preparation beyond the high school and is receiving three times the former salary. There are several cities and at least one state in which the minimum preparation required of all beginning teachers is a bachelor's degree or its equivalent.

During the six years just past teachers have been paid actually and relatively more than ever before in the history of this country. This does not mean that they are in any sense overpaid but it has had a significant result. By adding financial desirability to other advantages of teaching these higher salaries have turned the "teacher shortage" of war and post-war days into a generous "teacher surplus," if "teacher" is defined as "a person having a legal certificate or diploma entitling him to teach." This surplus of teachers is temporarily embarrassing because it produces a keen competition for positions between the professionally prepared and the untrained teachers. Since the untrained teachers can underbid they are too frequently elected by school-board members lacking both financial and educational vision. As a result of this competition professionally prepared teachers are often unable to secure positions. Two things are necessary to turn this situation to the lasting benefit of American education. *The first is a systematic effort on the part of all teachers to educate the public school patrons to select the best trained teachers from among the available candidates. The second is to raise the standards for all entering teachers and thereby make teaching less of a vocation and more of a profession.* Several states have already availed themselves of this opportunity and others will undoubtedly do so. The problems connected with raising the standards for the professional preparation of teachers are extremely difficult of solution and the solutions are in turn very far-reaching in their results. The

problems are complex and bear intimately upon public education.

Should the period of professional preparation for teachers in the elementary schools be as long as for teachers in the junior and senior high schools, and if not, should the difference be one year, two years, or more?

If a teacher has spent two years in a teachers college preparing to teach in an elementary school, should it be possible to return to the college after some experience and in two years qualify for teaching in a high school?

Should a teacher be restricted by certification to teaching in the type of position for which he is professionally prepared and only in such a position?

Should normal schools and teachers colleges select the best of the applicants for admission or should they take all who desire to attend provided they have the prescribed high-school credentials?

Should the content and method of instruction in institutions for the preparation of teachers be different from the content and method of instruction in a liberal arts college and if so, how?

Obviously if to increase standards for the preservice training of teachers involves such complicated mixtures of social, educational, and economic elements, standards should not be increased except as they are socially approved, educationally desirable, and economically possible. Society has expressed its approval of various standards by means of state certification laws. Educational leaders have expressed their judgments of what is desirable largely thru standards adopted by their voluntary professional associations. The economic effect of the law of supply and demand has determined how far both groups may go in the raising of standards.

Even though members of the National Education Association must interest themselves in all three phases of the problems of raising standards in our profession and become sensitive to the implications of the various proposals in larger terms than the effect upon themselves as individuals, it is the specific purpose of this article to call attention to some of the work of the educational standardizing associations.

No one will dispute the statement that the several regional associations of colleges and secondary schools established for the purpose of developing more effective relationships between these two groups have both directly and indirectly influenced the standards for the training

of teachers—particularly those for high-school teachers. The same can be said for the work of the American Council on Education and the Association of American Universities. If teaching is to be a profession the question must be settled as to whether its standards, like those of the other professions, are to be determined by the profession itself and its supporting public or whether the standards are to be guided directly and indirectly by associations, the primary purpose of whose member-institutions is not the preparation of teachers. The answer to this question rests largely with a relatively young organization—the American Association of Teachers Colleges—a department of the National Education Association.

The American Association of Teachers Colleges since its first organization as the Normal School Principals Association has been primarily interested in raising the standards for the preservice preparation of teachers. After several years of preliminary work by committees of the Association a set of standards for teachers colleges was presented and tentatively adopted at the 1926 meeting in Washington, D. C. Since that time some of the standards have been revised in the light of findings of special studies bearing on particular standards. At the present time these standards are specifically designed for institutions the primary purpose of which is to prepare teachers. The standards may be said to represent the best judgments of the presidents and faculties of the 175 institutions belonging to the Association on the question of what constitute the most desirable elements for such schools.

The standards as revised are published each year in the yearbook of the American Association of Teachers Colleges and also in the *Proceedings* of the National Education Association and are therefore easily available for any teacher interested in a detailed statement.

At the present time the American Association of Teachers Colleges will not recognize for membership any institution whose work is not distinctly on the collegiate level. Entrance and graduation requirements are the same as those for standard colleges and the undergraduate division of state universities, except that

experienced teachers over 21 years of age may be admitted and allowed to make up deficient high-school credits and with the additional exception that not more than one fourth of any course may be taken in extension or correspondence. Standards also insure an adequate number of wellprepared faculty members; sufficient facilities for demonstration and practise teaching; professional and graded curriculums; desirable living conditions for all outoftown students; an efficient library of books, periodicals, and reference material, adequately housed and in charge of trained librarians; appropriate, wellequipped, and sanitary buildings; and adequate support. The attempt has been made by the Association on several of the items to set the standards so that any school meeting them will be distinctly a professional school for the preparation of teachers and that any school which is not directly interested in the preparation of teachers will be unable or unwilling to meet them. In making standards as specific as is necessary to accomplish this purpose there is always the danger of overemphasizing formal items to the extent of excluding essential professional elements. This danger is not so great, however, if the standardizing group is willing to revise its standards whenever there is additional evidence to warrant such revision. This attitude has characterized the American Association of Teachers Colleges from its beginning.

The items in the standards which most clearly indicate the distinctively professional purpose of normal schools and teachers colleges are those having to do with the preparation of the faculty, the training-school facilities, and the college curriculums. A decided professional advance was made when the standard was accepted that the faculties of practise and demonstration schools should, after 1932, meet the same standards of preparation as the other faculty members, namely, a minimum of the master's degree. The standards suggest the desirability of at least three years of graduate preparation of a distinctly professional quality for the faculty members of teachers colleges. In applying this standard, teachers college executives must, by their selections, insist on having the additional training, the ability to teach, and also a genuine interest in and an intelligent sensitiveness for the professional problems in the preparation of teachers. In professional schools more than in colleges offering general courses, the mere possession of an advanced

degree, even if it insured a corresponding ability to teach, which it unfortunately does not, is of little value unless it is accompanied by the professional sensitiveness just mentioned.

One cannot think seriously of preparing students for a profession which involves skills as well as knowledge without having laboratories where those skills may be perfected under careful supervision. The training school is the essential laboratory for the teachers college. The present standards call for a laboratory school in which demonstration teaching may be given and in which every student completing a curriculum entitling him to teach may have a minimum of 90 hours of supervised practise teaching. There is no conclusive evidence to show that 90 hours of such teaching is enough, too little, or too much and the standard may be changed when the results of some controled experiments now in progress are available. There is little likelihood that these experiments will indicate that teachers colleges do not need facilities for observation and practise teaching. At most they will suggest changes in the order and the relative amounts of each. The laboratory school will continue to be one of the distinctive professional elements of teachers colleges.

Another element peculiar to teachers colleges must be their professional curriculums designed specifically for the preparation of teachers and even more specifically of teachers for particular types of teaching positions. This is an element most difficult to standardize and fraught with grave dangers. At the present time there is little agreement among teachers as to what courses and units of work are best adapted for the preparation of, for example, a fifth-grade teacher. When there is more agreement or when the relative values of various courses have been more exactly determined it will be possible to plan a curriculum of the length required to include the essential elements. Even then it will be necessary to allow for individual differences in the abilities and backgrounds of the students, for the variations in the needs of the teachers going into different states, and for different types of communities within states. At present the temptation exists for teachers colleges to make their curriculums more general so that they will prepare a teacher less specifically and less thoroughly but for a wider range of positions. The extreme form for such general training is the usual liberal arts type of course which would not only "prepare" a student to accept a position

from a variety of teaching positions but equally well to enter business, journalism, politics, social work, homemaking, and other occupations, to say nothing of entering graduate professional schools. This is not a criticism of general college education but is instead a criticism of training for a specific professional task. Most leaders in the field of education decry the fact that teachers do not have more general education but desire it as *a foundation for professional training instead of a substitute for it*. Because American taxpayers are not yet ready to demand and pay for professional training on a graduate level it is necessary to provide for it in two, three, or four years of college work. How can this best be done? In what order should essential courses be given? Should "subjectmatter" courses and "professional" courses be given separately or blended in what Professor Bagley describes as courses of professionally treated subjectmatter? These are all controversial issues at present and must await even temporary standardization until the products of various types of curriculums are put to the ultimate test of teaching success both immediately following graduation and five and ten years later. In the meantime every teachers college faculty should become conscious of the importance of studying and even experimenting with the curriculums for preparing teachers for various types of positions. The problems presented by the teachers college curriculums are not only intrinsically worthwhile for study by professional groups but they are vital to the very continuance of separate professional schools for the preparation of teachers. The liberal arts colleges of the country have become competing teacher-training institutions often without being fully aware of it and more often without any conscious effort to become such. As standards for elementary teachers are raised this tendency will increase rather than diminish. No one with any professional spirit would wish to prejudge this issue any more than he would wish it to be settled by the defaulting of either one of the contending points of view. The teachers of the country—the source of all standards—cannot escape the professional obligation to interest themselves in these, their own professional standards and to assist willingly and with intelligent sympathy in the revision and refinement of any and all of these standards as they are tested by the white heat of competitive practise in the great crucible of the American public schools.

The New Point of View in Education

FROM THE EDITOR'S MAIL—"I wish that sometime someone who is very wellknown could be induced to write a very plain article on the *real meaning of freedom* in the schoolroom. This probably seems a shopworn theme to you but you would be amazed to know how many teachers I've seen and talked with, still hug the delusion that *freedom* necessitates aimless, undirected activities. I wish someone would write a clear, analytic article—someone who counts educationally. Confidentially, I'd like an article in a magazine which I know our teachers all receive and read."

Perhaps a good way to answer this letter is to publish here a radio dialog which William H. Kilpatrick and students of Teachers College gave in the radio program of the National Education Association in November 1930 in connection with American Education Week.

Radio Announcer: Dr. William H. Kilpatrick, professor of philosophy at Columbia University, New York City, has been for years a strong advocate of many new methods of teaching that have been introduced into the modern school. He is author of a notable book called *Foundations of Method* which has had a wide influence in changing the schools of yesterday to what they are today. His classes in educational philosophy at Columbia enrol hundreds. Every civilized nation in the world has at some time been represented by students in his classes which have become famous because its instructor continuously shows how his educational philosophy works by applying it himself in his own teaching. He is frequently visited by parents, teachers, students of education, and others interested in what the schools do and why they do it that way. Such a group has just called at Dr. Kilpatrick's office. The radio audience will hear a part of their conversation.

Dr. Kilpatrick: It is a pleasure to greet you here. I shall be glad to answer as best I can any questions that you may care to ask about my educational ideas.

Mr. A.: We have heard, Dr. Kilpatrick, a good deal about "freedom" in your kind of school, "free activity" and the like. That troubles us. If the child never does anything but what he wants to do, will he not run wild? In fact, is not much of the lawlessness of the present day due to the lax ways in which modern schools are run?

Dr. Kilpatrick: Let's take freedom first. We do see boisterous and discourteous children. How do children come by such things? These things don't just happen. They are learned. All such traits are learned. How then does a child learn to be courteous or discourteous?

First, to learn anything we have to do that thing. You cannot learn what you do not do. We all know this, say for roller-skating. It holds just the same for courtesy or selfishness. A selfish child has previously been acting selfishly. We need then a school in which actual living can go on so that the child will have many chances to exercise desirable traits and then we need enough freedom in the school to let him exercise these traits. That is why our kind of school is different. Sitting still at desks gives too little practise for many, many things the child needs.

Mr. B.: But I don't quite understand, Dr. Kilpatrick, about freedom. If you turn children loose to do as they please, won't they naturally choose the bad traits to practise and so grow selfish and boisterous?

Dr. Kilpatrick: You seem to have been entirely misled about our schools. Turning children loose is the last thing we propose to do. We hate that notion of freedom. We wish only the kind of freedom that promises the best habits and attitudes. We mean the teachers to watch most carefully what is being practised. We work for the better traits with all the ingenuity we have. Only this, if the child is to learn consideration for others, for example, he must exercise consideration inside, in his heart as well as on the outside. In fact it is this inside that tells whether he is really practising consideration.

Mr. B.: Do you mean then, Dr. Kilpatrick, that you would not *make* children practise thoughtfulness?

Dr. Kilpatrick: How can you compel anybody to be considerate, really considerate, on the inside? You can compel outward movements but who can compel the heart? It cannot be done. The finest qualities of the heart and character cannot be compelled. Our schools then are trying to provide the kind of life that will take hold of our children in the best way and bring out the best in them and give it practise. The oldfashioned schools starved the finer side of life and character by believing too much in having the teacher decide and order everything.

But let us return to the process of learning. Exercise is not the whole story. We do not learn all things we engage in. We may do a certain thing and learn *to do it*; we may do a thing and *not learn to do it*. Consider yourself: you drive a car. Do you sometimes try to avoid the crowd and find a new way to a certain place? When you do try a new road, do you next time take that way again? You will take it again if that road meets the case for you, meets the situation for you, all things considered. If not, you will not come back. Now this taking it again or not taking it again is exactly learning. If the new road meets your case this time and again and again, you *learn to take* that road. If it does not meet your case, your situation, and though you try it more than once, you do not *learn to take* that road.

It is the same way with a child and his learning. He learns to be courteous or discourteous, quiet or boisterous, selfish or unselfish, according as one or the other works for him when he tries it. It is not simply doing it; it is how it works when he does do it and, note you, how it works for the learner, as he sees it, all things considered. We try then to provide a school where the better things have a better chance to win out. Mere compulsion need not work. It may do more harm than good. The child may be learning to hate what we wanted him to like and admire and perhaps besides to hate us.

Mr. C.: But what about the school and modern lawlessness?

Dr. Kilpatrick: There is too much lawlessness but the figures are hard to get and harder still to interpret. But why blame the school? Consider as an illustration traffic congestion in our streets. Are things getting better or worse? Getting worse, you say, for the past fifteen or twenty years, especially of late years. What about traffic lights? When did they come in? About five or ten years ago but mostly of late years. Then traffic congestion got worse as the traffic lights came in? Do you think the lights made congestion worse? You do not. The lights help but they cannot do the impossible. Now it is much the same with modern education and modern lawlessness. A better education has helped the situation but it cannot do the impossible. In 1837, hundreds of rural schools were shut up in Massachusetts because the pupils ran the teachers off. Our schools have nowadays no such "lawlessness" as that. In

1845, in Boston, an average public school of 400 pupils had 65 whippings a day. We have nothing like that. The schools have learned better how to treat children; and our pupils are very, very much better behaved now than formerly. My kind of education is too new to have had much effect but the moving of education in my direction has helped, not hurt the situation. As well blame the traffic lights for traffic congestion as blame modern schools for modern lawlessness.

Mrs. D.: But I still don't understand one thing. Life has in it much that is hard and disagreeable. Every day I do things I don't wish to do, washing dishes, for example. But I have to do them and I do. Tell me how children can learn on you plan to do the disagreeable.

Dr. Kilpatrick: I agree that we have to learn to do many things in spite of their being disagreeable. The question is how to learn it. Let's consider the matter. Do you do all the disagreeable things you know or only some? Which ones do you do? Is it not again a question of doing what meets the case to you? You have learned to wash your dishes because, all things considered, to do so does meet your case. Otherwise, you would soon learn not to do it. You prefer clean dishes and, all things considered, the task falls to you. You did not learn to do disagreeable things as such. No one does. No one ought to. You really learned to do this particular disagreeable thing by learning to prefer clean dishes and by learning to tell whether a task falls fairly to you. Also you learned from childhood on to stick more or less well to your purpose, to follow your ideal, in spite of difficulties. Now the best if not the only way to learn these three things and their like is to practise them under conditions where they best meet the case. Our kind of schools with their emphasis on pupil enterprises and on actual experiencing furnish, we believe, the best available conditions for practising and learning these things. In this way one learns intelligently to face the disagreeable.

Mr. F.: What troubles me most is the slighting of the fundamentals in the modern school, especially the Three R's. When I was young these fundamental subjects had the right of way. Now I find them being pushed into the background. What do you say to that?

Dr. Kilpatrick: I have two things to say. First, as to the time spent on the Three R's now in comparison with the past. A most careful study shows that in one hundred years the proportion of time spent on the Three R's has decreased

from about 92 percent to about 52 percent. This at first seems to bear out your impression. But when you take into account the length of the school day, the greater length of the school year, and the longer time that most children stay in school, the actual number of hours that the average school child now gives to the Three R's is about three times as much as was once given. In the ordinary public school, the Three R's are not being slighted.

Second, some people seem to fear that our schools will slight the necessary subjectmatter because we prefer not to teach separated subjects as such. As I shall explain in a moment, we are avowedly more interested in the child and his allround welfare than in subjectmatter but this need not show any loss of really desirable subjectmatter. In fact, Dean Collings, of the University of Oklahoma, who has made the best report on this point, showed that his famous rural school in Missouri surpassed the neighboring schools in the subjectmatter learnings and even surpassed what is called the national standards. I may add that in other learnings, which I myself think are far more valuable, he much surpassed the others.

It may be well if I try to sum up the difference between our kind of school and the older kind. The ordinary traditional school puts its emphasis on the course of study and on having children finish that. It makes much of examinations and standardized tests. These are used to judge both pupils and teachers. The teachers in this older kind of school will then almost necessarily stress those things which are to be brought up in judgment against them, namely, the results of tests and examinations. Many better and finer things, esthetic appreciation, mental health, and moral character will be pushed aside for these more tangible and measurable things.

Moreover this older school, with its emphasis on assigned subjectmatter, acts as if only one thing were being learned at once, the arithmetic lesson for example. But these pupils are learning much more. In the arithmetic, they are building attitudes toward arithmetic and school, whether to like or dislike these, and what they will do about it when they get a chance. Even more important, they are building attitudes toward themselves, whether to go on and try to make something of themselves or to give it up as a hopeless task. Such learnings go on all the time. The older school gave its major attention to the formal course

of study and shut its eyes to these attendant learnings.

Our school does exactly the opposite. It emphasizes human personality. It says that the child and his welfare—his growth along all good lines—is the one chief thing to be considered. All else—examinations, tests, course of study, even the administration itself—all these come second and only then at all as they help the whole child to grow.

We aim then to take care of each child as a human personality. If there is any first part in him it is perhaps his "mental health," that he may be a wholesomely integrated personality. Always we ask: does this make for an integrated personality? So far as in us lies, our school shall have no inferiority complexes, no day dreaming, no refusal to face reality. And much the same with bodily health.

Next we propose in all matters to work for intelligent selfdirection and control in the light of foreseeable consequences and with proper regard to all other people concerned. Here we shall get morals and intelligent morals at that. Along with this we shall seek that intelligent purposing which means creative initiative and resourcefulness and strength of character.

For the heart and content of our curriculum we take life itself, the good and rich social and individual life and its improvement. This richer life in the actual social setting we propose to seek in season and out, striving thruout it all to build creative personalities in our children. We count it a kind of blasphemy to deny to any child, properly outside of an institution, his creative possibilities and these it is our duty to cherish and cultivate.

This then is our aim for the school. How soon can it be attained? In some respects it is already here. In many others it remains to be worked out. Up-to-date kindergartens and primary schools are now pretty well reconstructed. The elementary grades are everywhere being slowly remade, more or less along these lines. Secondary schools and colleges have least been influenced. It is a long time program. None among us know exactly the best procedure. Possibly after all it were better thus. We live in a growing world. We must always be progressing. Our schools, our children, and we must keep on growing.

Editor's note—Two books by Dr. Kilpatrick are: *Foundations of Method and Education for a Changing Civilization*, both published by Macmillan.

Social Training of the Young Child

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THE EARLY REPORTS from the 1930 census impress the reader with the fact that the population of the country is becoming more and more concentrated in the large cities. Not only are we living nearer each other but we are becoming more closely connected with the rest of the world in many other ways. No longer do we have many communities which are self-contained. On the contrary, when we revisit the rural districts which seemed to us in childhood a place set apart and individual, we find that the country of our youth has largely disappeared. The hills and the rivers remain; the secludedness has gone. The village grocery displays a sign which we know in many cities, the villagers eat the same kind of soup we have been eating on the fourteenth floor, they buy the same kind of ice-cream that the drug-store on the busiest corner of the town sells, and they are just as familiar as the city-dweller with Graham McNamee and the Maine "Stein Song." We are all becoming more and more dependent on the rest of the world for our food, our house furnishings, and our entertainment.

If we understand the purpose of all education as a preparation for life, then it is evident that as civilization changes so must education change. As life becomes more and more a social existence the preparation for that living must become more socialized. This training for participation in life as a social being may be thought of in two ways: first, learning how to get along with other people; and second, understanding our present civilization and the part which each person plays in the work of the world.

The education of the individual may be thought of as beginning immediately after birth but social training frequently does not begin until the child enters a school. For most children the kindergarten marks the break between an existence in which the contacts with children of his own age are brief and incidental and a life in which individuals of the same age make up the most influential part of the environment. For the first time the child is thrown into a highly social environment where children are handled as a group, where there is a community spirit and a community law. It is at this point, then, that the child gets the opportunity

to form social habits and the question as to whether these habits are to be desired

IN MY JUDGMENT, the kindergarten is the most valuable educational institution in our modern civilization," declares Prof. Frederick Eby of the University of Texas. During the child's first seven years he is laying the foundation for all later thoughts and acts. Between four and six he is building his concepts very rapidly. The material for such construction ought to be chosen most carefully. The well-equipped kindergarten anticipates the child's needs, and the kindergarten teacher, trained in the understanding of little children, knows just when and how to aid him in his selections and adaptations. The kindergarten's return in happiness and wholesomeness is of inestimable value. Many men and women suffer today from having been coddled, pampered, repressed, or neglected during early childhood. Errorous impressions uncorrected often lead to a false sense of values, and this has sometimes led to crime, costing the state many times more than it would have cost to provide kindergartens for all the little ones with whom the wrong-doer once played.—F. J. Owens in the *Georgia Education Journal*.

able or undesirable lies largely in the hands of the teacher and the school.

As an infant the individual is in no way social. He may learn to like various people but in general he is but little influenced by persons. Gradually he changes from a being who treats people as if they were merely other objects in his environment to one who is intensely conscious of the personality of his family, to one who deliberately attempts to imitate the behavior of others. At this stage

the child often seems to enjoy having other children in the room, though he may make no effort at friendliness or at joining their play. The two-year-old is in some ways a curious creature who prefers the company of others but to all outward appearances does nothing with the company after he has gained it. This is, however, merely a passing phase and one that soon loses itself in the strengthening desire to join in the play of others. There is little social play before the child develops a vocabulary adequate to a simple conversation and in an only child who has no playmates of his own age, truly social play may fail to develop until the child enters school. The average kindergarten child is a distinctly social being, a person who feels the urge to companionship and joint endeavor but not yet an individual with strong competitive feeling or the spirit of group rivalry. The days of soul-stirring races and team games are yet to come in the higher grades.

The kindergarten, like all other schools, has a double purpose: first, to help the child to understand the social group of which he is a member and to take his own share of responsibility for the conduct of that group; second, so to plan the environment and the curriculum that the child gradually widens his concept of the social group until he finally comprehends his position in the world at large and is able to accept and perform creditably his duties toward mankind.

If he is to take his part in the world, the individual needs to understand the civilization in which he is to live. The average child on entering school knows little beyond his family, his neighborhood, and a limited area of his town or city. Anyone who tries to explain to a three-year-old the difference between his town and his state and his country will realize the limits of the child's comprehension. Frequently to the preschool child the notions of town and state are exclusive and he cannot conceive that his house is at the same time in a city, a state, and a country. With the advent of school his range of information widens and if he doesn't travel himself he at least meets other children who have journeyed to another state or perhaps to a foreign country. Under a wise teacher

the experience of these children may be used to broaden the experience, vicariously, of the others in the group.

So the kindergarten and primary child gradually broadens his horizon and learns something of the variety of races of men and a bit of their customs. He hears something also of the great number of kinds of work to be done in the world and learns at least some of the duties of the workers whom he sees most often; the policemen, the firemen, the motor-men, and so on, and bit by bit comes to a vague realization of the intricacies and interweavings of our modern life.

At the same time that the child is learning something of the breadth and the variety of civilization, he is also acquiring the ability to live happily with others of his own age. Sometimes it is only thru bitter experience that the kindergarten child learns that other children will not endure peacefully the kicking and pounding which adoring parents may consider "cute." Frequently it is an astounding discovery when he realizes that the world at large does not hang on his lightest word as his family has been accustomed to do. It is only thru a rough shock that some children learn to distinguish between their own possessions and those of other people. No longer do we consider as perfect the child who remains passively in his chair until directed step by step by the teacher; no longer do we aspire to the parrotlike repetitions of the schools of a generation or two ago. Today we try to help the child to think and experiment for himself. Instead of expecting the child to refer to his teacher at every point for detailed directions, we encourage him to believe that he "can tell by trying." It is not that we ignore the child in his school; it is rather that we surround him with stimulating material and then by careful guidance lead him to make his own plans and work out his own methods.

It is thru encouraging the individual to think for himself that we hope to bring out leadership. The pace for any civilization is set by the leaders and the more superior the leaders, the more success we may expect for the group. The leader should be not a boss, but a guide able to make a definite plan of action and inspire others to carry out an assigned part so that in the end we have a product which no one could have made alone and which no group could have accomplished without definite direction. Only a few out of any hundred persons will be leaders in the true sense of the word but each individual needs, for the sake of his own

mental health, the satisfaction of leading some small project for some short period. For the wholesome development of the personality, each child needs to experience both leadership and followership. Only thus can he learn to take his part in the world at large.

If a child is to take his own part in a group one of the most important things which he must learn is respect for the rights of others. Sometimes we find a child who understands perfectly well the rights of other children but when it comes to the actual situation he is so selfish that he lets his desires overrule his theoretical appreciation of the situation. The social pressure from the rest of the group is frequently the most effective means of establishing a give-and-take spirit among the children.

The children of one school had been bringing old boxes to school to help out in some wood construction in which they were engaged. Richard appealed to John for a bit of his box which was just what Richard needed. John had no immediate need for that bit but was not in the mood for sharing anything. At this point Paul spoke up happily, "Here, Richard, will this piece of mine do?" With no prompting from the teacher the other children commented in an admiring tone, "Wasn't that nice of Paul to give his piece to Richard?" John slouched off unhappily to another part of the room but on the following day John was the first to offer his wood to other children.

Perhaps one of the strongest instruments which the teacher of children possesses is the sentiment of the group. Under a wise teacher children will develop standards of behavior and of work which are all that could be desired. The children learn to give helpful criticisms to others and, perhaps more important still, learn to take criticisms from others. They learn to distinguish between work that is a credit to a child and work in which he has obviously failed to do his best and their expressions of approval or disapproval are given in a straightforward manner that leaves no uncertainty. It is said frequently that children are cruel in the things they say. They are not intentionally cruel; they are only honest. Again and again we meet an adult who asks for criticism and then resents anything except gushing praise. Surely we do not want the children to praise when they might give constructive criticism which will raise the standards of the entire group.

Along with honest criticism of others must go the same kind of criticism of the child's own work. Each individual should recognize good work or poor work when

done by himself as well as when it is the product of others.

The criticism of others need not be necessarily rude. The child at this age should be acquiring some of the basic principles of politeness and should see the fundamental reasons for these. He may learn, for example, that in interrupting persons who are talking he is interfering with the rights of others. He may also be learning the use of "please," "thank you," "excuse me," and so on thru imitation if not from direct teaching. Sympathy with others' sorrows and pleasures in their joys may also be encouraged thru these early years.

Still another form of social training which may make its beginning in the kindergarten and primary grades is the training for the profitable use of leisure time. With the speeding up of modern life has come an increase in the amount of leisure available to the average person. Men spend fewer hours a day in the shops, women fewer at the oven and with the broom. At first shorter working hours seem to be an unmixed blessing but on closer analysis we find the problem of the reasonable use of these hours. There are those who cannot think of anything to do except work and there are many whose ideas for nonworking time are limited to gossip and the movies. The enviable minority have an avocation, a hobby on which they spend much of their spare time with profit to themselves and to mankind at large. More and more the modern schools are concerning themselves with provision for the leisure time of the children and even in the early grades we can do much thru giving the children a wide variety of experience in the chance that some will develop sufficient skill with clay, with needle, with wood, with music, or the like to furnish many happy and profitable hours in the years to come. Thru acquaintance with many sorts of books, the child may develop an interest in reading which will solve many future difficulties.

It is becoming more and more necessary to teach a child to adjust himself to a social existence. This teaching, as begun in the first years of school life, consists largely in giving the child some comprehension of our presentday civilization and training him in some of the elementary social habits such as respecting the rights of other persons, leading or following as the occasion demands, giving and taking constructive criticism, using the simple forms of courteous language, and interesting himself in some form of occupation suitable for leisure time.

Permanent Interest In Reading

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THE VALUE of independent recreational reading and the steps essential in stimulating strong motives for and permanent interests in such reading activities is the purpose of this article.

As pointed out by the National Committee on Reading, the development of permanent interests in reading is one of the major objectives of instruction in reading. The large importance which was thus attached to free reading may be readily supported. Studies made among children show that they read independently to satisfy interest and curiosity, to find answers to problems, to learn how to do and make things, to learn more about things in which they are interested, and for fun and pleasure. Studies made by Montgomery among 410 adults representing various professions and vocations showed that they engaged in recreational reading for the following purposes: satisfaction of curiosities; relaxation; culture; emotional satisfaction and stimulation; vicarious experience; vivid description; background or atmosphere; to idle away time. Such findings show that independent reading is an essential means of enriching personal experiences, of directing and inspiring the present and future life of the reader, and of providing for the wholesome use of leisure time.

Independent reading is also of large social importance. It is widely recognized as an essential means of familiarizing adults with current events, with significant social issues, with community and national problems, and with American institutions, ideals, and aspirations. It follows that as boys and girls develop toward maturity they should become interested in those fields of thought and activity that characterize a good citizen. In this connection schools face definite obligations. Units of instruction must be provided that relate specifically to important social problems. Appropriate books and magazines should be at hand from which pupils may acquire needed information and satisfy interests. Much attention should be given to methods by which strong motives for reading may be cultivated among boys and girls. As long as reading material is thought of simply as a classroom tool, it will not be accepted as a friendly guide in solving personal problems, in increasing one's social

efficiency, or as a source of pleasure and culture to enrich the whole of life.

In order to describe clearly the obligations which schools face in cultivating

DID YOU ever try for a single year reading well-selected books instead of giving so much time to newspapers and magazines? The results will amaze you. Spend one percent of your income each month for the best books. Feed your mind as regularly as you feed your body and you will feel a new sense of mastery coming into your daily experience. You will have made a beginning in the fine art of living, the noblest of all the arts.—J. E. M.

desirable reading interests, it will be necessary to review certain discouraging facts about the reading interests of young people and adults. The first is that reading habits developed in school are discontinued by many young people as soon as they leave school. This is due largely to the fact that after leaving school they are not sufficiently interested in reading to continue such activities. A second fact is that the character of much that is read today is such that it fails to broaden interests and to cultivate systematically those attitudes and habits that characterize good citizens. For example, the parts of newspapers read most frequently are cartoons, items relating to sports, personal violence and disaster, and serial stories. The decrease during the last twenty years in space devoted to editorials and the slight evidence of interest in reading critically about social problems and matters of national and international importance are both surprising and alarming. With regard to magazines, a very large number of the sensational type are read which describe impossible situations and appeal only to the baser human interests; more than 50 percent of the books read are fiction much of which is worthless in its influence upon the reader from an educational point of view.

Partial explanations for unsatisfactory reading interests and habits among young people and adults may be found in certain practices and conditions that prevail in the school and home. Studies made in many sections of the country show that *thousands, even millions, of boys and girls in elementary schools do not have ready access to recreational reading books*, are not stimulated to read widely, and do little or no independent reading. They are thus deprived of many of the joys and pleasures to which all children are entitled. Other studies show that the daily program in many schools is so crowded with other activities that children have little or no opportunity to read for pleasure. Since home conditions are often such that children cannot read under favorable conditions, many of the children who attend such schools fail to establish the habit of reading regularly for recreation. Investigations carried on in both city and rural homes show that very little juvenile literature is provided. The magazines which appear on the library table and which are read by the children are often of a cheap, sensational type which may stimulate the development of very questionable reading interests. These facts make it clear that elementary schools face genuine obligations in providing appropriate materials for reading and in cultivating wholesome reading interests on the part of boys and girls from six to twelve years of age.

The problem in secondary schools is equally challenging. As children pass thru the elementary grades an increasingly large percentage of them, as a rule, engage in recreational reading, if they have the opportunity to do so. During the junior-high-school period two distinct trends develop. In schools where adequate attention is given to the problem, interest in reading increases notably as shown by records of the number of books read independently and the amount of time devoted to recreational reading. In other schools interest in reading often decreases rapidly. This has been attributed largely to failure on the part of teachers to provide adequate stimulation and guidance with respect to recreational reading. In one high school, for example, 48 percent of the pupils reported that they had never been asked to read by

anyone and 76 percent of the senior-high-school pupils and 80 percent of the junior-high-school pupils stated that they had never been asked to read magazines by teachers. Is it not surprising that many schools have failed to assume responsibility for a type of guidance that is so significant in modern life? In the light of the facts presented, what are the conditions under which desirable reading interests and habits may be cultivated?

The first requisite is that the home provide a wholesome reading atmosphere during the preschool as well as during the school life of the child. This means that parents should take genuine interest in reading, should provide attractive, interesting books and magazines for children, and should read to and with them on frequent occasions. Fortunate, indeed, is the child who is privileged to grow up in such a home. As a rule, keen interest in reading is awakened early and is broadened and deepened as he advances from grade to grade. The fact is recognized, however, that many homes are unable to provide a stimulating reading environment. It follows that schools should recognize such deficiencies, wherever they exist, and should take special steps to enrich the opportunities provided by the school.

The early school environment of the child is just as important as his home environment. Fortunate, indeed, is the child who enters a school in which the teacher is keenly interested in children's stories, and has the capacity to inspire children to read about the things in which they are keenly interested. As aids in achieving these results, a reading table should be provided in each primary room with an interesting variety of picture and story books that are changed at frequent intervals. Pictures should be hung on the walls with the poems or stories attached which they illustrate. Announcements should appear on the bulletin-board daily which stimulate the children to read independently. Special periods should be provided regularly in which the teacher tells or reads interesting stories to the children. Other periods should be reserved in which they gather around the reading-table to look at interesting picture-books and to read for sheer fun or pleasure. The chief aim of such activities is to awaken keen interest in reading and to lead the child to realize that it may contribute to his pleasure and satisfaction.

The methods employed in the primary grades in teaching pupils to read are as important as the atmosphere of the class-

room. It was formerly believed that the chief aim in teaching reading was to master the mechanics of reading. With a new vision of educational opportunities the dominant aims today are to give children rich experiences thru reading and to cultivate keen interest in reading activities. To these ends, the teacher selects carefully for class use reading materials that will contribute real pleasure or supply information in which the child is deeply interested. Furthermore, attention is directed from the beginning to the meaning or content of what is read, and reading periods are characterized by good thinking, profitable discussions, dramatizations, and keen interest. As soon as pupils are able to read independently, they are encouraged to read books independently at the reading table, at their seats, during special periods reserved for that purpose, and at home.

As pupils advance through the grades and high school various conditions should be provided and numerous methods used to promote the permanent establishment of desirable reading interests, habits, and tastes. Some of the more important of these are suggested by the statements that follow: inspiring teachers of broad reading interests; an abundance of appropriate reading materials; types of teaching that awaken interests leading to independent reading; the organization of teaching in terms of problems that appeal to children as significant and worthwhile; regular periods in the daily schedule for recreational reading; and guidance that cultivates appreciation of and develops preferences for desirable types of literature. Three of these items will be discussed briefly.

It is very important that the teacher of the content subjects as well as of reading and literature be keenly interested in his subject, read widely in that field, and recognize its problems, interests, and possibilities far beyond the scope of the material actually taught. As a student of reading problems, I am continually impressed by the fact that the interests of children are determined to a large extent by the breadth of interest and information of their parents and teachers. We need in both elementary and secondary schools today inspiring teachers of broad interests who constantly stimulate their pupils by sharing rich, valuable experience with them, by opening up new vistas or problems, and by stimulating them to satisfy interests and curiosities thru wide independent reading.

A second problem relates to an adequate supply of reading material. As illustrated by the practises in many schools today, four types of material are needed. First, a good text, or guide, which outlines the major topics of a field in sequential order. Second, a rich variety of interesting reference and supplementary books which provide vivid details about the topics studied and insure lasting impressions. Third, interesting, attractive library books which relate more or less closely to the topics taught. When, for example, a science class is studying some of the facts pointed out by our great naturalists, the teacher may suggest to those most interested that they read at their leisure Muir's *The Boyhood of a Naturalist*, or Mill's *A Thousand Year Pine*. Out of incidental suggestions of this type, offered in different school subjects and activities, have developed avocational interests that have affected the entire lives of children. Fourth, there should be a general library collection, including books, bulletins, newspapers, and magazines from which children may secure reading material that will satisfy a wide range of interests.

In the third place, it is very important that a free library period be provided daily during which pupils may read for sheer fun or pleasure or to secure information in which they are keenly interested. This reading should be done under the direction of one who is thoroughly familiar with children's interests, who is intimately acquainted with the school curriculum, and who knows how to stimulate and direct the reading interests of children, and to introduce them tactfully to better types of literature. The use of a period each day for recreational reading is urged for two reasons: it provides opportunity for children to satisfy reading interests under favorable conditions and in an environment of interesting, wholesome books; equally important is the fact that it establishes the habit of engaging daily in independent reading.

The foregoing discussion is inadequate and incomplete. It endeavors, however, to emphasize the fact that permanent interests in reading are not the result of any spectacular methods used temporarily. They are the result of careful planning and guidance which continue thruout the school life of the child. Experience shows clearly that it is only on the basis of such a program that desirable reading interests, habits, and tastes can be established among all children.

Vitalized Group Study and Faculty Meetings

THE VIEWPOINT of "a hardened news reporter" who discovered a vitalized teachers' meeting will interest educators. The reporter's statement, taken from the *Georgia Education Journal*, follows, in part:

I can remember distinctly—and I cannot remember much more than a quarter of a century back—when a "teachers' meeting" meant to me, as a pupil, a gathering of the higher authorities with the sole purpose of discussing concrete and trembling problems of discipline and of listing definite examples of failure in the different school subjects.

One day recently I walked uninvited into a teachers' meeting at the southwest La Grange, Georgia, schools, to which go the children of the employees of the Callaway group of mills. The curriculum of this particular school is broader than the average. The school day lasts until 3 o'clock in the afternoon. There is an hour for lunch, in which the children go home—for they live near enough—and sit down at a table with their parents. No hasty nibbling of cold lunches here! There are forty-minute "play periods," in which all grades play suitable games under supervision. There is a school band and some forty boys receive instrumental instruction during school hours. Class piano is taught. It is not unusual to see scores of small feet tripping fearlessly towards the office to see the school dentist.

With such a curriculum, I should not have been surprised to discover a program in the regular weekly teachers' meeting varied enough to interest a hardened news reporter. I was surprised, though, for they went me one better.

The first few minutes of the meeting were devoted to general school problems. The principal, a young woman of unlimited enthusiasm and a knack for saying things in the right way, called attention to the fact that on the day before the pupils in the school had vacated the building in sixty-four seconds time in the fire drill. She next complimented two teachers whose grades had made excellent records in milk drinking. Then she reminded them that the next day was municipal election day and announced that all who were eligible to vote would be provided a way to get to town. Those grades were named whose attendance records for the week preceding were unusually good. Then she picked up a book of juvenile cartoons to which she called the teachers' attention, suggesting that both teachers and pupils might get a laugh from it. So much for the "business" routine of the meeting.

Would you believe that the rest of the program included reports on articles from *Harp-er's Magazine*, the *Outlook*, and *Nation's Business*, in addition to two from THE JOURNAL of the National Education Association? One young lady discussed with understanding an editorial, "The Future of America," which appeared in the current issue of the NEA JOURNAL. "What is education?" she asked, and then answered her question by saying that education should fit a person for life, should mould character, and should make citizens. "Yes,"

I thought, "and they are doing it here as well as talking about it."

"The curriculum," she continued, "should include such subjects as health, standards of liv-

FOR TEN YEARS THE JOURNAL of the National Education Association has poured a steady stream of fact, purpose, and idealism into the thinking of the teaching profession of America. Ideas and ideals are like money at compound interest. No one can estimate the cumulative force month by month, year by year of such a service. The total number of copies distributed during this period exceeds 13,000,000. Literally tens of thousands of members of the Association have contributed their skill or their judgment to the production of these issues of THE JOURNAL. They stand as a monument to the professional awakening and advance of this period. There is every reason to expect even greater advance in the next ten years.

ing, proper housing, the teaching of civic pride, and even an understanding of the scope and operation of public utilities." How different, I thought, from the curriculum of a few decades ago in which the three R's only were emphasized and which demanded that children put "their minds on their books!"

The worthy use of leisure was discussed—an innovation in the school curriculum but a decidedly important subject. How often do we find working men and women with a holiday hanging heavily on their hands? How many of the younger set, when freed from the necessity of preparing daily lessons, are able to spend an evening at home enjoyably and profitably?

The meeting was closed in the spirit of an old-fashioned camp meeting, with everyone inspired and anxious to talk. Who can say that ideas of real practical value were not born in that extraordinary teachers' meeting, or that progress was not made in educational principle and method?—Eleanor H. Orr.

Why shouldn't teachers' meetings be more interesting now than a "quarter of a century ago"? Better educated teachers and administrators are getting acquainted with the wealth of vital, well-written professional literature now in print and finding enjoyment in the use of it. Their own growth means better schools and communities for the youth of America. Careful planning as to time, place, leaders, topics, and frequency of meetings is essential. The *Hawaii Educational Review* gives suggestions of value:

"Faculty meetings offer excellent opportunities. This is possibly the most common method for professional im-

provement but it is sometimes poorly used. To be successful, the meetings must be carefully planned. Their purpose is to improve teaching, to inspire teachers, and to keep in touch with advanced ideas in education. They should not exceed an hour in length. They should provide opportunity for common participation and may well be conducted by a committee of teachers appointed for each meeting. The program should be determined in advance and topics assigned so that time will not be lost in aimless discussion. These topics should always relate to vital needs in the school. Unless we lay out a program in advance and cooperate with our associates, we will not achieve greatly."

Many readers write of the practical use and enjoyment they find in THE JOURNAL:

This is the third year we have used THE JOURNAL in our teachers meetings. It is easy to maintain 100 percent enrolment when the teachers get the habit of reading THE JOURNAL and discussing it in our meetings.—L. A. Schafer, Mascoutah, Ill.

We are finding THE JOURNAL very beneficial in our faculty meetings—wider use is being given articles for such purposes than ever before.—Sue M. Power, county sup't., Shelby County, Tenn.

We had faculty meetings last year, using state and national journals and found it both enjoyable and helpful.—Laura Tice, Mt. Sterling, Ill.

One of the finest faculty meetings of the year was held last week when important articles of the latest *Utah Educational Review* and THE JOURNAL were reviewed and discussed.—Arthur E. Peterson, Sandy, Utah.

THE JOURNAL has created a professional consciousness; awakened an interest in classroom problems and study of them as a result; has provided a stimulus to vitalize faculty meetings.—Thomas Duncan, sup't., Rawson, Ohio.

We are gathering material to write a course of study in character education and much of our material was gotten from THE JOURNAL, Research Bulletins, and N. E. A. Proceedings.—James N. Poche, Destrahan, La.

This is our second year in this work. We study THE JOURNAL and our own state education journal at our building meetings.—S. A. Frampton, sup't., Bellefontaine, Ohio.

Reports of readers on 5 articles they like best in the February JOURNAL:

First, "The Significance of Tenure," editorial; tied for second, "Why Study Our Children" by W. E. Blatz and "Fear, a Mental Health Hazard" by Clara Bassett; fourth, "Environment and Character Education" by A. Helen Anderson; fifth, "Child Health and Protection" by Herbert Hoover.

Schools That Are Prophecies

THE PIONEERING SPIRIT is one of the most powerful motivating forces which schools can use. It carries pupils, teachers, and the community itself out into wider loyalties and releases new energy. The future of America is in the schools, the homes, and the neighborhoods of the land. Let the people work on their own problems for a single generation and there will come into American life a new happiness and a new appreciation of the fact that human values come first.

The information on this page is gathered from letters, educational magazines, bulletins from state, city, county departments of education, and the like. The success of this page depends on the cooperation of thousands of readers in schools of all types. It is a service to the profession to send in brief descriptions of the best practises. Will you not help?

Elementary schools—The project of the Young Citizens League of South Dakota for 1931 is a study of county history.

Bellflower district, Los Angeles county, Cal. has extended its health program by conducting an 8-weeks summer health school for under-par children—a minimum of scholastic work with special attention to health habits, rest, and proper diet until normalcy is regained.

Each family in district No. 3, Humboldt county, Iowa furnished 2 trees in a cooperative plan of landscaping the school grounds.

The open period in Granite district, Utah, has made possible group piano instruction by regular classroom teachers.

High schools—Horace Mann School, Teachers College, Columbia University has discontinued grouping on the basis of abstract mental ability as measured by intelligence tests.

Landscape architecture has been introduced in the Des Moines, Iowa high schools for leisure time occupation. After mastering principles, the students landscape their own home lot or that of a neighbor; city planning is taught.

Fort Bragg school district, Mendocino county, California has introduced cooperative industrial education between the high school and local industries giving trade training in 15 trades.

Storm Lake, Iowa junior and senior high school has successfully experimented with a longer class period with directed study. A six instead of eight-

period day is the plan, half of the period for study.

The biology teacher in Emporium, Pa., high school has a glass beehive in the schoolroom so placed that the bees can go in and out thru a partially raised window. This project has been carried on with the aid of the Pennsylvania State College bee expert.

Antigo, Wis. high school has a school forest. The boys forestry club is making preparations for planting 10,000 pine seedlings this spring.

Colleges—The work of students at Rollins College, Winter Park, Fla. is organized so that the personal help of instructors is always available.

Mills College, Cal. in a sports camp summer session, trains officials for junior high, senior high, and college play days.

Universities—Aviation courses are now available thru the extension division of the University of South Dakota.

The University of Wisconsin has joined the state department and other agencies in a plan for a state radio broadcasting station.

The Ohio State University is giving a course in waiting on tables for students who are working their way thru school by this kind of service, and for its value in hotel management.

A trip to Russia to study at first hand the institutions of that land is offered as a summer session by the school of education of the University of Pittsburgh.

The University of Chicago has a school for training policemen.

Teachers colleges and normal schools—State Teachers College at Kalamazoo, Mich., cooperating with the farm bureau of the county, holds an annual rural progress day each year in March.

A program of twelve projects, built around an exchange of visits between teachers college and field school faculties is being developed at La Crosse, Wis., Teachers College.

City departments of education—To supplement inadequate playground sites, the bureau of recreation of Knoxville, Tenn., sends a traveling staff of workers to conduct playground activities 2 days per week on vacant lots loaned by the owner.

Size of classes in the first 6 grades of all grammar schools in Boston will be reduced to a minimum of 35 pupils [January, 1931] in order to lessen unemployment.

A branch library in New York City has a sound-proof room in which patrons are enabled to listen by appointment to their favorite music on a fine phonograph.

All the schools of Louisville, Ky., participate in broadcasting school programs by radio.

County departments of education—Hardy county, W. Va., cooperated with the state health department in conducting immunization clinics at which protection against typhoid fever, diphtheria, and smallpox was given over 25 percent of the population.

Lauderdale consolidated school, Miss., won first place in 1930 in a countywide campus improvement contest.

An art exhibit of 150 pictures was circulated, a week or more in each of 9 rural schools in Harrison County, Miss.—a followup of the study on picture appreciation last year.

Cerro Gordo county, Iowa, has put drama into the one-room country school.

A county carol festival was held at Charleston, W. Va., in January, 1931.

Richland parish, Louisiana, has a folk school.

State departments of education—The state department of public instruction of South Dakota is preparing an accounting system for the distribution of school expenditures.

The New Jersey State Library Commission contributes \$10 per year per school for the purchase of approved library books, providing that an equal amount is raised by the school itself.

The division of university extension of the state department of education of Massachusetts offers courses in almost every conceivable phase of academic, commercial, and industrial subjects. The entire state is reached.

Increase of the gasoline tax from one-half cent to one cent a gallon is used as an equalization fee for rural schools in Georgia.

Teachers associations—Los Angeles City Teachers Club has a committee that previews motion pictures.

The Berkeley, Cal., principals and supervisors association in their study of supervision tried the experiment of all elementary principals exchanging buildings for one week.

Walton district, W. Va., high-school institute includes almost equal numbers of teachers and patrons.

Sixty Educational Books of 1930

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association in the Teachers Department of the Enoch Pratt Free Library at Baltimore.

The following list is the result of careful examination of all available titles and the study of several hundred reviews, together with the scorings and comments of many specialists in various educational fields throughout the United States.

The task of selecting so few as sixty books grows increasingly difficult. This year there are over six hundred titles, consequently many excellent volumes must be omitted in this brief selection. These annual lists are always a compromise between the books written primarily for the classroom teacher and the reports of outstanding studies and discoveries made by specialists. For example, the *Minnesota Mechanical Ability Tests* are omitted, while volume three of Terman's *Studies of Genius* is included. Brevity necessitates omitting books on several related subjects, such as Spahr and Swenson's *Scientific Research*. Child study is "on the border" and only two of several excellent titles are included, though E. J. Swift's *Psychology of Childhood*, Arnold Gesell's *Guidance of Mental Growth in Infant and Child*, and C. M. Dixon's *Children Are Like That*, will be useful to a wide circle. In character education considerable studies have been made but the product is largely tentative and the books which summarize and give more practical help to the teacher have not appeared this year. Books considered especially useful have been starred.

These annual lists show the changes in current interests among school workers. This year there is little on curriculum and much more on the organization, business, and supervision of the schools. College and higher education is receiving more attention than ever before. It was felt that in THE JOURNAL of the NEA, books for the teacher should be wellrepresented. Those who are doing intensive research in any subject should consult the complete list in *School and Society* for January 24, 1931 and the supplement appearing in the issue of April 18, 1931.

History, Principles, and Philosophy of Education

*COUNTS, G. S. The American road to culture: a social interpretation of education in the United States. 194p. 1930. John Day. \$2.50.

A widely read provocative review of the American public's attitude toward its schools. Challenges blind faith in "our mechanically effective school system" and holds that the "road" is neither straight nor clear but is blocked by blind chance and irrational forces. A kindly critique, honest and courageous, and a valuable statement of some fundamental purposes which have been overlooked.

REISNER, E. H. The evolution of the common school. 590p. 1930. Macmillan. \$2.25.

A history of elementary education from medieval times to the present, showing the relation between the school situation and current social conditions at various periods and the effect of the common school on the progress of the common man. The last sixty pages devoted to recent changes in American teaching purposes and methods and their significance to the public.

THIS LIST is one of the outstanding annual services of THE JOURNAL. It is known and valued around the world. For making this service possible the readers of THE JOURNAL are indebted to Joseph L. Wheeler and his associates in the Enoch Pratt Free Public Library of Baltimore, Md., and to the hundreds of experts throughout the country who cooperate with them each year. This is the sixth time THE JOURNAL has presented this annual feature.

Administration and Supervision

ENGELHARDT, N. L. and FRED. Planning school building programs. 574p. 1930. Teachers College, Columbia. \$5.

The first elaborate summary of nationwide cases and studies, giving pros and cons as to selection of site, cost planning, building standards, architectural service, costs, contracts, specifications, publicity, and building surveys. Every aspect is given thorough discussion; economic, social, and financial, as well as educational. An unusual practical aid to school administrators.

*KYTE, G. C. How to supervise. 468p. 1930. Houghton, Mifflin. \$2.40.

Admirable for inexperienced teachers, untrained supervisors, and for the principal who realizes that his chief function is to get children's minds well trained to think. Covers the history and psychology of supervision, organization, and the methods of the supervisor himself in overlooking and encouraging teachers. Strong chapters on planning and visiting classrooms, teachers' meetings, bulletins, and the supervision of the new and weak teacher.

NATIONAL EDUCATION ASSOCIATION: DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. The ninth yearbook: the principal and administration. 598p. 1930. The Association. \$2.

More than seventy-five principals and other active workers contribute chapters to a volume of unusual appeal. Financing and other business phases are not gone into but teacher and pupil management and personnel problems, the supervision of extracurriculum work, and community relationships are fully developed, with helpful discussion of real situations all over the country.

NATIONAL EDUCATION ASSOCIATION: DEPARTMENT OF SUPERINTENDENCE. Eighth yearbook: the superintendent surveys supervision. 471p. 1930. The Association. \$2.

"Unsurpassed as a piece of cooperative work," in which three thousand members helped. Carefully organized to bring out meaning and necessity of supervision, duties and preparation of supervisors, planning programs, contacts with teachers, and methods of measuring value. Briefly and effectively phrased, it presents a great variety of sound ideas.

*REEDER, W. G. The fundamentals of public school administration. 579p. 1930. Macmillan. \$2.25.

An authority treats the whole field of large and small school systems, emphasizing their educational purpose. Interestingly presented with much discussion pro and con, "saturated with common sense,"

and "dealing with more situations, simple and complex, than we have seen in any other six hundred pages." Such chapters as the school janitor, the substitute teacher problem, are typical of the practical detail given. Of special value to principals, superintendents, and board members.

WEBER, O. F. Problems in public school administration. 726p. 1930. Century. \$3.50.

Of greatest value to the superintendent because it combines the good features of a textbook along with those of a plan—and workbook, presenting sound, fundamental information interestingly. The chapters include 239 carefully chosen, significant, and typical problems for solution. Gives a broad outlook on school affairs and encourages efficient, progressive management.

Reports, Surveys, Statistics, and Legislation

TIEGS, E. W. and CRAWFORD, C. C. Statistics for teachers. 212p. 1930. Houghton, Mifflin. \$1.90.

Gives exactly what the teacher, principal, or superintendent needs to know of statistical science as applied to the one field of education and prepares the teacher to apply simple statistical procedures in connection with the daily work of the school. Describes labor-saving devices and short cuts in computations.

Curriculum

PETERS, C. C. Objectives and procedures in civic education: an intensive study in curriculum construction. 302p. 1930. Longmans, Green. \$2.

An important and resourceful study on connecting and correlating school courses and giving point to the topical assignments, in order to make citizenship more alive than the average teacher and pupil have ever felt it to be. History and the social sciences, English, geography, and other studies are gone into very thoroughly and proper social view-points set up.

Child Study

*INSKEEP, A. D. Child adjustment in relation to growth and development. 427p. 1930. Appleton. \$3; school ed. \$2.50.

A clear, nontechnical, and thorough discussion of the development of the child's mind and body, giving the knowledge necessary to provide for the pupil's wellbeing both in and beyond the classroom. Considers mental hygiene as a valuable aid in adjusting children to modern life. Helpful in the proper guidance of child growth.

*STRANG, RUTH. Introduction to child study. 550p. 1930. Macmillan. \$2.75.

With a decidedly lively and illustrative style, the author organizes this book around stages of development, taking the child from birth through preschool, primary, and adolescent stages. Intended for teachers and parents who are not specialists in psychology. Discusses how children learn what part the teacher plays, and the purposes of different school subjects.

Educational Psychology

CAMERON, E. H. Viewpoints in educational psychology. 511p. 1930. Century. \$2.50.

Skillfully assembles in convenient form a large group of carefully selected readings on various phases of educational psychology. Topics that have been treated with distinction by wellknown authorities have been chosen. Aims to treat each case at considerable length rather than to select a large number of short statements. A very useful and interesting volume.

MONROE, W. S., DE VOSS, J. C., and REAGAN, G. W. Educational psychology. 607p. 1930. Doubleday, Doran. \$2.50.

Aims to produce an effective instrument in teacher-training, rather than to develop any special theory of educational psychology or to present a complete survey of the subject. Adapted to individual differences by inclusion of more difficult material for brighter students. A college textbook admirably designed in treatment and topics for prospective teachers.

PLYLE, W. H. The psychology of the common branches. 381p. 1930. Warwick and York. \$2.10.

A carefully prepared digest of hundreds of recent studies and magazine articles on the teaching of "the 3 R's." Valuable for its sound and interesting presentation of essential facts and conclusions and for the briefly worded "essence" of most of the many references cited. Helpful exercises and problems for the student. A stimulating and important work.

*WATSON, G. B. and SPENCE, R. B. Educational problems for psychological study. 352p. 1930. Macmillan. \$1.80.

Applying the principle that "ideas should be learned in the form in which they are used," the authors have presented the subject by the case method in revising and enlarging their earlier successful work *Sketches in and out of school*. Bibliographies and appendix material especially valuable.

Educational Tests and Measurements

MADSEN, I. N. Educational measurement in the elementary grades. [Measurement and adjustment series, ed. by L. M. Terman] 294p. 1930. World Book Co. \$2.

An introductory book dealing comprehensively with the objectives and measurements of individual differences, intelligence and achievement tests, and suggestions for improving teachers' informal examinations. Outlines definite procedures as a means of making concrete some of the practical purposes of testing and contains material that has been tried out in class and has been found most significant for teachers.

ODELL, C. W. Educational measurement in high school. 641p. 1930. Century. \$3.25.

A comprehensive study of educational measurement discussing critically all the available tests for each of the chief subject groups taught in high school. Deals with selection of standard tests, teacher-made tests, school marks, and the use of tests for diagnosis and prognosis. Gives a brief but comprehensive history of the measurement movement.

RUCH, G. M. and RICE, G. A. Specimen objective examinations. 324p. 1930. Scott, Foresman. \$1.80.

A collection of thirty-five examinations which in a recent nationwide competition were adjudged the best in the various subjects and which are suitable for study and imitation by teachers interested in objective testing. Discusses the trends as revealed by the analysis of these examinations. A useful textbook for courses in educational measurement.

*RUSSELL, CHARLES. Standard tests: a handbook for the classroom teacher. 516p. 1930. Ginn. \$2.

Unusually practical and valuable for student teachers who wish to understand the theories and techniques of testing. Simple in organization, dealing with development of measurement, forms of tests, measures used and means of deriving them. Presents carefully planned procedures for gaining greatest value from the work.

Exceptional Children

BURKS, B. S., JENSEN, D. W., and TERMAN, L. M. The promise of youth: following up studies of a thousand gifted children. [Vol. III of Genetic Studies of Genius ed. by L. M. Terman] 508p. 1930. Stanford Univ. Press. \$6.

Answers, at least partially, the question of how gifted children turn out. Refutes the popular notion that the precocious child is apt to be queer and solitary in his interests. First part of this rather elaborate and specialized book is devoted to the presentation of the technical data this far-reaching study has uncovered after six years of investigation. Valuable appendix material.

Educational Research

ALMACK, J. C. Research and thesis writing. 310p. 1930. Houghton, Mifflin. \$2.40.

A book on the principles and techniques of thesis construction but dealing mainly with the fundamentals of research and its chief methods of procedure. Thus it directs the student's thinking to a definite goal, as contrasted with a mere study of routine thesis writing. Appeal is general in character and may be used by professor and student alike.

*WAPLES, DOUGLAS and TYLER, R. W. Research methods and teachers' problems: a manual for systematic studies of classroom procedure. 653p. 1930. Macmillan. \$3.50.

A much-needed manual for "reaching more satisfactory decisions in administration and teaching problems" through the use of simple research methods as applied to individual classroom work. Shows the need for investigation of those problems and for the selection and adaptation of old procedures to new uses. Gives detailed steps to follow and techniques by which data are obtained.

Teachers and Teaching Methods

CRAWFORD, C. C. Studying the major subjects. 384p. 1930. The Author, Univ. of S. Calif. \$2.

Offers real help to real students in solving in a practical way the main study difficulties. Is intended as a high-school or college text in eleven major curriculum subjects but the discussions are of direct importance and interest to teacher or administrator. Valuable listing of pupil difficulties with corrective suggestions, together with purposeful assignments leading to further research.

NATIONAL EDUCATION ASSOCIATION: DEPARTMENT OF CLASSROOM TEACHERS. Fifth yearbook: teaching as a creative art. 307p. 1930. The Association. \$1.50.

A continuation of the study of creative teaching and a real help to those interested in it. Offers valuable projects to be used in the various grades and high school and also in the special subjects taught. Second section deals with official records and with reports of committees solving important problems.

MEAD, A. R. Supervised student-teaching. 891p. 1930. Johnson Pub. Co. \$3.

A contribution to sound thinking and practical action in this perplexing phase of educational work. Provides a fundamental theory for teacher-training and administrative plans based on actual experience and need. Will serve as a basic text for class work. Also useful to state supervisors in planning many phases of their program.

*PORTER, M. P. The teacher in the new school. 312p. 1930. World Book Co. \$2.

A unique account of how a progressive teacher and her pupils worked and played together and a description of results secured in actual classroom practice. Gives the teachers detailed study of organizing material and conducting class work in harmony with principles of child-centered schools. Is concrete and specific.

PULLIAM, ROSCOE. Extra-instructional activities of the teacher. 459p. 1930. Doubleday, Doran. \$2.50.

Suggests the means by which the classroom teacher may meet extra-instructional problems, such as school discipline, attendance, health, records, relations with parents, and the like. Modern presentation of old problems in their present complicated setting. Keenly up-to-date and deserves careful study by those interested in these activities.

Junior High School

PROCTOR, W. M. and RICCIARDI, N., editors. The junior high school: its organization and administration. 324p. 1930. Stanford Univ. Press. \$3.

A series of chapters by various men and women who have had an active say in the development of the junior high school in California. Each chapter deals with some major problem of school administration and the various methods of solving it. Recommended to administrators who see their own problems and can judge of the promising solutions suggested.

Secondary Education

BRIGGS, T. H. The great investment: secondary education in a democracy. 143p. 1930. Harvard Univ. Press. \$1.50.

The Inglis Lecture for 1930, an excellent and penetrating critique of education which challenges the efficiency of our public high schools and severely arraigns the private schools of America. Emphasizes the need for radical revisions of the secondary programs, to accord with a changed pupil population and a highly dynamic contemporary civilization.

School Libraries

*FARGO, L. F. Library in the school. 453p. 1930. American Library Ass'n. \$3.

Opportune at this time when school libraries are developing so rapidly as to create a large problem for principals and superintendents. The first basic book to discuss the whole subject, giving pros and cons as to organization and routine for different types of service, including rural as well as city schools. The first portion is an elaborate discussion of the library as a laboratory, and its service to classroom teachers, and the assignment of supplementary reading in connection with the curriculum. Based on a countrywide survey and years of experience, including teaching.

Reading, Writing, and Languages

BLAISDELL, T. C. Ways to teach English. 566p. 1930. Doubleday, Doran. \$2.50.

Built around three central ideas: teaching self-expression, teaching accuracy, and developing appreciation. Omits no detail of instruction, or phase of grammar, poetry, narrative, essay, or drama. Generalizing and theorizing avoided and problems attacked in a practical way. Extracurriculum work for students included at the ends of chapters. Well organized for classroom instruction.

GATES, A. I. Interest and ability in reading. 264p. 1930. Macmillan. \$1.50.

Presents the results of experimental studies of materials and methods used in teaching reading and illustrates in detail those procedures. Shows the influence of literary characteristics in developing interest and how the arrangement of developmental sequences carries on reading activities continuously throughout the school year. A valuable handbook full of modern, practical ideas for the teacher.

PATTERSON, S. W. Teaching the child to read: practical studies in reading method. 524p. 1930. Doubleday, Doran. \$2.50.

Designed as a text for training teachers, covering the subject from beginning through junior high school. Presents, by means of a limited case system, the underlying principles of reading instruction wherein theory and practice are thoroughly mingled. Selected problems and research topics provide for group or individual study.

*STORM, G. E. and SMITH, N. B. Reading activities in the primary grades. 376p. 1930. Ginn. \$2.

An interesting and unusually elaborate presentation of the latest conception of the art of teaching reading in the lower grades. Shows a rare and admirable combination of two aspects of the subject—the scientific background and a broad, practical knowledge of subjectmatter and teaching procedure. A most valuable investigation in the field mentioned.

Mathematics and Science

*BRESLICH, E. R. The teaching of mathematics in secondary schools: Vol. I, Technique. 239p. 1930. Univ. of Chic. Press. \$2.

Makes available in plain, complete exposition the method with which the author has achieved results. A competent guide to effective teaching procedures and devices, use of tests, cultivation of study habits, modern tendencies in instruction and materials, and the place of the mathematics department in the general school administration. Excellent bibliographies.

BRUECKNER, L. J. Diagnostic and remedial teaching in arithmetic. 341p. 1930. Winston. \$2.

Deals intensively with one phase of instruction; namely, the techniques for diagnosing pupil difficulties in all phases of arithmetic and the best type of remedial exercises for such difficulties. Will help teachers to use standardized tests to the greatest advantage. A vital scientific diagnosis which presents simple and sane remedies for wrong procedures.

HASSLER, J. O. and SMITH, R. R. The teaching of secondary mathematics. 405p. 1930. Macmillan. \$2.50.

Deals with the fundamental concepts of mathematics including the history of the subject, takes up teaching difficulties and offers concrete suggestions for overcoming them. General methods made practical by many illustrations from both algebra and geometry. A specific and authoritative discussion definitely intended for the classroom teacher.

Geography and Social Studies

*MICHELL, ELENÉ. Teaching values in new-type history tests. 179p. 1930. World Book Co. \$1.80.

Shows how to strengthen the teaching of history by putting the informational aspect of the subject in its proper place and allowing more time for thought and reasoning. Will enable teachers of social studies to realize the new purposes of objective tests and secure their full advantage in improving instruction. A helpful chapter on how to construct informational tests.

Art, Music, and Drama

BEATTIE, J. W., MCONATHY, OSBOURNE, and MORGAN, R. V. Music in the junior high school. 250p. 1930. Silver, Burdett. \$2.

Helps to place junior-high-school music on a level justified by its importance as a factor in the development of the adolescent. Evaluates the place of music in education; recommends programs of study, materials and equipment needed, and types of practice and teaching ordinarily found most profitable. A real contribution to education.

*WARD, WINIFRED. Creative dramatics for the upper grades and junior high school. 304p. 1930. Appleton. \$2.25.

The result of the creative dramatic work in the public schools of Evanston, Illinois. Gives the story of school dramatics and how it may be related to the curriculum. Offers dramatic courses for grades seven to nine, also valuable suggestions for assembly programs, directing plays, and children's theaters.

Vocational and Industrial Education

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Administration and supervision of business education: third year-book. 236p. 1930. The Association, Banks College, Philadelphia, Pa. \$2.50.

The cooperation of many leaders in both the general and business fields makes this a valuable contribution. Sets forth sound principles and interprets these principles as applied to various types of teaching institutions and in various business subjects offered by them. Useful bibliographies.

*SELVIDGE, R. W. and FRYKLUND, V. C. Principles of trade and industrial teaching. 419p. 1930. Manual Arts Press. \$2.75.

Of unusual practical worth, due to its clear understanding of the psychology of the pupil and the need for the average shop teacher to keep teaching and learning processes clearly in mind when selecting projects, planning the work to develop skills, and helping students to think as they work. "Attitudes," "individual differences," are typical of the specific ideas given.

Vocational Guidance

HATCHER, O. L. Guiding rural boys and girls: flexible guidance programs for use by rural schools and related agencies. 326p. 1930. McGraw-Hill. \$2.50.

Explains the basic purposes and principles of guidance, suggests plans for organizing guidance in a county and in individual schools, and presents flexible, suggestive programs adjustable to local needs. Built upon the findings of experience and research, it meets the special need of all phases of guidance for rural children.

JONES, A. J. Principles of guidance. 385p. 1930. McGraw-Hill. \$3.

An adequate picture of the many methods used to guide pupils and of the ramifications of the guidance movement. Discusses the methods of investigation in guidance, various tests and their uses, and the methods and results of guidance. Profitable reading for any person in the field of education.

Health and Physical Education

NEILSON, N. P. and VAN HAGEN, W. Physical education for elementary schools. 365p. 1930. A. S. Barnes. \$2.

Includes a graded program of activities which should be adapted to the school situation, the time of year, and the individual needs of the child. Will serve as a basis on which the teacher can work out a definite physical education program.

WILLIAMS, J. F. and BROWNELL, C. L. Health and physical education for public school administrators. 117p. 1930. Teachers College, Columbia. \$1.50.

Purpose is to give facts, guides, and standards by which policies for health and physical education in the schools may be determined. Written especially for those in charge of schools, for the authors feel that a sound physical education program depends upon the administrators. Organization and administration of physical education discussed.

*WILLIAMS, J. F. and HUGHES, W. L. Athletics in education. 414p. 1930. Saunders. \$3.

Solves administrative problems and emphasizes importance of educational ideals in arriving at an answer. Deals with the philosophy of athletics, including history, aims, and objectives; and presents a way of procedure, concrete and practical. Chapters on staff, organization, finances, equipment, and modern development. Valuable annotated bibliography.

Extracurriculum Activities

GOOD, I. C. and CROW, JANE. Home-room activities. 325p. 1930. Professional and Technical Press. \$3.25.

Ways This List Is Used

INDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

3. Persons in charge of professional libraries for teachers use it as a check-list in making up purchase orders.

4. Librarians in public libraries use it as a buying list for their teachers' room.

5. Librarians in teachers colleges check their year's purchases with it.

6. Librarians in foreign countries and instructors of foreign students in America use it to keep in contact with educational writings in this country.

7. Directors of extension courses for teachers study these lists to discover new material for reading courses.

8. Editors use it to seek new ideas for their magazines.

A complete, authoritative work covering the philosophy of the subject but devoted principally to practical, everyday material for use of homeroom leaders and pupils. Includes programs for many curriculum subjects, as well as for school anniversaries and citizenship training; also practical suggestions for the improvement of homeroom activities. Bibliography.

*MCKOWN, H. C. Assembly and auditorium activities. 462p. 1930. Macmillan. \$2.50.

Presents programs and program material appropriate for all kinds and sizes of schools and all grades. Shows how the various subjects in the curriculum may be related to and developed in the assembly program. Concrete and practical material suitable for homeroom as well as for assemblies.

TERRY, P. V. Supervising extracurriculum activities in the American secondary school. 417p. 1930. McGraw-Hill. \$3.

A carefully organized guide book discussing the growth, importance, and value of extracurriculum activities in secondary schools, important types of student organizations, problems of organization and supervision, and student participation in the government of the schools. Is based on sound principles of educational psychology and represents progressive views. Annotated bibliographies.

Rural Education

*BALDWIN, B. T., FILLMORE, E. A., and HADLEY, L. Farm children: an investigation of rural child life in selected areas of Iowa. 337p. 1930. Appleton. \$4.

Just how rural environment affects the farm child as to physical, mental, and social development is analyzed in this elaborate survey of two typical areas in Iowa. A large portion of space is devoted to rural schools but the whole book is essential to rural teachers attempting to understand their work, their pupils, and their communities.

BENEDICT, AGNES. Children at the cross roads. 238p. 1930. Commonwealth Fund. \$1.50.

The needs of rural youth are brought close in these nine related narratives of children whose difficulties involved careful study and action by visiting teachers. Poverty, wrong home attitudes and ideals, and indifference or poor judgment of teachers are typical causes of similar problems in every school and the book is a stimulating help to every teacher in giving problem pupils a new hold on life.

*LOWTH, F. J. The country teacher at work. 541p. 1930. Macmillan. \$2.

A useful, interesting book of ideas and principles for the rural teacher, well arranged. Each chapter sets up purposes and the discussion deals largely with everyday methods, especially in one-room schools. As to objectives, the recitation, textbooks, effective teaching of reading, language, and civics; seat work; a first-class school; and the like. The definite, detailed type of book which really helps.

Higher Education

FLEXNER, ABRAHAM. Universities: American, English, German. 381p. 1930. Oxford Univ. Press. \$3.50.

A sensational but constructive criticism of American colleges, marred by some inaccuracies and overstatements. Its chief theses are that real culture [meaning "the humanities"] is getting little attention and that athletics, "extension," summer schools, correspondence courses, and all sorts of vocational training with dollars-as-the-goal for the mob, are absorbing chief attention and funds and masquerading as true education. Cites a vast array of disconcerting facts about individual universities. Has received wide attention and strong approval and disapproval.

*KENT, E. A., editor. Higher education in America. 689p. 1930. Ginn. \$4.

"Twenty-four unsatisfied professors, directors, presidents, and others in a dozen colleges issue a startling, determined series of proposals to bring college teaching up to what its critics insist it is not. A dozen divisions of higher instruction come in for critical examination and twelve chapters are devoted to points of administration, guidance, finance, records, and the alumni."

LINDSAY, E. E. and HOLLAND, E. O. College and university administration. 666p. 1930. Macmillan. \$4.

The need has been keenly felt for a book of facts as to current practice for the officers and faculty of institutions of higher learning. This discusses in detail, with a wealth of examples, organization, finances, and expenditures, the physical plant and the handling of faculty and students. Preparation for teachers and personnel problems receive full attention.

Adult Education

NATIONAL CONGRESS OF PARENTS AND TEACHERS. The first yearbook: parent education. 224p. 1930. The Congress. \$1.

A first effort to develop a larger concept of child education, one which includes the special preparation of parents for their fundamental tasks. Brings together information about organization and cooperation in parent education, type programs, methods of study groups, and research centers and research in child development, in short the parent education movement up to 1930.

PROSSER, C. A. and BASS, M. R. Adult education: the evening industrial school. 390p. 1930. Century. \$2.75.

A definite contribution, based on actual experience and an understanding of the difference between night-school psychology and methods and those of the day school. Discusses organization, teachers, and classroom work. Progressive in point of view, compact in treatment, and practical in suggestions. Intended principally as a textbook in adult education.

Visual and Radio Education

*INSTITUTE FOR EDUCATION BY RADIO. First yearbook: education on the air. 400p. 1930. Ohio State Univ. Press. \$3.

Gives the discussions of the institute and shows what has been done and is now projected in the field of radio education. Discusses the administration of education by radio, activities at home and abroad, what the radio is doing in elementary and secondary schools as well as its contribution to adult education and research. Chapters on school and college stations of the air.

Wisconsin Uses Radio for Education

THE STATE OF WISCONSIN has taken a step which has prophetic significance for the future of education by radio. It has asserted its right as a state to use this powerful instrument in connection with its educational enterprises. In a brief filed before the Federal Radio Commission, docket number 984, the University of Wisconsin and the Department of Agriculture and Markets, each of which has been operating a radio broadcasting station, joined in an application to the Federal Radio Commission requesting permission to construct a 5000-watt station at a point approximately ten miles south of Stevens Point to operate on a 900-kilocycle frequency daytime only, substituting this station for the two now in existence. This application, if granted, will give Wisconsin a station powerful enough to reach all parts of the state. An abstract of the testimony given by Dr. Glenn Frank, president of the University of Wisconsin, follows:

The University of Wisconsin and the Department of Agriculture and Markets are joint applicants for a construction permit to consolidate two radio stations now operated by these two state agencies into a single station with sufficient power to enable the service agencies of the state government and the University to reach citizens in all parts of the state. In addition to these two state agencies, the Department of Public Instruction, the State Board of Health, the Wisconsin Highway Commission, and the State Conservation Commission purpose to make use of the unified station, if granted, and have become parties to an agreement that will provide an adequate operating budget. The application, therefore, is an application for adequate radio facilities for the various and varied agencies of the state government of Wisconsin. This fact at once lifts the proposed station out of the classification alike of strictly commercial stations and of strictly educational stations.

The University of Wisconsin was first licensed to operate an experimental radio telegraph station in 1916 before the days of broadcasting. The first telephone broadcasts from an educational institution were made from this station in 1920. In all the intervening years the University has been carrying on pioneering experimentation and educa-

tional broadcasting. Some of the services that have been and are being rendered through the existing University

WE DESIRE to point out that the power to govern, control, and regulate public school systems and educational facilities is one of the powers not delegated to the United States by the constitution, nor prohibited by it to the states, and is reserved to the states respectively or to the people. Since the state has this power, it follows that it also has the right to make use of such facilities as it chooses more efficiently to carry out its plans and programs. The state has chosen to use radio.—From Brief, Docket 984, p17.

station [WHA] and that will be enlarged if the application is granted are as follows:

Agricultural information—The College of Agriculture, as a part of its extension service, is on the air daily with timely technical information for the farmers of Wisconsin. This is supplemental to, rather than a duplication of, the market report service rendered over the Stevens Point station [WLBL, now operated by the Department of Agriculture and Markets].

The homemaker's hour—Five mornings a week programs are given by the resident and extension staff of the home economics department of the College of Agriculture. Other members of the University staff are being utilized to make these programs as varied and as vital as possible.

Adult education—The University of Wisconsin is engaged in varied ventures in adult education, and radio is considered an important instrument. Through WHA the University is providing from time to time discussions of significant modern social, economic, and political problems by eminent scholars. The department of political science provides a weekly discussion of current political problems. The department of English provides discussions of current books and the like.

The University is convinced that the commonwealth can be enriched by a constructive and comprehensive program of adult education properly presented by a radio service that reaches thruout the commonwealth. The University is ready to carry out such a program but with its present inadequate radio facilities it would as well speak into empty space.

Supplementary instruction for rural schools—Wisconsin has many schools in rural communities and small towns that cannot provide educational facilities comparable to the facilities provided in the larger cities. The Department of Public Instruction is interested in the possibilities of radio as a medium thru which supplementary instruction may be provided for such schools. If the state has an adequate station under its control, it can syndicate its best teaching genius for the benefit of all its schools in supplement of local teaching staffs.

Health information—The State Board of Health and the Medical School of the University are making use of the existing station WHA in statewide health education. A program of disease prevention and health promotion is making halting progress because it lacks facilities for prompt and comprehensive access to the entire state.

Reviving the town meeting—The state of Wisconsin is interested in the safeguarding and promoting of a free and full discussion of problems of the common life of the commonwealth. *Wisconsin should have a state-controlled radio station like that requested in this application to enable it to recreate in this machine age the source of unhampered, intimate, and sustained discussion of public issues that marked the New England town meeting and the Lincoln-Douglas debates.* The request for a more powerful station is in part a request for a statewide forum in which issues of public policy may be threshed out alike by the nonpolitical scholars and by the political leaders of the commonwealth. It would be part of the operating policy of the requested station that all political groups in the state have equal access to its microphone.

Such services require, for maximum effectiveness, that commercial stations be supplemented by noncommercial stations of the sort here requested.

Master Builders of Our Profession

COOPERATION is a form of intelligence. If you find yourself taking hold of common problems, working with others, sharing in the activities of professional organizations, the chances are you have a fine mind along with its indispensable foundation—a good heart.

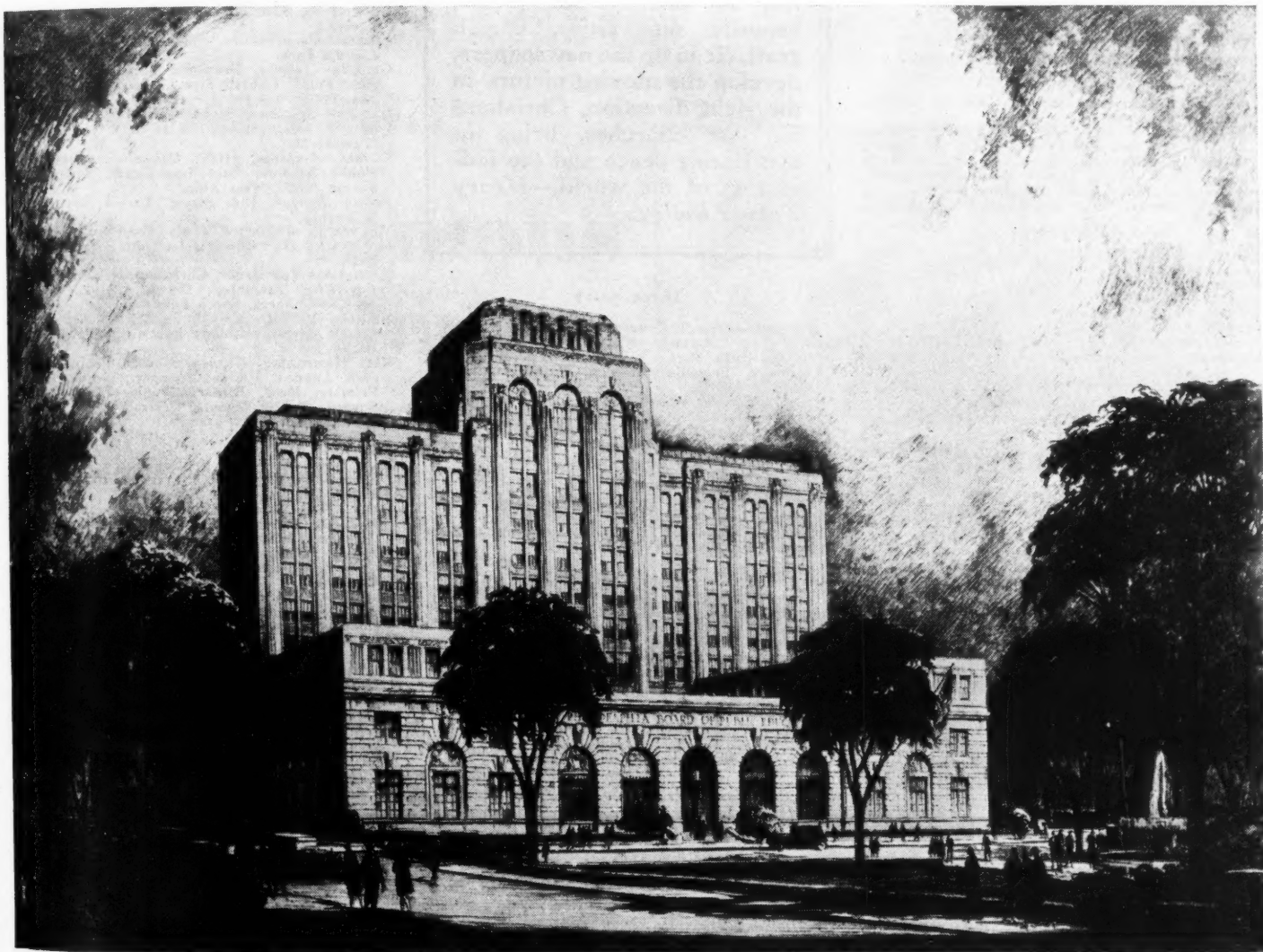
New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on March 1 was 4270. The following life members have been reported since the list was published in the March JOURNAL:

ARIZONA—Mrs. May S. Feeney, Grady Gammage, W. Wesley LaRue, C. A. Michea.
 ARKANSAS—D. N. Misenhimer.
 CALIFORNIA—Myrtle E. Johnson, Inez Gertrude Kilton, Gustave C. Lindquist, William Edward McGorray, Attilo G. Parisi, Bertha E. Roberts, Maurice B. Ross.
 CANAL ZONE—Everett B. Sackett.
 DELAWARE—Allan Hulsizer, Mrs. Alice H. Ross.
 ILLINOIS—Mrs. Mabel S. Becker, Charles W. Schwede, Harold C. Wilson.
 INDIANA—Winfield A. Denny.
 LOUISIANA—Edwin William Eley, E. B. Robert.
 MAINE—Mrs. Jessie W. Freeman.
 MASSACHUSETTS—Mrs. Alice Day Bowen, Jeremiah E. Burke, Myrtle M. Chace, Lillian M. Towne.
 MICHIGAN—L. W. Fast, Otto W. Haisley.
 MINNESOTA—T. P. Giddings.
 MISSOURI—Mrs. Genevieve Hamilton, Geraldine R. Lemit.
 NEBRASKA—Benjamin H. Mead, Paul M. Reid.
 NEW HAMPSHIRE—Edward H. Hazen.
 NEW JERSEY—Mary M. Buckley, Carl H. Galloway.
 NEW MEXICO—Carmon M. Graham.

NEW YORK—Ruth Ray Miller, Ralph E. Pickett, Martha Westfall.
 NORTH DAKOTA—I. C. Ware.
 OHIO—Maud M. Haley, Winifred Jones, George M. Morris, S. C. Smith.
 OREGON—Elizabeth Burr.
 PENNSYLVANIA—Edward C. Class, John T. Connell, Willis W. Eisenhart, F. M. Haiston, Robert E. Hartz, Esther E. Jastram, Russel O. Shadel, Roy W. Wiley.
 TENNESSEE—George A. Macon.
 TEXAS—Mildred Fulton, Fannie MacMunn.
 UTAH—Edgar R. Moody.
 VIRGINIA—Robert W. House.
 WEST VIRGINIA—F. L. Teal.
 WYOMING—Mrs. Helene E. Hutchisson.

THIS SCHOOL has completed its ten year record of 100 percent membership since the list was published in the March JOURNAL:
 MICHIGAN—Detroit, Greenfield Park.



THIS new administration building of the Board of Education, Philadelphia, Pennsylvania, houses the work of the newly elected president of the Department of Superintendence, Dr. Edwin C. Broome. These fine administration buildings, which are going up in city after city, symbolize the faith of the people in education and give to citizens a closer touch with the schools. Education must increasingly touch every phase of life—homemaking, city planning, vocations, avocations, rehabilitation of disabled, retraining of unemployed, special training for policemen with emphasis on citizenship, and a host of other interests. The building from which the educational interests of the community are administered is of central importance to every citizen.

Builders of Our Profession

ONE WHO ACCEPTS the benefits of an organization or a profession and refuses to make his contribution to its common problems is like a citizen who evades or shirks his duty in a time of national danger.

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

Nine years

ILLINOIS—*Sandwich*, Sandwich Public Schools, Township High, W. W. Woodbury, A. E. Woodward.
MICHIGAN—*Mount Clemens*, Clemens.

Eight years

OHIO—*Zanesville*, Zanesville Public Schools, Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash Senior High, Lincoln, McIntire, Madison, Monroe, Munson, Norval Park, Pioneer, Roosevelt Junior High, Sheridan, Stemler, West View, Wilson.
PENNSYLVANIA—*Mauch Chunk*, First Ward.

Seven years

KENTUCKY—*Louisville*, J. Stoddard Johnston.
MASSACHUSETTS—*Athol*, Lake Park.
MICHIGAN—*Grand Rapids*, Turner.
OHIO—*Niles*, Harrison, Jackson, Jefferson, Lincoln, Monroe, Roosevelt.
PENNSYLVANIA—*Mauch Chunk*, Asa Packer; *Shenandoah*, Shenandoah Public Schools, J. W. Cooper High, Jardin Street, Jefferson, Lincoln, Old White Street, Penn Street, Turkey Run, Union Street, Washington Junior High, Woodrow Wilson.
TEXAS—*Beaumont*, Magnolia; *Waco*, Brook Avenue.

Six years

ILLINOIS—*Cicero*, Woodbine; *East St. Louis*, Longfellow; *Sauemin*, Sauemin Township High.
MASSACHUSETTS—*Everett*, Devens.
MICHIGAN—*Detroit*, Carstens.
NEVADA—*Verdi*, Elementary.
NEW JERSEY—*Camden*, Kaighn.
OHIO—*Kenton*, East, Espy, Grammar, North, West.
WISCONSIN—*Wauwatosa*, Wilson.

Five years

FLORIDA—*Dade County*, Shadowlawn.
ILLINOIS—*Pinckneyville*, Pinckneyville Public Schools; *Springfield*, Palma.
KENTUCKY—*Ashland*, Bayless, Hager, Junior High, Means, Senior High.
MAINE—*Augusta*, Webster.
MASSACHUSETTS—*Revere*, Henry Waitt.
MICHIGAN—*Muskegon*, Angell, McLaughlin; *Niles*, Niles Public Schools, Grade, Junior High, Senior High.
MISSOURI—*Kansas City*, Hyde Park.
NEW JERSEY—*Dunellen*, Lincoln, Whittier; *Leonardo*, Grade, Middletown Township High; *Trenton*, Cadwalader.

Four years

CALIFORNIA—*Huntington Park*, Malabar; *Needles*, Needles Public Schools.
GEORGIA—*Atlanta*, Georgia Avenue.
ILLINOIS—*River Forest*, River Forest Public Schools.
KENTUCKY—*Ashland*, Crabbe, Oakview, Wylie.
MASSACHUSETTS—*Everett*, Horace Mann; *North Adams*, Mark Hopkins.
MICHIGAN—*Saginaw*, Crary-Lincoln.
MISSOURI—*Kansas City*, William A. Knotts.

NEW JERSEY—*Ridgefield Park*, Ridgefield Park Public Schools, Grant, Washington Irving, Lincoln, Roosevelt, Special Teachers Department, Washington High.
OHIO—*Kenton*, Kenton Public Schools, East, Espy, Grammar, High, North, West.

ONLY TEACHERS aflame with enthusiasm and love can quicken child life. O, for a hundred thousand of them right now to develop in this generation the power necessary to beat our guns into farming tools, our monopolies into profitsharing guilds, our rivalries into cooperative service, to destroy our slums, beautify our cities, banish graft, clean up the newspapers, develop the moving picture in the right direction, Christianize our churches, bring in everlasting peace and the federation of the world.—*Henry Turner Bailey*.

Three years

CALIFORNIA—*Orange County*, Cypress.
DISTRICT OF COLUMBIA—*Washington*, Garfield.
ILLINOIS—*Villa Park*, Villa Park Public Schools, Ardmore, Franklin, Lincoln, Washington, Westmore.
KANSAS—*Wichita*, Washington.
MAINE—*Waterville*, Grove Street.
MISSOURI—*Kansas City*, J. C. Nichols.
NEVADA—*Tonopah*, Elementary.
NEW JERSEY—*Heislerville*, Public Number 3; *Trenton*, McKinley.
NEW YORK—*Ithaca*, Wyckoff.
OHIO—*Old Fort*, Public; *Toledo*, Stickney.
PENNSYLVANIA—*New Oxford*, High.
TENNESSEE—*Hamilton County*, Chickamauga, Fairmount, Mt. Creek, Tyner Grammar.

Two years

ARIZONA—*Yavapai County*, Mayer.
CALIFORNIA—*Los Angeles*, Woodrow Wilson.
DELAWARE—*Wilmington*, Public Number 29.
HAWAII—*Pahoa*, Kalapana; *Papaaloa*, Kapehu.
ILLINOIS—*Rochford*, Henry Freeman; *Springfield*, Dubois; *Wilmette*, Wilmette Public Schools, Central and Tenth Street, Howard, Laurel, Logan, Stolz.
INDIANA—*Indianapolis*, Oscar C. McCulloch.
KENTUCKY—*Ashland*, Ashland Public Schools, Bayless, Condit, Crabbe, Hager, Hatcher, Junior

High, Means, Oakview, Russell, Senior High, Supervisors Department, Wylie.
MASSACHUSETTS—*Everett*, Hale, Hamilton, Lincoln.
MICHIGAN—*Detroit*, Gardner, Hanstein, Nichols; *Jackson*, Wilkins.
NEW JERSEY—*Atlantic City*, Indiana Avenue Vocational; *Dunellen*, Dunellen Public Schools, Lincoln, Roosevelt Junior High, Whittier; *Highland Park*, Hamilton.
OHIO—*Canton*, Henry S. Martin; *Cleveland*, Lafayette, Union; *South Euclid*, Lyndhurst; *Toledo*, Westwood.
PENNSYLVANIA—*Pittsburgh*, Frick Training School for Teachers.
TEXAS—*Beaumont*, Pennsylvania; *Houston*, Fullerton Elementary; *Waco*, Provident Heights.

Current year

ALABAMA—*Birmingham*, Bush; *Tuscaloosa County*, Alberta City Junior High, Brookwood High, Brownville Junior High, Gorgas High and Elementary, Moore's Bridge, Peterson Junior High.
CALIFORNIA—*Alturas*, New Pine Creek Branch, Modoc Union High; *Casper*, Elementary; *Fresno*, John Muir; *Los Angeles*, Carthay Center, Progressive; *Oakland*, University High; *Tennant*, High; *Tulare County*, Alta Vista, Harmony; *Visalia*, Carrie Barnett, Highland, Webster.
DISTRICT OF COLUMBIA—*Washington*, Howard University.
FLORIDA—*Jacksonville*, Springfield; *St. Petersburg*, Child's Park.
GEORGIA—*Atlanta*, Draughon School of Commerce; *East Point*, Church Street, Harris Street, Stapleton, Public.
ILLINOIS—*Stockton*, Stockton Public Schools.
INDIANA—*Indianapolis*, Robert Dale Owen, Public Number 58.
KANSAS—*Atchison*, High; *Osawatimie*, Osawatimie Public Schools, East Side Grade, Senior High, West Side.
MAINE—*Bangor*, Elm Street, Larkin Street, Mary S. Snow.
MARYLAND—*Baltimore*, Girls Vocational.
MASSACHUSETTS—*Everett*, Lafayette; *Waltham*, Old High.
MICHIGAN—*Ann Arbor*, Christian Mack Junior High; *Bay City*, Trombley; *Detroit*, Parke, Williams; *St. Clair Shores*, South Lake High.
NEVADA—*McGill*, McGill Public Schools; *Ormsby County*, Ormsby County Public Schools; *Tonopah*, High.
NEW HAMPSHIRE—*Goshen*, Goshen Public Schools; *New London*, Elkins; *Newport*, North Newport, Primary, Reed, Richards Junior High; *Sunapee*, Sunapee Public Schools, Central.
NEW JERSEY—*Gloucester City*, Highland Park; *Lawnside*, Elementary; *Westville*, Public Number 3.
NEW YORK—*Freeville*, Public; *Ithaca*, Ithaca Public Schools, Senior High, Wyckoff; *Valley Stream*, Valley Stream Public Schools.
OHIO—*Akron*, Forest Hill; *Lake County*, North Madison; *Niles*, Niles Public Schools, Harrison, Jackson, Jefferson, Lincoln, McKinley Junior-Senior High, Monroe, Roosevelt; *Sandusky County*, Washington Township; *Trumbull County*, Cortland.
OKLAHOMA—*Oklahoma City*, Jefferson Davis.
OREGON—*Portland*, Clinton Kelly High School of Commerce, Marysville.
TENNESSEE—*Hamilton County*, Anna B. Lacey.
UTAH—*Delta*, Sutherland.
VERMONT—*Ludlow*, Black River Academy; *West Hartford*, Public.
WEST VIRGINIA—*Maidsville*, Alexander L. Wade; *Piedmont*, High.
WISCONSIN—*Appleton*, McKinley Grade, McKinley Junior High; *Beloit*, Hackett; *Ripon*, High.
WYOMING—*Newcastle*, Elementary, Senior High.

The Journal of the National Education Association

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Secretary, J. W. CRABTREE

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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.

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JOY ELMER MORGAN, Editor

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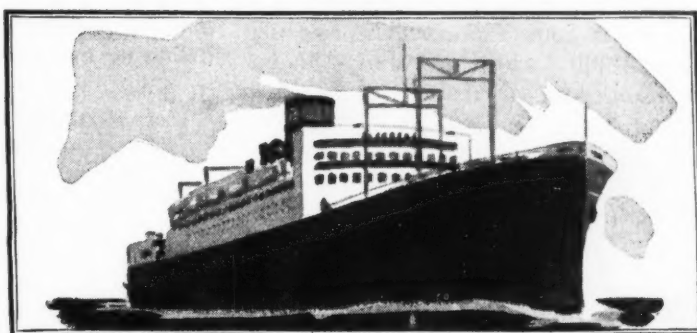
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[Continued from page A-98]

with the good old times. The orchestra for this occasion was furnished by Mr. Henry Ford.

Superintendent Willis A. Sutton of Atlanta, Georgia, president of the National Education Association, in his characteristic genial fashion contributed to the success of the convention. In addition to presiding at the general session of the Department of Superintendence Sunday evening and delivering an address on "School health as a prime objective of education" Thursday morning, he found time to look after much important business of the National Education Association. The prediction was general that he will stage a great meeting in Los Angeles, June 27-July 4, next.

The Detroit Masonic Temple is a beautiful edifice. The main auditorium is well arranged with every convenience for the comfort of speakers and audience. Some expressed the fear that the exhibits, which are always an important part of the winter meeting, could not be handled in the Masonic Temple which, as its name indicates, was erected for the use of Masonic gatherings and not as an exhibit hall.

By careful planning and with the co-operation of those participating in the exhibits these handicaps were largely overcome. Crowds who visited the exhibits found much of value and interest. Education is moving forward in meeting the needs of children as rapidly on the material side as it is in strictly educational developments.

The Detroit convention committees did their jobs with the precision and promptness which characterize that city. The committee members appointed to jobs stuck to the finish. The courtesy tours on Sunday afternoon, the handling of the Detroit school exhibit, the arrangements for tours to industries and visitation of schools, and the excellent information service were notable.

The Committee on Resolutions of the Department of Superintendence, which drafted the admirable series of statements published elsewhere in this number of *THE JOURNAL*, included the following members:

H. P. Shepherd, *Chairman*, supt. of schools, Knoxville, Tenn.
L. P. Benézet, supt. of schools, Manchester, N. H.
Isabel Lancaster Eckles, supt. of schools, Santa Fe, N. Mex.

John M. Foote, state department of education, Baton Rouge, La.
C. Ray Gates, supt. of schools, Grand Island, Nebr.
W. Karl Hopkins, supt. of schools, Ogden, Utah.
William B. Jack, supt. of schools, Portland, Maine.
Daniel J. Kelly, supt. of schools, Binghamton, N. Y.
John D. Loper, supt. of schools, Phoenix, Ariz.
Archibald A. McDonald, supt. of schools, Sioux Falls, S. Dak.
Charles S. Meek, supt. of schools, Toledo, Ohio.
L. C. Proctor, supt. of schools, Temple, Texas.
Mattie E. Thomas, state department of education, Columbia, S. C.
Ada York, county superintendent of schools, San Diego, Calif.

Greetings from Superintendent Cody—Fellow Teachers: Detroit welcomes you. It is an inspiration to us to have this conspicuous opportunity to work with you for the benefit of the children of America. You bring us your ideas, your courage, your faith, your vision. We rejoice because your presence will aid us. We hope that, in return for what you are giving us, we may be able in some slight measure to make your presence in our city of value to you. We invite you to visit our

[Continued on page A-104]

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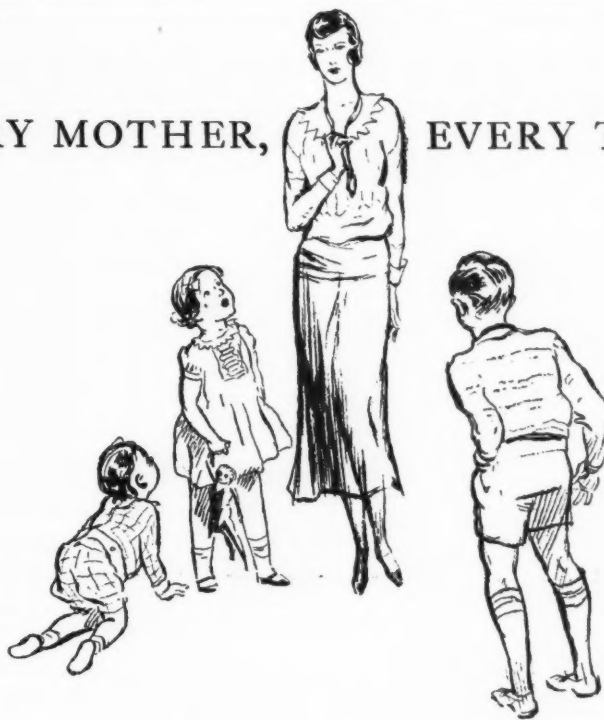
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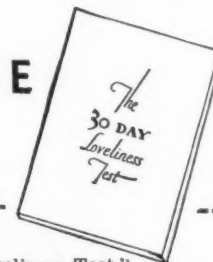
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[Continued from page A-102]

schools. When you find a fault in them, tell us about it. We fear praise, not blame; but we hope you will find here something which will enable you to serve more efficiently the present and future citizens of our common country. Sincerely yours, Frank Cody, superintendent, Detroit schools, Detroit, Michigan.

A word of appreciation—The Department of Superintendence of the National Education Association stands ready for the great tasks that lie ahead. School administration now ranks with engineering and the other major professions. It has a remarkable record of efficiency, integrity, and public devotion. It has set standards which business, industry, and other phases of public life will come more and more to adopt. Where could one find a more glorious example of the power of professional loyalty and cooperation?

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American Education Week, 1931, will be observed November 9-15, according to plans which have been worked out by the American Legion, the U. S. Office of Education, and the National Education Association. The general topic will be: *What the schools are helping America to achieve*. The program, day by day, is as follows:

Monday, Nov. 9.—What the schools are helping America to achieve in economic progress.

Tuesday, Nov. 10.—What the schools are helping America to achieve in child health and protection.

Wednesday, Nov. 11.—What the schools are helping America to achieve in citizenship and loyalty to law.

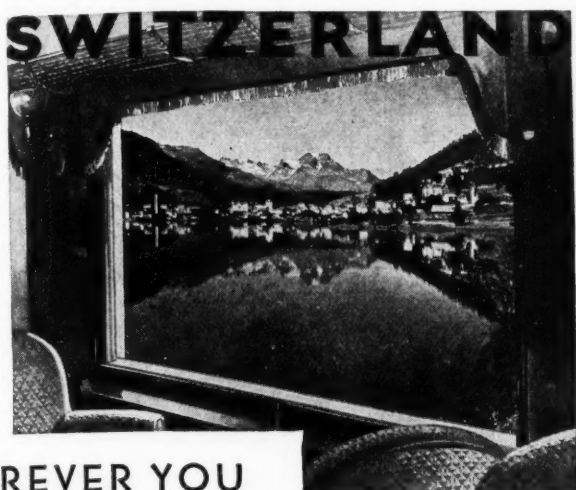
Thursday, Nov. 12.—What the schools are helping America to achieve in improvement of rural living.

Friday, Nov. 13.—What the schools are helping America to achieve thru a higher level of intellectual life.

Saturday, Nov. 14.—What the schools are helping America to achieve thru the enrichment of adult life.

Sunday, Nov. 15.—What the schools are helping America to achieve thru high ideals of character and home life.

[Continued on page A-106]



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[Continued from page A-104]

These general themes will be adapted by each state and locality to meet its own particular needs.

President Hoover proclaims Pan American Day—President Hoover, by proclamation, has designated April 14 as *Pan American Day*, and has called upon the schools, civic associations, and people of the United States generally to observe the day with appropriate ceremonies, "thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the government and people of the United States entertain toward the peoples and governments of the other republics of the American continent."

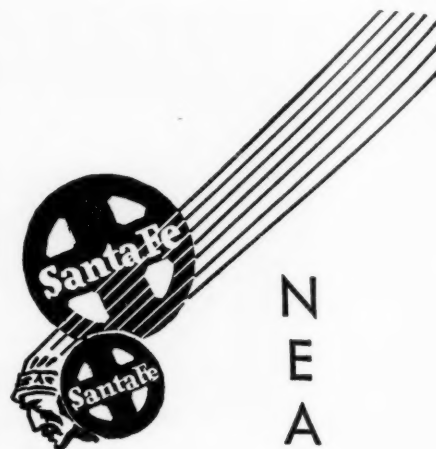
The first observance of the day on April 14, next, will be marked by exercises thruout the United States. In Washington the President, members of the Cabinet, and diplomats representing the countries of Latin and South America will participate in the ceremonies. Immediately after the exercises a tree will be planted on the grounds of the Pan American Union to commemorate the first observance of the day.

For material appropriate for use in schools in connection with this observance write to the Pan American Union, Washington, D. C.

From the Editor's mail—My dear Mr. Morgan: I have just read your March editorial, "Children First." I want to tell you how strongly I sympathize with every word—especially your comment on "the extreme want on the one side and the extreme fortunes on the other," the inadequate salaries paid to teachers, and our failure to give rural communities their just educational dues. If the millions squandered on battleships and unnecessary armaments could be put into education, what a new world we would have in a generation, since the new progressive ideals are leavening our educational standards.—Alice F. Kiernan, Overbrook, Philadelphia, Pa.

From an appreciative high-school principal—I am indebted to the National Education Association for the finest educational information, standards, policies, ideals, attitudes, and inspirations that come into my life.—Everett V. Perkins, Cony High School, Augusta, Maine.

[Continued on page A-108]



- **L**ATE in June, 1931, there will be great stir in the far-flung ranks of the N. E. A. Great expectations and a vast packing of bags will preface departure of several thousand delegates to the annual Convention at Los Angeles from June 28th to July 3rd.
- **Los Angeles**, colorful melting pot and human magnet, will be an experience in itself. Once there the make-believe of Hollywood, the mellow dignity of the old Spanish missions, or the grandeur of Yosemite will pull and tug for your leisure moments. The broad beaches and surf-whitened headlands of the Pacific will be calling you all the way from the Mexican border and San Diego, northward to fascinating San Francisco's Golden Gate.
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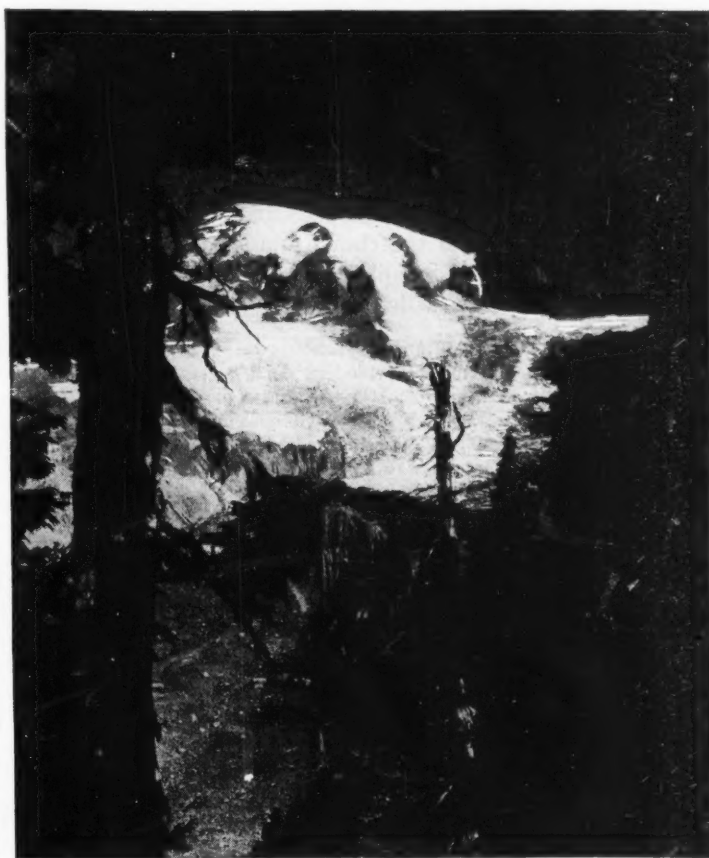
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[Continued from page A-106]

World Goodwill Day, May 18— Under the heading "Diplomats and Peace" *The Nation* of February 18, 1931, publishes a statement which shows all too clearly that if the world is to have goodwill and peace the constructive forces of society, such as the home, the school, and the church must actively wage peace. The following paragraphs are from this article:

On the military side, France is pushing to completion some 200 miles of modern fortifications on its eastern and northeastern frontier as a defense against another German invasion, and Belgium is planning to make its forty miles of German gateway secure against attack. France, Belgium, Italy, Czecho-Slovakia, Poland, Rumania, and Yugoslavia, the last three offensive and defensive allies of France, had between them on October 1, 1930, standing armies of 1,914,990 men, while their army reserves reached the enormous total of 17,767,261. France, which has been supposed to lead the world in military aviation, is much concerned lest it should still be in danger in the air; Great Britain and the United States are busily developing their air services, and in the United States elaborate plans have been completed or are being worked out for the mobilization of industry in the event of war.

In a world, a considerable part of which has solemnly renounced war as an instrument of national policy, the diplomats may well

feel that a heavy burden has been laid upon them in keeping a peace so sentimentally espoused and so little, apparently, believed in. Nobody knows better than a diplomat the danger that lurks in such a dispute as has just flared up between Bulgaria and Greece on the heels of a Balkan conference that paraded the olive branch, or in the oppression of minorities in Poland and Yugoslavia, or in the continued agitation in Germany for a radical revision of the Young Plan, or in the political and financial plight of the Nationalist Government in China. In spite of treaties and conferences and solemn pronouncements, nations great and small appear to be still of the opinion that peace, unless supported by armed forces capable of waging war on a grand scale, is as yet hardly more than a dream, and that agreements to keep the peace are not to be understood as deterring any of the parties from being constantly in trim to fight. Perhaps the international conference that is to meet next year may pave the way to better things, but in the meantime the diplomats have quite enough anxiety to keep them on the alert.

Child Health Day, May 1—This is a good time to give some thought to the children who are obliged to face life with some handicap. Professor Charles W. Conrad, who is a specialist in this field, writes:

All other things being equal the physically handicapped child is of the same mentality

as the normal child. It is the aim of the schools for the physically handicapped to keep pace with and to use the same course as do the other schools.

A "countywide" school for the physically handicapped is recommended for counties with 75,000 population or less if it is not possible to have one in each town or city. Short bus rides are usually enjoyed by the children, and the cost per student of "countywide" schools is, of course, proportionately lessened as the enrolment is enlarged.

Many communities might well make a special study of local needs and make use of the often surprisingly liberal government aid that is available. Some states, for example, permit a district to organize a special school if it has even one physically handicapped child.

Canadian liquor control failing—

The persistent increase in the number of persons using permits for the purchase of liquor indicates perpetual recruiting of youth in drinking habits, and this is obviously storing up wrath against some day of doom. Drinking, drunkenness, and drink evils are growing. The liquor problem is not solved. Canada has nothing constructive to offer the world except the value of her discovery that government control does not achieve what was expected. Other experiments must be tried, and the

[Continued on page A-110]

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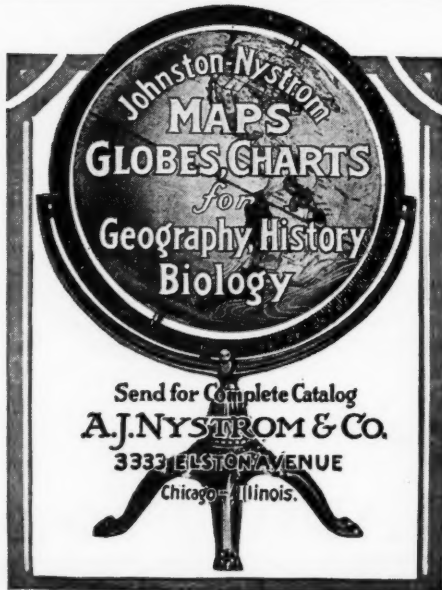
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[Continued from page A-108]

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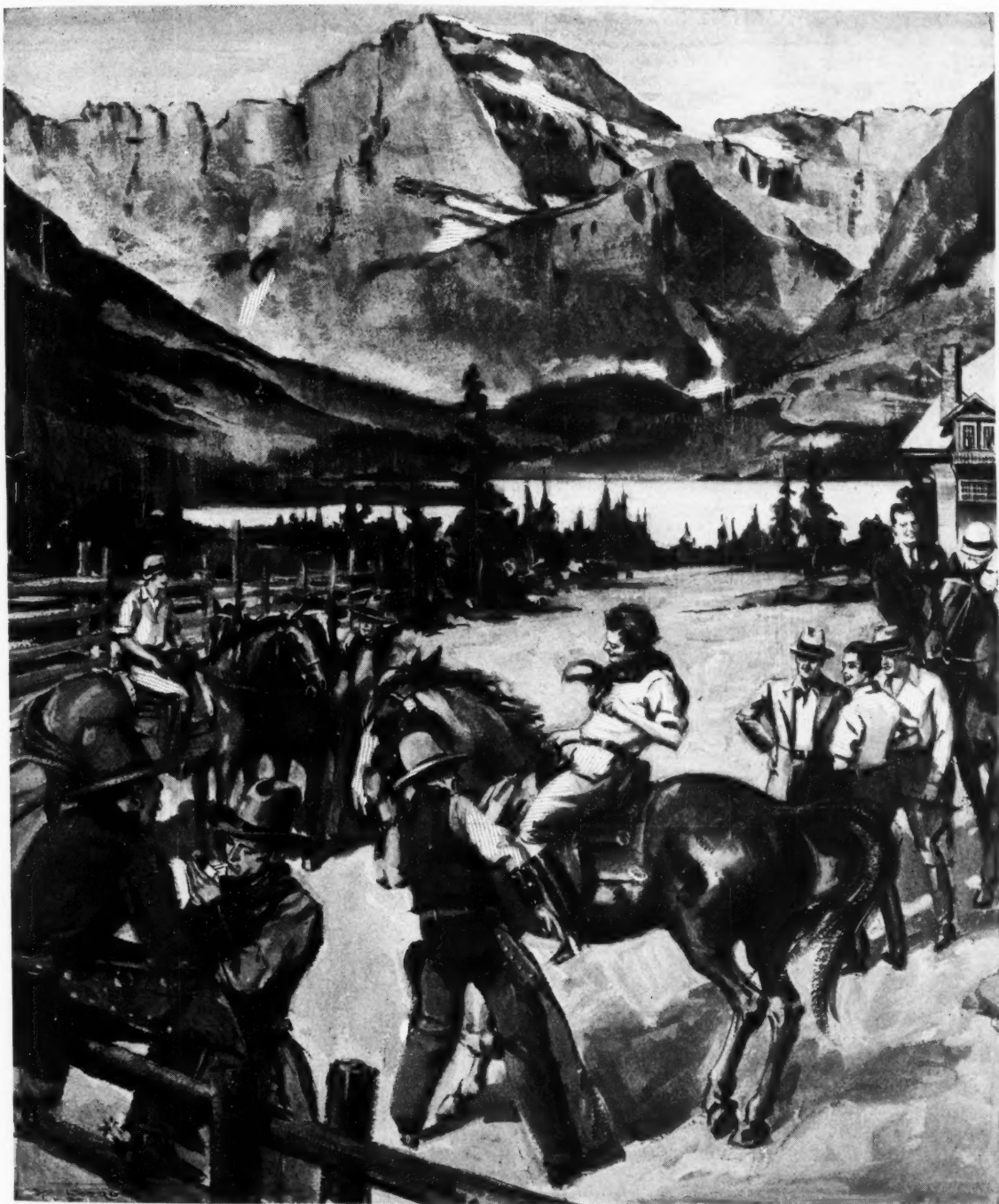
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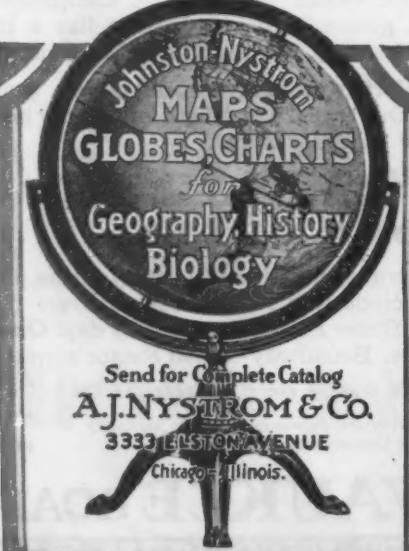
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