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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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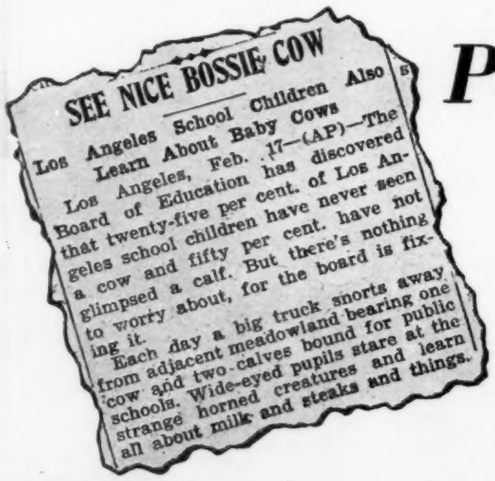
SEE NICE BOSSIE COW

Los Angeles School Children Also Learn About Baby Cows

Los Angeles, Feb. 17—(AP)—The Board of Education has discovered that twenty-five per cent. of Los Angeles school children have never seen a cow and fifty per cent. have not glimpsed a calf. But there's nothing to worry about, for the board is fixing it.

Each day a big truck snorts away from adjacent meadowland bearing one cow and two calves bound for public schools. Wide-eyed pupils stare at the strange horned creatures and learn all about milk and steaks and things.

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> **COW.** *n.* Female of any bovine animal, esp. of the domestic species.

Poor Johnnie! He is nonplused. Moreover, his faith is shaken. A few such rebuffs and a really valuable habit may be lost forever. . . . But Johnnie's teacher is alert to his predicament, and makes a suggestion, "Look up cow," says she, "in The Winston Simplified Dictionary." . . . Now Johnnie is looking pleased . . . smugly satisfied. There's a reason. The Winston Simplified Dictionary *defines every word so that its use and meaning can be instantly understood.* There is an edition that exactly fits the needs of Johnnies and Marys . . . and an edition designed especially for your needs, too.

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FOR TEXTBOOKS

An Editorial for Graduating Classes, June 1931

How Much Do You Count?

It is the eighteenth of April. There come echoing into my mind from the memories of school days the challenging lines of "Paul Revere's Ride."

So thru the night rode Paul Revere;
And so thru the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forever more!
For, borne on the night-wind of the past,
Thru all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of that steed,
And the midnight message of Paul Revere.

This great poem suggests a thought which is told in a different way over the main entrance to the new capitol at Lincoln, Nebraska: *The safety of the state is watchfulness in the citizen.* The nation has never needed an alert citizenship more than today. That citizenship must come from the schools. You of the great American graduating class of 1931 may well think upon the glory of the nation which has given you your chance —the nation which is sending thru the high schools and colleges more young people than all other countries taken together. This mighty family of 1931 graduates comes into active life in one of the great transition periods of human history. It is a period filled with change, with need, with failure, with achievement. The energy and ideals of youth are needed, and the most important thing about each of you as you come from the schoolroom into the stream of active life is what you stand for—whether you have made up your mind to count, to be somebody, to exert a positive influence, and to make a contribution to the wellbeing of others.

America is particularly hard-pressed just now by some problems which can never be solved by the political demagog or by the greedy supporters of selfish interests. You may well think about these problems if you wish to preserve the ideals of freedom for which Paul Revere and the men of his generation stood. Here are a few of them. You will think of others.

Ten Master Habits

The Habit of Interest
The Habit of Purpose
The Habit of Thought
The Habit of Planning
The Habit of Effort
The Habit of Growth
The Habit of Goodwill
The Habit of Humor
The Habit of Sincerity
The Habit of Faith

First, the freedom of the air. The coming of radio and television brings a new and most powerful tool for reaching the human mind. The historic struggles for freedom of speech and for freedom of the press are small indeed as compared with the freedom of radio. Anyone can set up a newspaper but the number of radio channels is limited. Powerful interests which control billions in wealth seek to monopolize the channels of the air and control the spread of ideas.

Second, there is the question of the Eighteenth Amendment. Have you been fooled by the intensive propaganda of the millionaire liquor interests—as some good people have been fooled—or are you standing firmly by our American policy of outlawing the liquor evil? By making your influence count you members of the class of 1931 can stop for all time any confusion over the Eighteenth Amendment. That Amendment has benefited youth beyond measure. It has given opportunities to literally millions of children who otherwise could not have been in school.

Third, there is the problem of better schools. Good as our schools are they are not good enough to meet the demands of this age. Teachers are overloaded. Classes are too large. Handicapped children need more service. Our tax system falls too heavily upon those least able to pay. It will take courage and patience to work out these problems just as it took courage and patience for an earlier generation to establish the schools which have given us our chance. As the schools go the nations will go.

Fourth, comes the problem of community planning. You have given some thought to your own life. You have tried to avoid mistakes and to take advantage of opportunities. You have probably tried to look several years ahead. Some of you may have considered a plan for your whole life. If careful planning is important in the life of an individual, it is doubly important in the life of a nation. America is a beautiful country, yet ninety percent of our people live in homes unworthy of our day and age. The next quarter of a century will be a period of home building. Shall these houses into which we pour our wealth and our lives be cheap makeshifts, pawned off on aspiring homemakers by greedy realtors, or shall they be places of light, fresh air, sun, gardens, and parks? America has abundant room. It has the best transportation in the world. It has ideals of family life. Are you ready to take your part in a program of planning which will make the most of the resources of your community, your state, and the United States?

In such needs as these there is a challenge, an opportunity for service, a call to patriotism and sacrifice no less significant than in the pioneer days of Paul Revere. The United States is making history today. You are making history. What this history shall be depends upon you—your purposes, your ideals, your spirit, and your devotion. It is the old, old struggle against indifference and selfishness. It is the new, new struggle in behalf of the human values—in behalf of happy homes, fine schools, worthy communities, and of honest government. Are you ready to meet this challenge? Do you intend to count? [Readers of The Journal are invited to bring this editorial to the attention of members of the graduating classes; to post it on bulletin boards; and to pass it on to the editors of the local papers.]

To the graduates of high schools and colleges and to their parents and teachers—The authorities who are studying our farreaching problems of unemployment recommend that all forces join hands to continue 1931 high-school and college graduates in school for another year when conditions will be more favorable for their absorption into the occupational life of America. In this recommendation the officers of the National Education Association most earnestly join.—Willis A. Sutton, president of the National Education Association.

Cooperation Is Not Cheap

CHARLES H. JUDD
Director, School of Education, University of Chicago

HOW SHALL WE DEVELOP a higher level of cooperation in our schools? I venture to suggest four formulas, the adoption of which, I believe, would insure greatly increased cooperation in American education.

First, let it be recognized that the function of one part of the school system is not the same as the function of any other part of the system. The principle of differentiation of functions is nowhere in literature more clearly expressed than in the Epistle of Paul the Apostle to the Romans, chapter 12, verses 3 to 8. Lest your memories for the moment fail to bring back the passages, I quote them in part. Paul says:

> For I say, thru the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly, according as God hath dealt to every man the measure of faith. For as we have many members in one body, and all members have not the same office: So we, being many, are one body. . . . Having then gifts differing according to the grace that is given to us, whether prophecy, let us prophesy. . . . Or ministry, let us wait on our ministering; or he that teacheth, on teaching; . . . he that giveth, let him do it with simplicity; he that ruleth, with diligence; he that sheweth mercy, with cheerfulness.

The second formula, which follows directly from that suggested by Paul, may be expressed in these terms: The different functions of the different grades must be carefully arranged after systematic experimentation and scientific study of the stages thru which human nature passes in the course of its natural development.

In earlier times the schooling of American children was so meager in quantity that every teacher very properly regarded it as his duty to do whatever seemed to him possible in the short time available. Care must be taken to arrange instruction so that the pupil's training is ultimately complete and each intellectual step taken is in conformity with the child's nature.

Science teaches us that physical growth is not uniform either in rate or in character. The gains in weight which a young child makes during his first year and a half include ninety percent of all the nerve tissue that he will ever possess. The gains in weight which an adolescent makes are practically all in the muscle system. The ordinary observer may be satisfied to say in each case that the child gained in weight, but the scientist must be discriminating.

School systems in this country—and every other country—have guessed about the most appropriate sequence of topics. They have lived in hope that practical experience or some accidental suggestion of a reformer would arrange the curriculum. The time has passed when any student of school operations can wait for chance adjustments. There is only one way to understand nature—that is to make a scientific study of what goes on in the course of a child's development.

The third formula which I have to suggest is as follows: *Teachers should be required to possess definite knowledge regarding the organization and achievements of all the educational institutions which make up the school system.* In my opinion, one of the worst fallacies of recent times is committed by those who argue that, because a teacher's tasks are specific, the best preparation for teaching consists in narrow and specific training for a single level of school work. I hear it said that a teacher in the intermediate grades should be trained specifically in the subjects taught in those grades and not in the full round of subjects covered in the elementary school. In refuting this contention I shall not dwell on the pertinent fact that very few teachers teach continuously in one division of the school. Assuming for the sake of argument that most teachers spend their whole careers in a single grade, I contend that even so all teachers ought to understand something of the problems of the first grade and of the college. *The day will come shortly, I feel sure, when the psychological doctrine that mental life is made up of specific items will be relegated to the collection of hasty and indefensible inferences based on superficial data.* Mental life of the type which is known as intelligence reaches out in all directions and guides behavior thru a survey of many relations. That teacher is intelligent who has a lively interest in understanding where his pupils came from and whither they are going. *We have had too much narrow adherence to routine in the past, too much microscopic attention to the immediate environment.* I believe that every teacher-training institution should include at least one good general course on the whole school system. We have learned in recent studies that personalities are often biased permanently by what seem to be trivial incidents. We know with perfect definiteness from educational studies that a child may be permanently handicapped if he is neglected at one crucial point in his education, or if he is misled by a teacher who is more concerned with the day's recitation than with sound modes of study. *Teachers are dealing not with items of experience but with cumulative tendencies. A single unimaginative teacher can destroy interest. Every teacher must have outlook.* "Where there is no vision the people perish."

The fourth and last formula is this: True coordination inside the school is impossible unless there is coordination of the school with the civilization in which and for which the school exists.

The argument in support of this contention is easy to supply. *Every step that the pupil takes is a step toward ultimate participation in social life beyond the school.* Not only so, but one-half or three-quarters of a pupil's life is spent in out-of-school activities. If there is a false trend in the school curriculum, one which is out of harmony with civilization, there will be a disturbance in the pupil's experience and in his reactions to the school program. *Some of the incoordinations which make necessary what we call school discipline grow out of the fact that we are imposing colonial methods of life on children who live in the twentieth century.* Intellectual rebellion is often due to the fact that the secondary school of our times is conducted as though we had just waked up to the importance of the Renaissance. The difficulty with much of our college work is that it is organized on the pattern set by the theological schools which were the first colleges.

Coordination of the school with modern civilization is no easy task. But however difficult the task, we may be quite sure that in the direction of such discoveries lies the road to internal and external coordination of the schools.—From an address at the general session of the Department of Superintendence of the National Education Association, at Detroit, February 25, 1931.

The Library in the Elementary School

E. V. Hollis

Head, Education Department, State Teachers College, Morehead, Kentucky

The functions and activities of the library in elementary schools can be determined only in terms of the philosophy of education practised in a given elementary school. If the school is so wedded to the textbook that knowledge from other sources is not considered, then there is no place for a library. If the school is so indifferent to and neglectful of library materials as to be satisfied to use spasmodically such publications as may be furnished by outside incidental and transitory agencies, it would not likely make much use of a real library if presented with one. There is another group of elementary schools whose philosophy of the educational processes causes them to desire, have, and use a library devoted solely to supplementary texts, classroom reference work, and to the other types of closely supervised reading that are specifically related to the materials of the textbook lesson. There is a still more desirable philosophy of elementary education that centers every activity of the school about the pupil as a growing, experiencing, and independent personality. Schools that operate on this level demand and will use a complete and wellrounded library service such as is now given in the children's department of our best public libraries.

If the philosophy of education that is practised in the school is the determining element in elementary school library service, it behooves us to begin the solution of our problem at this point. How can we get the elementary school teachers and administrators to act according to modern educational conceptions that will produce an effective elementary school library? How can we best revise the elementary school curriculum so as safely to abandon the strict and literal following of the textbook in favor of a library-centered school? How, and how soon, can our teacher-training agencies provide a group of teachers qualified to use this new curriculum and this modern elementary school library? As I see the matter these problems constitute the warp and woof of our educational fabric; and in the degree in which a school, a county, or a state solves all of them, it will in that degree solve the library problem. If my thinking is correct, then most communities will go thru a period of having each of the four stages of elementary school library service. The progress from stage to stage will be conditioned by the general educational progress. Possibly it should at once be pointed out that the line of demarcation between these stages is so indistinct as often to cause confusion. Especially is the overlapping so great between stages three and four as to demand the services of a professional for competent judgment. At any rate, we can roughly so group our school libraries for purposes of study and measurement.

The price of a book—No one can ever pay for a book. He may pay for the paper and binding, but back of these are the contributions of untold numbers of people. First come homes and schools that shape the lives of authors and that great body of readers willing to support authors. Then comes the great cumulation of work in art, letters, travel, history, science, philosophy, and religion which has been treasured through the centuries. Each book is thus a center or network of influences whose golden threads reach out in almost infinite directions.

How can we get the complex forces of education organized so as to move our schools and their libraries from one stage to the next higher? Since in America the state is the unit for education, the ideal way to organize for properly educating teachers, developing a modern curriculum, and providing the supervision that must accompany our proposed modern elementary school library, is to make a statewide attack on the problem, as is now being done in New York and Minnesota. These states have seen that the several phases of education must advance together and they have had the vision and the courage to attempt to live up to the obligations of being the unit for education within their bounds. Other states are following this excellent example.

Until your state will undertake such a program you must be content with an organization covering the largest intermediate or local unit for educational administration that your state provides—the county, township, town, or district. A county superintendent or supervisor who has seen the vision can select teachers who understand a modern elementary school curriculum; with these teachers a supplement to the state course of study can be worked out that will suggest desirable library material and how to use it. If you share my ideals and are so unfortunate as to be teaching a school where you can get neither state nor county cooperation, your work will be hard and your progress slow; but you need not despair of achieving in some degree the goals we have set up. After all, the teacher holds in her hand the key that opens the doors to these new opportunities that we desire for our children. If you have the vision you will find ways to build and really use a library.

It may sound discouraging to declare that we are not likely to have or use libraries in our elementary schools, generally, until we educate a group of teachers prepared to use them. I may seem to be discouraging the library movement in elementary schools by insisting it can grow no faster than the teacher; yet the conviction is so strong that I believe this is the strategic point of attack on the library problem. If, at the beginning of next school year, you could present every rural elementary school of the country with an adequate library and at the end of the year check on its use, abuse, and disappearance, you would be convinced that the training and philosophy of the teacher is the key to the problem. The bare one-room rural school of the "ragged beggar sunning" type that has no books at all is usually manned by a teacher who is not aware of their absence. She is a textbook teacher of the lowest order. Every year I visit in this type of school; it is yet too much with us. You must change the teacher of this school before you can effectively change its library situation or any of the other factors that go to make a modern education.

The most common type of elementary school has a library that consists of an unorganized collection of books that is

either kept locked in a corner cupboard or stored along with the broom and other school supplies in a convenient closet. The books of this collection usually represent the volumes that persons in the community do not care to keep at home. These books are not adapted to the needs of the children and are often not concerned with topics within the range of their interests. One such library that I examined this year consisted of odd volumes of a thirty-year-old edition of the Encyclopedia Britannica, a three-volume history of a certain Protestant denomination, a volume on the curse of Mormonism, a few miscellaneous textbooks, and a dog-eared copy of an unabridged dictionary. In an indirect, polite, and as professional a conversation as the situation permitted, I also examined the teacher of this school. She was as lacking as the library. If the books that made up her antiquated library could by some magic have been changed into a collection approved by the American Library Association, they would have been equally useless in her hands. The school that has such a library and such a teacher is but little better off than the school that is wholly without books but that has the same type of teacher. Yet the very presence of something called a library that has an occasional book to stimulate the thinking of the children and the presence of a teacher who even spasmodically and half-heartedly encourages such reading, seems to be the means whereby a school grows to have a reading laboratory type of library.

Probably most of the elementary schools of America are now engaged in the transition from the traditional school library just described to the type of school library that is commonly called the reading laboratory. Likewise the teachers of these schools are making the transition. As the name indicates, this type of library has as its chief objective the supplying of supplementary materials directly related to the textbook work of the classroom. It is indeed a reading laboratory. Its prime function is to enrich the curriculum. Most of the books are of an informational sort chosen for their value in broadening the horizons, stimulating the interests, and directing the thinking of students in the great fields of study with which their daily classwork is concerned. Such a library will have a minimum number of reference books, magazines, and books suitable for independent recreational reading. For the most part, students will come to this type of library much as they come to any laboratory—in groups. They will read in groups—and that under the supervision of the teacher. This teacher is more likely to have the attitude and use the technics common to the supervision of a silent reading lesson than she is to have the attitudes and technics of a library-trained teacher. Yet she is the growing new teacher that is emerging to lead modern elementary teaching. Her work is a good omen.

It is my guess that the immediate task ahead of those of us who want to advance the use of libraries in elementary education is that of training these growing teachers in how to select and use materials that will enrich their ordinary classroom instruction. The possibilities along this line are indicated by collateral material suggested for the nature-study course in the Connecticut school system—195 books for the use of the children and 118 books for the use of the teacher. The job of selecting, providing, and suggesting the use of such material is equally a part of the work of the state library commission, the makers of the state course of study manuals, and state and county supervisory and administrative officers. Such efforts will lead naturally and gradually to an elementary school personnel that will provide the effective answer to the question of how to get and use an elementary school library.

By almost imperceptible stages such a reading laboratory type of school library will grow into the unlimited service type of library. In this latter type of library will be found the services and facilities of the typical children's department of a good public library. It will have all of the facilities and functions of the reading laboratory type of library and, in addition, will provide for such objectives as general informational reading as a life habit, the reading of suitable fiction and other lighter types of materials for pleasure and as a means to a worthy use of leisure, and of developing skills for the independent use of books and other library materials as a study habit. An elementary school library with such aims will demand the center of the school program; it will be costly; it cannot be housed with the janitorial supplies in a closet; it cannot be administered by untrained teachers. But with such a library as the tool of a welleducated teacher our program of elementary education will indeed center about the growing and experiencing personality of the child. The child-centered school will then become the typical school. As it is today, almost every state in the Union has an example of such an elementary school with unlimited library service; but few states have more than an example. It will be the battle of our combined educational forces for the next quarter of a century to bring this rich gift to all our children.

THE MOMENT you begin to select the food for your mind as regularly and with as much care as you select the food for your body; to seek roughage, variety, and vitamins for your brain as systematically as you pursue cabbage, corn, fruits, steak, and carrots for your stomach; to make your bookcase as heavy as your dining table; to spend as much time and money for observation, for reading that is reading, for wellchosen radio, talkies, travel, companionship, meditation as you spend for food — when you do these things, that moment will your real intellectual life begin; a new fire will burn in you, your life will take on new purpose and you will be conscious of new happiness and power.—J. E. M.

THE LITERARY BACKGROUND required for successful book work with children cannot all be gained during one or two years in a library school. It comes in large part from association with literature from early childhood and from experience later in the actual use of books with children. What the student librarian may rightfully expect from professional training is a wider knowledge of book resources and general rules of guidance in selection. She should bring to her work love of children, love of reading, a sense of literary values, and some knowledge of children's reading habits.—From *Library Service for Children*, by Effie L. Power, director, Work with Children, American Library Association.

The In-service Education of Teachers

NED H. DEARBORN
Director, Institute of Education, New York University

DURING THE LAST CENTURY teacher education has been focused on the preliminary stages of preparation. Thruout this movement an organization of "pre-service" education which has *unity* for its central subject is evident. At the same time there have been professional activities that indicate a recognized need of "in-service" education—for example, the teachers institute or conference, courses for teachers in extension centers, correspondence courses for teachers, summer session study, leaves of absence for study or travel during the regular school year, reading circles, and local, state, and national education associations with their various programs and reports. Among all of these things there is no unity. The time has come when an integration of some of these methods of "in-service" education should be attempted. A program of integration must, however, take into account the fundamental factors in a total program of teacher education.

The education of teachers extends far beyond the boundaries of mere pedagogy. It is not enough to think only of the vocational aspects of the problem. To be satisfied with nothing more than good craftsmanship is to hide one's head in the sand. *A teacher is the guardian of social order; a teacher stands always in the spotlight of public scrutiny; a teacher is judged by the influence exerted in the development of youth morally, intellectually, and physically and also by the nature and amount of participation in the important affairs of life outside the school. The field of education is unsurpassed in its opportunities to serve humanity.*

The advantages of teaching in rendering professional service to social progress are paralleled by the advantages inherent in the work in non-professional community activities. The teacher who is not a student of human nature and public affairs fails to measure up to the opportunities of the profession and neglects the obligations resting on all educators to contribute whenever, wherever, and however possible to the advance of civilization. The education of teachers [the term is used in a broad sense and includes all types of service in our schools and colleges] therefore falls into two general divisions—education for professional service and education for life outside of the vocational demands made on teachers.

TEACHERS COLLEGES would do well to affiliate with certain of the public schools for experimental purposes. Many more members of the faculty should act as free educational consultants for public school systems and many more members should avail themselves of existing opportunities to carry on studies in the public schools dealing with the content of the curriculums and the problems of administration, supervision, and teaching.

Sooner or later a good teachers college should establish an experimental school in connection with the training school. This experimental school should be established primarily for demonstration and experimental purposes. It should be possible for members of the faculty there to carry on studies of an experimental and research nature, studies which are difficult under the present system of practise teaching and observation.—From *The Journal of Higher Education*, February 1931.

The first function of a program of teacher education is to provide a reasonable mastery of the subjectmatter to be used and of related subjectmatter. This statement smacks of triteness and a charge of guilt could be sustained were it not for the last phrase of the sentence. Exact knowledge of a given field of learning is essential but it must not be ritualistic or catechetical. A facility in the use of pertinent information is desirable but factual knowledge which lacks an acquaintanceship with causes and results—which neglects interpretation—is superficiality. A teacher of English literature in a high school, for example, will have a respectable task in securing an acceptable survey knowledge [acceptable from the standpoint of thorough scholarship] of English prose and poetry, to say nothing of plumbing the depths of a given period or type of either; and a Boswellian relationship is practically impossible. Nevertheless, the ideal of scholarship must obtain. Not only must this high-school teacher in the field of English literature master English literature but he should also know American, French, German, Italian, Russian, and Scandinavian literature. There are similarities and contrasts to be drawn from these fields which will aid him as a teacher of English literature. Likewise, he should know the social, political, and economic history of the peoples whose literature he is helping high-school students to enjoy and understand. In this connection science, philosophy, and religion must not be neglected. Briefly, the demands upon a teacher in any field require a broad and deep reservoir of knowledge which may serve not only his regular daily needs as a classroom teacher but which may be used as an emergency supply of information and understanding. Parallelism, comparison, and contrast are effective in their proper time and place in teaching. Hence the need for a reasonable mastery of related subjectmatter in addition to scholarship in a given field of knowledge.

The second function of teacher education is to assist each prospective teacher in the formulation of a definite philosophy of education. This is, after all, the practical application of a philosophy of life to a special field of service. Human beings are guided by some standards of conduct, even though unconsciously. He who knows his purposes, outlines a plan of action, and executes a program of daily conduct in terms of his plan and purposes, achieves his goal. If the ways and means are worthy then he, as a contributor to the advance of civilization, becomes a ruling power. He is listed among the outstanding characters of history. Statesmen, jurists, authors, philosophers, scientists, painters, sculptors, musicians, and teachers comprise the bulk of humanity's great leaders. Fortuitous circumstances, opportunities, and fate fail to explain the eminence of any of the great figures in human his-

tory. On the contrary, their lives were directed by worthy purposes, distinguished by definite plans, and made effective by an efficient program of action. Education as the fundamental basis of social progress must have just this kind of leadership. And the followership must have an intelligent appreciation of the purposes, plans, and programs advocated by the leaders. Hence the importance of a definite philosophy of life and of its application to the field of education.

The third function is to provide a thorough understanding of child nature. Scholasticism is giving way to humanism. The humanism of today is not vapid sentiment. It is recognition of individual rights and responsibilities. It calls for functional learning in the real world in which human beings live. So, in addition to knowing the world in which we have our being, it becomes necessary to know the human material with which we hope to make today and tomorrow better than yesterday. In pedagogical parlance this knowledge of child nature is called educational psychology. The teacher must understand the physical, mental, and emotional aspects of child development if stimulation, encouragement, and guidance are to be effective in child growth.

The fourth function is development of powers of evaluation. Knowing materials and child nature and possessing a working philosophy of life, the teacher then faces the obligation of selection. What subjectmatter will function now or later [or now *and* later]? How can it be organized most usefully? What methods will be most effective? When shall the child be introduced to this, that, or the other? To what extent shall repetition occur? What of overlapping? Of coordination or integration? Where shall fact-finding or memorization leave off and interpretation begin? What about problem solving? Thought habit formation? Teaching is far more than what to do or how to do it; it involves the why of all things. Thus curriculum construction and methods of teaching become something more than routine matters. "Tricks of the trade" is not enough. Nothing short of broad and deep and extensive education can be acceptable.

The fifth function of teacher preparation is ethical training. This phase of education is based on ideals of conduct with respect to working relationships among members of the profession. Rumor has it that a certain position will be vacant soon. What should the anxious and ambitious aspirant for that position do in this case? Unfortunately home education, active participation in community affairs, or observation of professional workers in other fields do not always enable the prospective teacher to decide wisely in such a case. "Commonsense" is not always a reliable guide. Where does the responsibility lie to provide instruction of this kind? Clearly in programs of teacher education. Just as there is a code among gentlemen, ethical standards in other professions, and ideals of conduct for the everyday world, there must be an ethical code for the profession of teaching. It must be founded on ideals consciously formulated and on habits grounded in reflection and practise.

The sixth and last function in this classification, education for life outside the classroom, is related to the second of the two general kinds of teachers' education. The five points mentioned above relate to the vocational interests of teachers. There are, however, many obligations that make their demands in the non-vocational or avocational lives of teachers. Social life in the home, community problems, economic, political, and social questions that reach beyond neighborhood or local community boundaries—all of these call for wide information, varied and many intellectual interests, skilful exercise of welldeveloped thought habits, and a sense of responsibility as vital units in the social order. Education for teaching [for any profession or vocation] that neglects these demands falls far short of the mark. True, professional education and non-vocational education have mutual values for the purposes of each, but these purposes will be realized more effectively if the program of education sets up one group of studies directed primarily to the ends of one and another group to the ends of the other. Furthermore, the teacher who establishes himself as a valuable member of society, apart from his profession, commands a degree of respect, admiration, esteem, and confidence that inevitably wins lay support for organized education.

The foregoing statements of functions presuppose a program of continuous education for teachers irrespective of the length of the "pre-service" program of education. Both "pre-service" and "in-service" education follow the lines of professional, non-vocational education in the total educational needs of any teacher. From the standpoint of professional education it is clear, even to the casual observer of educational progress, that the science of education is changing so rapidly that periodic and systematic attempts to keep abreast of the times are essential to the professional life of the alert teacher. On the side of non-vocational education it is also clear that the development of intellectual interests, the extension of boundaries of knowledge, and the increase in understanding of the world in which we live have no end. Hence the need for a program of "in-service" teacher education that is continuous and is coordinated with the "pre-service" program. Such a program has no end.

Enrolment by States of 83 State Teachers Colleges For 1930 and 1931

State	Number of Colleges Reporting	Enrolment[1] Men 1930	Men 1931	Women 1930	Women 1931	Percent increase in 1931 Men	Women	Total
Alabama	3	247	327	1106	978	32.4	-10.7	-3.5
Arizona	1	140	232	383	493	65.7	18.3	38.6
Colorado	2	474	581	1379	1302	22.6	-5.6	1.6
Illinois	5	1354	1677	2832	3078	23.9	8.7	13.6
Indiana	2	823	962	1472	1587	15.7	7.8	11.1
Iowa	1	596	606	1592	1545	1.7	-3.0	-1.7
Kansas	1	345	343	967	839	-.6	-13.2	-9.9
Kentucky	4	1174	1712	2317	2907	45.8	25.5	32.3
Louisiana	1	158	176	841	784	11.4	-6.8	-3.9
Michigan	4	2036	2235	3695	3670	9.8	-.7	3.0
Minnesota	4	311	408	1831	1918	31.2	4.8	8.6
Mississippi	1	75	68	216	229	-9.3	6.0	2.1
Missouri	4	1107	1263	1803	1840	14.1	2.1	6.6
Nebraska	1	216	222	475	531	2.8	11.8	9.0
New Hampshire	2	108	146	776	763	35.2	-1.7	2.9
New Jersey	1	78	107	557	520	37.2	-6.6	1.1
New York	5	651	721	3697	3550	10.8	-4.0	-1.8
North Carolina	2	39	64	1037	1058	64.1	2.0	4.3
North Dakota	3	361	428	1250	1278	18.6	2.2	5.9
Ohio	2	411	541	1319	1464	31.6	11.0	15.9
Oklahoma	3	1094	1145	2241	2166	4.7	-3.3	-.7
Pennsylvania	9	1379	1540	4789	4564	11.7	-4.7	-1.0
South Dakota	4	398	443	1032	1134	11.3	9.9	10.3
Tennessee	2	284	318	633	700	12.0	10.6	11.0
Texas	6	1737	1771	3263	3208	2.0	-1.7	-.4
West Virginia	4	561	621	1448	1589	10.7	9.7	10.0
Wisconsin	6	1439	1634	2455	2653	13.6	8.1	10.1
Total	83	17596	20291	45406	46348	15.3	2.1	5.8

[1] These enrolment figures are for February 10, 1930 and for the corresponding date of 1931. This table is the contribution of A. L. Crabb, professor of education, George Peabody College for Teachers, Nashville, Tennessee.

Everyday Problems of the Everyday Child[1]

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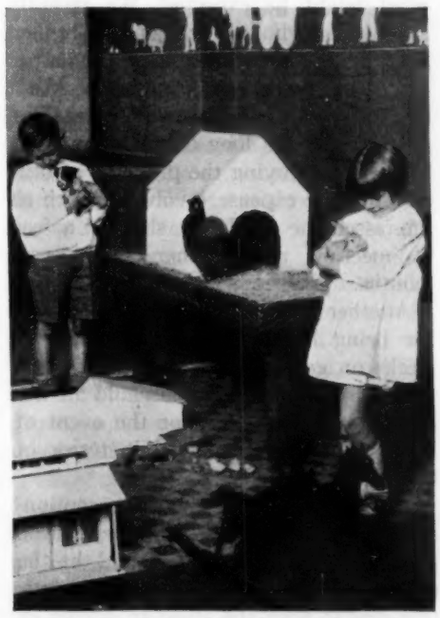
WE MUST APPRECIATE the importance of the teacher's maintaining an objective attitude toward the pupil. Dr. Bernard Glueck makes this point very clear when he states:

> One of the outstanding conditions which determine success or failure in child-teacher relationships has to do with the question of objectivity of attitude and behavior. Ordinarily we are apt to be more rational in our relations with our fellows, the more successful we are in maintaining an attitude of objectivity. By this attitude we simply mean the ability to see things as they actually are and to deal with them on that basis. The opposite of this is the tendency to color and distort events and things in accordance with the particular bias we may be entertaining at the time by projecting onto them our personal feeling.

Another problem that has to do with the failure of children to carry on satisfactorily in school is centered around the child with a superior intellectual equipment. Recently a little girl, eight years and three months of age, was referred to us on account of her inability to get along in the fourth grade. Her failure was due to a lack of concentration, to frequent absences from school on account of illness, and to an intense desire to get attention at any cost. The history of the child and the psychological examination, which gave her a mental age of twelve years and five months, with an intelligence quotient of 151, all indicated that she had a very superior intellectual equipment which she was using poorly. The principal of the school, a woman of keen judgment and excellent insight, followed the advice of the psychiatrist that the child be promoted to the fifth grade instead of demoted to the third. The following is a quotation from a letter from the principal: "We put her into grade five. It took her two or three days to adjust herself but she soon perceived that she was not up to the rest of the class and has settled down to concentrated work rather unusual in a child of her age. She is evidently happier, looks much better, and is making excellent progress."

Laziness is a much abused term especially when applied to children. Children are not naturally lazy; neither do they acquire habits of inertia early in life. Laziness is used by parents and teachers



Mentally healthy children enjoy work

in their efforts to explain a lack of inclination on the part of the child to participate in tasks or activity of any kind that require physical or mental effort. This attitude toward the child's inactivity assumes that this indifference on his part is voluntary, something which he wills to be or, at least, that it is a state of mind whether he wills it or not. Such a conclusion, hastily arrived at, may do the child a great injustice as there are many factors that contribute to the state of mind for which the child cannot be held responsible and that cannot be removed unless the child and his environment are carefully studied.

There is a physical basis for much of this socalled laziness. We are all familiar with the dull, apathetic responses we get from children who are sick; and when we recognize physical illness we do not expect alertness—in fact, we encourage rest and freedom from physical activity. It frequently happens that children are sick without anyone recognizing the fact. Subacute infection of tonsils may not be associated with pain or temperature but the nervous system may be affected by the absorption of the toxins, which affects the child's responses to life. Disturbances of one or more of the glands of internal secretion bring about changes in behavior which are often construed as laziness. The failure of thyroid secretion is the best example of how the physical and mental life of the child is affected by alterations in the chemistry of the body.

Teachers may mistake a poor mental equipment for laziness. The child who is inadequately endowed intellectually may struggle along with interest and enthusiasm for a time. However, if he is continually meeting failure, as many do; if he gets none of the emotional satisfaction that comes from success, we cannot expect him to carry on indefinitely without discouragement which is soon followed by indifference and loss of interest. This is what we often call laziness, but it is a normal reaction to certain situations and lends itself readily to treatment. There is no reason why individuals with poor intellectual equipment should be lacking in enthusiasm if their particular difficulty is appreciated and provision is made for placing them where they will have the opportunity to utilize the mentality they have to the best advantage and in such a way that their efforts will be rewarded by success.

The emotions of the child must always be taken into consideration in any attempt to explain laziness. Emotional factors, although not as easily determined as the physical, chemical, and intellectual deviations, are none the less important. There are many environmental situations that affect the mental processes. The child who feels inadequate because of constant or unjust criticism may take on a dull, indifferent attitude toward home and school; or the indifference may be directed only toward the environment from which the criticism comes. Children respond to different aspects of their environment. One teacher brings out all that is best in a child; another has just the opposite effect, causing the child to become shy, sullen, repressed, or indifferent.

The sources of mental conflict are so numerous and varied that one can only state that they should be investigated in the study of any child where laziness is the problem.

There is nothing to be gained from dealing with the problem of laziness in

[1] This article is continued from the JOURNAL for May. It is reprinted from *Everyday Problems of the Everyday Child*, the chapter on "Teacher and Pupil," by Dr. Douglas A. Thom, published by D. Appleton & Company, New York City, and is used by courteous permission of the publisher.

children by force, punishment, nagging, ridicule, and humiliation. Parents and teachers should make every effort to determine the cause of the child's passive attitude toward life which necessitates, first, a careful physical examination; second, a psychological examination; third, an investigation into the life history of the child, his emotional reaction to his present environmental situation, and his outlook on the future. Anticipatory doubts and fears, often projected far into the future, play an important part in the attitude of many children—that is, the fear of failure.

There is another group of cases but little understood by the parent and teacher—the restless, hyperactive type of youngster who finds it almost impossible to concentrate. There is usually no question about the mental equipment of these children, for invariably they demonstrate to the satisfaction of all concerned that they are not defectives. When the interest of such a child is sufficiently aroused he frequently shows marked mental superiority along certain lines. Many of these children belong to the daydreaming type, whose mental life is concerned with the most vivid and active imaginations. They find it difficult, sometimes impossible, to follow the daily routine of school work. They are the dreamers who, having seen the goal for which they are struggling, are no longer interested in the means of obtaining it. As someone has said, "They get more out of passive enjoyment than they do from active effort." One can never hope to harness this type of individual to the dull, monotonous, routine duties of the schoolroom. His is the life of freedom and phantasy in which imagination is allowed full sway. It is perhaps from this type that the inventor or the poet springs. Here one must seek for special abilities and, finding them, see that they are developed to the highest degree.

Sometimes rather trivial situations in the life of the child result in emotional upsets that are out of all proportion to what might be expected. We recently saw a pupil who had accidentally broken her teacher's glasses while putting on her coat. The teacher's reaction to the situation was unusually set and severe. She gave the child a long discourse on carelessness, destroying the property of others, and the expense involved, which so impressed the child that she had a fear of meeting this teacher for several months.

Another child, after being reprimanded for being late for school, insisted for weeks on getting up at five oclock and disturbing the entire household in her efforts to make ready for the event of going to school. She lived in terror of being late.

A high-school girl with an exceptionally good intellectual equipment, who had always led her class, found, at the end of her sophomore year, that competition was so keen she stood in danger of losing the leadership which she had always accepted as a matter-of-fact. This situation was met in a very effective way. She lost her voice for a period of thirteen months. Without the use of her voice she no longer had to compete. She had an excuse for failure. She let the others go ahead scholastically and accepted a very mediocre position in her class, finally dropping out. Interestingly enough, she responded to a forty-minute treatment on the first visit to a doctor.

These are only a few of the emotional situations that are constantly arising in the schoolroom. In fact, they are apt to occur in any environment if the stress and strain of existing conditions are sufficiently intense.

Few of us can appreciate the mental conflicts that are being waged in the minds of many of these children. Warped and twisted are many of their views on the problems of everyday life with which they are constantly being confronted. Pathetic as it may be, in the hurry and bustle of our own day's work we do but little to help them. Often, with the best intentions, we make grave mistakes; but much can be accomplished and much harm avoided if the teacher will appreciate that the emotional life of the child is quite as important as the intellectual life and that a good intellectual equipment is of little value to an individual if he is handicapped by feelings of inferiority, jealousy, and fear or if he is resentful and defiant toward those with whom he comes in contact.

To be of greatest value the teacher must know the pupil—not only his intellectual capacity but his instinctive and emotional life, his joys and sorrows. An effort must be made to determine the forces that thwart and inhibit the child and the means by which he may be stimulated to an honest effort. The child must not look on the teacher as a dictator but as an adviser and counselor in time of trouble. Such a teacher lives in the memories of men; and from such teachers spring the inspirations that develop leaders among men.

THE DEPARTMENT of Elementary School Principals, National Education Association, is great in its conception of true public service, great in its originality, and great in its ambition to better elementary education, which is basic, which is fundamental. ¶We congratulate the department upon its present leadership. It has been made by its own people carrying on the visions and purposes of its pioneers. It is modifying these traditions to meet the needs of today and tomorrow. ¶We know of no higher tribute that can be paid to an organization than to have its own people speak well of it and to have the leaders in elementary education speak in the highest terms of its accomplishments. ¶The department has had that splendid spirit of audacity. We speak of it sometimes as courage—and it is courage. Elementary education has made great strides and is far advanced because of the audacity of its leaders. ¶They have used this department as a constructive agency or force and elementary education has been greatly improved by the constructiveness of its policies. They have faith in the great cause in which they are enlisted and a belief in the vision that has been theirs from the beginning. Too many are content with things as they are, who can see no farther than the tips of their fingers, instead of seeing something out yonder and striving triumphantly toward it. The department has not only planned well its work but has worked out many of the things that it planned. ¶The department has been more concerned about rendering helpful and constructive service to elementary education than it has about anything else and this is the reason it is honored as it is. ¶Elementary education contains problems in organization, administration, supervision, and technic of instruction worthy of a life work. This challenge is the thing that leads first-rate men and women, having education and culture, to make life enlistments in elementary education.—W. T. Longshore, president, Department of Elementary School Principals, 1923-24.

Reading Deficiencies in Secondary Schools

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THIS ARTICLE *is in response to a request forwarded to Dr. Gray from the* JOURNAL *office: "I should like for you to include an article on how teachers of* ALL *subjects in senior high schools can improve reading habits, oral and silent, of those who cannot carry their subjects because they cannot get the thought from the printed page without help."—Ethel M. Parkinson, Decatur High School, Decatur, Ill.*

Studies made during the last five years show clearly that pupils who enter junior high schools vary widely in reading achievement. As a rule, the scores made on reading tests range from the third-grade norm or below to the twelfth-grade norm or above. Equally wide variations have been found in the achievement of pupils in senior high schools. A second significant fact which recent investigations have disclosed is that pupils who rank below the sixth-grade norm in reading are seriously handicapped in studying the reading materials usually prescribed in junior and senior high schools. Inasmuch as a third or more of the pupils in seventh-grade classes which have been studied were found to rank below the sixth-grade norm, it is obvious that junior high schools face serious responsibilities in providing instruction appropriate to the needs of poor readers.

Two general types of reading deficiencies have been distinguished among secondary school pupils. The first relates to difficulties in fundamental habits of recognition and interpretation which require corrective or remedial steps. The second relates to difficulties in the various forms and applications of reading in the content subjects. In order to increase the efficiency of pupils who encounter difficulties of the latter type, appropriate guidance and training are essential in specific reading situations in various content subjects. The nature of the former type of deficiencies and the provisions which should be made to overcome them will be discussed.

During the past five years the writer has cooperated in the study of the needs of junior-high-school pupils who are deficient in fundamental reading habits. Three distinct groups, each requiring somewhat different treatment, have been identified. The first includes pupils who have attained the sixth-grade norm, or approximately so, but who rank below the median of their class. The second includes pupils who are able to read very simple material fluently and with reasonable comprehension but whose reading achievement is equivalent to that of fifth or early sixth-grade pupils. The third includes pupils who rank unusually low on reading tests, who encounter unusual difficulty in learning to read well, or who encounter special difficulty in a specific phase of reading, such as comprehension. Experience shows conclusively that radically different procedures are desirable in overcoming these deficiencies.

Pupils who are above the sixth-grade norm but below the median of their class should receive more guidance in reading activities than is required by those of greater achievement in reading. If there are several sections at a given grade level this group may be assigned to a specific section for a semester in one or more of the courses taken, preferably in English or the social studies. The materials read may be the same as those read by the more advanced sections. The methods, on the other hand, should be modified considerably, varying, of course, with the specific needs of the class. For example, many classes lack experience in the field that is being studied and are therefore unable to interpret what is read with ease or accuracy. In such cases efforts should be made to provide a broader background for each unit taught thru discussions, the presentation of a series of illuminating facts, and the use of pictures and illustrative materials. Experiments show clearly the value in improving comprehension of detailed discussions accompanying assignments.

A second cause of difficulty relates to the vocabulary used. Tests show that many pupils fail to catch the meaning and significance of the new words used. Teachers should direct attention to such words by using them in discussions and by commenting upon their meaning and significance. Not infrequently teachers find it necessary to give pupils training in the use of the dictionary in efforts to develop greater independence in recognizing the meanings and pronunciations of words. A third means of improving comprehension is to stimulate keen interest in the content of what is read and strong motives for careful interpretation. Pupils who are somewhat retarded profit greatly from efforts made by the teacher in this connection. A fourth means of helping pupils is to provide guidance in reading for specific purposes such as finding answers to judgment questions, drawing inferences or conclusions, and grasping the author's organization. A fifth means is to assist pupils in following the author's presentation and in acquiring the modes of thinking required in studying specific problems. This can be done during supervised study periods in which the teacher and the pupils work together in interpreting required readings and in the solution of problems. These and other steps are very valuable in increasing the reading achievement of pupils who are somewhat but not seriously retarded in reading. Tests given to one class showed that over 80 percent improved so much during one semester that they equalled or excelled the median of the entire grade group to which they belong. At the beginning of the next school year this improvement had been retained by over four fifths of them.

Pupils who can read simple material fluently but who rank below the sixth-grade norm in reading achievement should be grouped together for purposes of instruction with respect to reading. Owing to the extent of their deficiencies much simpler material should be provided than that usually read by their grade group. Similar provision should be made in all subjects which they take. The instruction given in reading should not be in addition to their regular program of work. It should be given in connection with such a subject as English or one of the social studies. In order that the pupils will not think that they are missing valuable content which other pupils receive, the units of instruction provided should relate as closely as possible to the same general topics studied by their grade associates.

The methods of instruction should be adapted to the specific needs of the pupils. In this connection, however, training and guidance in reading should be subordinated to the mastery of interesting content or the solution of challenging problems. Far too frequently teachers

have attempted to secure improvement thru the use of exercises that lack continuity and that fail to arouse interest. Experience has demonstrated clearly the wisdom of leading pupils to recognize the need of greater power in comprehension or of greater accuracy and independence in recognition in achieving the broader purposes in which they are keenly interested. Furthermore, the specific training in reading that is provided should be based for the most part upon the materials that are used in deriving content values. Exercises based upon other materials, such as standardized practise lessons, may be used at intervals in providing specific types of practise and in measuring progress.

The instruction provided should promote rapid growth, as a rule, in practically all phases of recognition and interpretation. In a ninth-grade class which the writer taught for a period of ten weeks the following types of deficiencies, among others, were noted:

Lack of interest in assigned materials. This problem was attacked by modifying the problems or units taught, by relating the problems studied to very interesting experiences of the pupils, and by organizing new units or problems in which genuine interest was expressed.

Little or no concern for the content. Efforts were made to overcome this difficulty by arousing interest as suggested above, by presenting illuminating items of information and simple, challenging problems before the reading began, by studying the material with the pupils in short units making special effort to stimulate interest and curiosity at each step, by suggesting problems which each pupil might solve independently while rereading the material, and by raising questions to motivate later reading activities.

Marked inability in the recognition of both meanings and pronunciations. In enlarging the meaning vocabulary of the pupils considerable time was devoted to oral discussions in which new words were used, to specific discussions of their meaning, and to studies of their use in the passages read. In addition, attention was given to the meanings of significant parts of words such as prefixes, suffixes, and roots, to deriving appropriate meanings from an analysis of words and their use in the content, and to selecting meanings from the dictionary appropriate for words as used in specific sentences. In order to improve ability to recognize the pronunciation of words the elements of monosyllabic words were studied, the parts of polysyllabic words were identified, the principles of accent and syllabication were studied, and training given in finding and pronouncing words as marked in the dictionary. The statement should be added that there is no easy route to follow in eliminating deficiencies of the types described. Carefully planned instruction must be provided over a period of time which is adapted constantly to the needs of the pupils taught.

Poor achievement when reading for specific purposes. Records made by the various teachers who taught these children showed clearly that they were deficient in reading for such purposes as selecting the chief point of a paragraph, in answering factual and judgment questions, and in following directions. Their difficulties increased notably when attempting to make inferences, to draw valid conclusions, and to make critical comments concerning the content of what was read. In order to secure improvement in selecting the principal idea of a selection, a laboratory analysis was made of several paragraphs. Pupils were then guided in finding the principal points of selected paragraphs. As they gave evidence of increasing skill they were asked to record some of the methods which they had found helpful. These suggestions, supplemented by those offered by the instructor, were summarized, mimeographed, and placed in the hands of the pupils. Then followed a period of alternating drills and tests in which percentage grades made by the pupils were posted conspicuously from day to day in order that each might know his progress.

A similar approach was made for each of the other purposes which required attention. Each such problem, however, was subordinated to the content values of the material read or to the solution of important problems in which the pupils were interested. A critical, constructive attitude toward the content of the printed page was always emphasized. Specific emphasis on the technics involved was limited to a brief period each day. Most of the time was spent in spirited discussions of the content in terms of some problem in which the class was interested. It was found, however, that pupils gained in ability to achieve the broader purposes of the course about in proportion as they learned to overcome their deficiencies in fundamental reading habits and as they gained in ability to attack study problems intelligently and independently. During the course of the ten weeks devoted to this experiment other deficiencies than those listed above were attacked, such as inarticulate habits of oral reading and poor rate of silent reading. The time devoted to this problem was inadequate to eliminate all of the deficiencies exhibited by the pupils; but the experiment proved conclusively the value of carefully planned instruction in reading for high-school pupils who rank below sixth-grade norms in reading achievement.

Secondary school pupils who rank very low in reading achievement and who encounter serious difficulty in overcoming their deficiencies are clearly remedial cases. Two fundamental steps must be taken in dealing with such pupils. The first is to make a detailed diagnosis of each case to determine the specific nature of the deficiency and its cause. The second is to provide appropriate remedial instruction. It will be impossible to discuss these problems adequately in this article. The following references, however, will be found very helpful: *Remedial Cases in Reading: Their Diagnosis and Treatment* by William S. Gray [school of education, University of Chicago]; *The Improvement of Reading: A Program of Diagnostic and Remedial Methods* by A. I. Gates [Macmillan Co.]; *A List of Materials and Books Suitable for Use in Remedial Reading* by Jane Mingo, Teachers College Record, XXXI [November 1929], 137-47; *The Effectiveness of Remedial Instruction in Reading in the Junior High School* by James M. McCallister, The School Review, XXXIX [February 1931], 97-111; *Experiment in Remedial Reading in Senior High Schools* by Elizabeth Carney and Claire S. Teuenberger, The High School Teacher, VII [February 1931], 71-72. It is obvious that responsibility for strictly remedial cases should be delegated to one who has had wide experience in teaching reading.

In closing, the fact should be emphasized that definite provision should be made in all secondary schools for each of the three levels of reading deficiency described in this article. Failure to provide appropriate types of guidance with respect to reading deficiencies may result in permanent disability in academic pursuits. Equally important is the responsibility of all teachers in making continuous studies of the difficulties encountered by their pupils in the various forms and applications of reading in the content subjects and of providing appropriate guidance.

THE LOS ANGELES convention is specially significant because President Sutton has provided a program which prepares for an important step toward a *planned* social and economic advance. Intelligent planning for the future is peculiarly the work of the schools. Teachers will find in the trip to the Los Angeles meeting not only an exhilarating vacation in the great playgrounds of the nation, unusual possibilities for study in one of a large number of famous educational institutions, and opportunities for professional growth offered in one of the greatest conventions the Association has ever held; but each teacher will feel that he is taking part in the beginning of significant movements which will magnify his profession in its service to the nation.

The Placement of Arithmetic Topics

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Principal, University of Chicago Elementary School

ARITHMETIC is a difficult subject for many children. We provide a generous amount of time for it; we give it a favored place in the daily program; we are improving our technics of teaching and testing; we are reducing the content by eliminating topics of less social value and unwieldy examples with large numbers and unusual fractions. But the output of our teaching in terms of information, understandings, and skills is uncertain. The carry-over of the study of such topics as long division, the four processes with fractions, multiplication and division of decimals, and percentage is meager and unstable.

Can one reason be that some of the topics are improperly placed in the course of study? Are they being taught before the children are intellectually ready for them and before they have acquired proficiency in the foundation skills and understandings? Do children learn some topics more readily and retain them better if they are taught and practised later? Is there a period in a child's development when he is ripe for a process and beyond which there is no advantage in postponement? These are the questions which the Committee of Seven of the Northern Illinois Conference on Supervision has been investigating in the past five years with the cooperation of about 300 school systems.

The Committee of Seven of the Northern Illinois Conference on Supervision consists of the following members: Orville T. Bright, superintendent of schools, Dolton; Harry O. Gillet, principal, University of Chicago Elementary School; J. Robb Harper, superintendent of schools, Wilmette; Raymond W. Osborne, associate principal, Francis W. Parker School, Chicago; O. E. Peterson, Northern Illinois State Teachers College, DeKalb; Howard C. Storm, superintendent of schools, Batavia; and Carleton Washburne, *chairman*, superintendent of schools, Winnetka. It has had the assistance of Louis E. Raths, University of Chicago Elementary School. The statistical work has been done by Vivian Weedon and Mrs. Zella Sinninger and their assistants of the research department of the Winnetka schools. The funds have been contributed by divisions of the Illinois State Teachers Association, boards of education of cooperating school systems in various parts of the United States, and several interested individuals.

The Committee's method of investigation is simple. Arrangements are made to have each topic taught in three successive grades. A number of schools are asked to teach it in the grade in which most courses of study place it; other schools are asked to teach it in the grade below; still other schools in the grade above—all according to the prescribed procedure. The number of children in each experiment has varied from 400 to 4000, under from 15 to 135 different teachers, in various school systems.

MODERN PSYCHOLOGY demands that in the teaching of arithmetic as well as other subjects there should be, on the part of the child, a real feeling of need and clear vision of use and application—in short, there should be as complete motivation as possible. In other words, arithmetic should be taught when a child has need for it and when he has the proper background of experience to profit by it. While the available data relative to the question "When shall formal arithmetic begin?" are incomplete, they point to the desirability of more careful attention to reading ability and the entire omission of formal number work, except for counting, from the first grade.—From the *Fourth Yearbook*, Department of Superintendence.

The children in an experiment are given group intelligence tests so that mental ages may be determined, and foundations tests so that proficiency in the antecedent facts and skills may be examined. In compound multiplication, for example, the foundations tests involve the multiplication facts, simple multiplication, and column addition. Time is provided for this basic training if needed and then another form of the foundations test, equivalent to the first, is given. It is on this second test that the study of the relations between accomplishment in the foundation facts and skills and accomplishment in the new topic is based. The children are also given a pre-test in the topic about to be taught. The pre-test is equivalent to the teaching tests, the final test, and the retention tests referred to below.

The children then begin to study the new topic. The teaching methods, the scope of the topic, the time allotments, and the teaching and practise materials are made as nearly uniform as possible in the several groups of classes. At specified intervals teaching tests are given to determine the children's progress. At the end a final test is given. Six weeks elapse. During this time no review or practise of the topic is permitted. Then a retention test is given. The Committee provides all these tests. The test papers, including the intelligence tests, are sent to the members of the Committee for checking and tabulating results.

The tabulations and corresponding graphs have brought out some interesting and significant facts about the learning of a number of arithmetic topics. In general, ability to learn a topic in the time usually allotted to it, increases with advancing mental age to a more or less welldefined stage, beyond which the rising curve flattens somewhat. At this stage learning seems to be accomplished with considerably more efficiency than earlier and almost as much efficiency as later. This seems to be the stage in mental growth, therefore, at which the topic should be taught, for there is little to be gained by postponement. Such a stage has been determined tentatively for numerous topics of the arithmetic course.

What standard of accuracy in the retention test should be set up as a criterion for the placement of topics? Theoretically 100 percent accuracy is the goal of accomplishment—and it should be—but the Committee found that standard seldom reached. In a test of some length fatigue, lapses of attention, misreading, errors in copying, and other errors reduce scores considerably. For the purposes of placement of topics, on the basis of the retention-test scores at hand, the Committee adopted as a minimum the standard of 80 percent accuracy attained by 75 percent of the children in the mental age group. Figures are available for those who wish to allocate topics according to other standards. Higher scores might be used if final tests instead of retention tests are

considered. There was a drop in scores after the six weeks without practise. This was more marked in the case of the younger children. They not only learned less readily but they retained less of what they seemed to have learned.

As teachers have always realized, the easier elements of some topics can be learned successfully at an earlier age than the more difficult elements. This is brought out again in the present set of experiments. For instance the topic "addition and subtraction of fractions" separates into two parts with respect to difficulty. Providing children know from experience what fractions are and what it means to add and subtract fractional parts, the Committee found them able to add and subtract similar fractions accurately at the mental age of about 11 years. But the same processes with fractions with unlike denominators present such difficulties that in the experimental classes only a few children at the sixth-grade level could reach scores of 80 percent accuracy in retention tests. Probably accomplishment in the more difficult part of this topic could be increased considerably by using more time for practise and assimilation; but the likelihood remains that the failure the country over to teach this topic at mastery level is due largely to improper placement. Long division is another topic which undoubtedly should be taught at two levels. It has been the practise, generally, to teach the easier addition and subtraction facts before the more difficult ones. The experiments justify the practise. In other topics the findings with respect to teaching the easier and more difficult phases at different levels are not so conclusive.

Because in general the experiments showed the futility of trying to teach a topic before the children had become proficient in the antecedent understandings and skills, the Committee's findings with regard to placement are based on the retention-test scores of children who had done well in the foundations tests. The basic understandings are as important as the basic facts and skills. This was brought out especially in the experiments with fractions and decimals. In fact, it was found necessary to provide a considerable body of teaching material on the "meaning of fractions" and the "meaning of decimals" to precede the teaching of the processes with fractions and decimals.

Subject to such changes as improved teaching methods and technics may bring about and subject to individual differences not involving mental age as measured by the intelligence tests used, the Committee of Seven presents its findings on the mental age placement of 15 topics. In some cases the findings are not widely at variance with present practise; in other cases the findings suggest serious misplacements. It is interesting to note that the topics which seem to impose most difficulty in schools are those which seem to be most badly placed when taught as units and not divided into easier and harder parts.

The list below shows the "minimum mental age" at which success was reached for each topic in terms of the Committee's standard [80 percent of the total number of the examples in the retention test solved correctly by 75 percent of the mental age group] and the "optimum mental age" at which the curve definitely flattened, indicating that there was little to be gained by postponement.

	Minimum Mental Age		Optimum Mental Age	
Addition facts	Yr.	Mo.	Yr.	Mo.
Sums 10 and under	6	5	7	4
Sums over 10	7	4	7	11
Subtraction facts				
Easier 50	6	7	8	3
Harder 50	7	8	8	11
Subtraction process	8	9	8	9
Compound multiplication	10	4		
Short division	11	4		
Long division				
Easier elements	10	9		
Harder elements	12	7		
Meaning of fractions	9	0	10	9
Addition and subtraction of similar fractions and mixed numbers, with no carrying	9	10	11	1
Multiplication of fractions	12	3	14	2
Division of fractions	12	3		
Addition and subtraction of decimals	10	11	12	6
Division of decimals	13	0	14	10
Fractional and decimal equivalents	11	6	13	10
Case I percentage	12	4	13	11
Simple bar graphs [Chronological age]	10	5	10	5

Experimentation on the placement of the topics column addition, multiplication facts, meaning of decimals, multiplication of decimals, case II percentage, and measurements is under way or will be begun soon.

These boys in a Los Angeles school are finding that oldfashioned arithmetic is one of the fundamentals of successful gardening

Activity in Character Education

A. Helen Anderson
Supervisor of Publications, Denver Public Schools

Hatless, his necktie loose, the senior-high-school adolescent invades the educational stage, driving a fearful contraption of tin and tires, red paint and bent fenders, its open exhaust playing an accompaniment to the shrieking legend—"Why girls leave home"—staggering in yellow letters across the dented sides. The car unloads; young America has arrived at school. A slim young thing trips on the running board—spiked heels and trailing chiffoned sophistication have made a miraculous transformation in the agile creature of the impudent bobby-skirt and wind-blown "bob" of yesterday.

The overzealous spectator watches the color spilling from the sides of the battered vehicle—yellow slickers, glimpses of carmine. The capacity of the car as a common carrier is evidently not to be outdone by a Hudson River ferry! And in the course of a day or two is heard another homily on the subject of the younger generation and its rate per mile down the glistening pavements where the storied primrose grows. Next, the frantic echo from the individual who has become overfearful lest modernism shelve him in the Victorian pantries reserved for moth, dust, and "model T" ideas with regard to youth. And we have with us the wellknown panegyrics: "These young people are the best the world has known." "Better than their forefathers." "Their frankness is to be admired."

Somewhere between these extremists stands the high-school teacher—unperturbed. He knows the occupants of the debilitated conveyance reasonably well. He knows that the hatless one is not necessarily headed for complete destruction—that the iniquitous gleam in his eye may dissolve at any moment into a smile as benign as that of a saint; that the sophistication of the slim young thing in spiked heels will in all probability find no more serious escape than in clever maneuvers for the possession of some football sweater. He knows that for every one of the passengers in the car with the dejected fenders his class will produce a dozen opposites; a solemn-looking lad weighted with spectacles and briefcase, a serious-minded girl desperately burying the consciousness of the wallflower in a passion for geometry. Sure that destruction is not the inevitable precipice over which the younger generation is to hurtle, the high-school teacher is equally certain that these young people are not necessarily the "best the world has known." Such conviction would cause him to sit idly by; "the best the world has ever known" would hardly emphasize the need for character education. Instead the teacher seems completely conscious of his problem, if the manner in which he is supplementing administrative provisions for character education is any indication.

Much of the misunderstanding of youth which one reads in the press or hears from the platform arises from the fact that people take overseriously the superficial and transitory phases of youthful exuberance without knowing young people well enough to understand the deeper loyalties, ambitions, and aspirations which really motivate their lives. We are too inclined to blame youth for the breakdowns and unethical practises that exist among adults. Let one generation of adults set a reasonable example and the youth problem will disappear. With daily examples of "get-rich - quick - regardless" the wonder is that young people are as fine as they are.—J.E.M.

In Denver administrative provision for character education includes an organization of dean of girls, assistant principal, class counselors, and a homeroom organization which has been provided with a program suggesting materials for discussion and activity. But the story of character education in the Denver high schools is not limited to a description of that organization. If it were, there would be little to tell that would differ from the story of the junior-high-school organization. Again, if the diaries kept by senior-high-school teachers during the week in which a survey of character education in the Denver schools was made, were interpreted as were those of the lower schools—according to number of incidents growing out of subject-matter, extracurriculum activities, classroom management, and so forth—the same stories would be told: character education receives greater impetus in the newer developments of school organization than in curriculum activities; among curriculum activities, social science and English provide the greatest number of character-building experiences. These are monotonous repetitions, all of them.

But these diaries, supplemented by interview and survey, indicate, on the part of the understanding high-school teacher, a recognition of the intrusion of new elements in the problem of character education and the necessity for a different type of teaching for character than that used in the junior high school.

Somewhere between junior-high-school days and early senior-high-school life, so the teacher discovers, the pupil's interest [or acquiescence, as the case may be] in the discussions of such questions as school conduct, school spirit, school government, has subsided, to be replaced by verbal reactions to life outside school walls. He has become acutely conscious of the world in which he lives. He is inquisitive—at times analytical. He no longer believes the adult implicitly. Not only has be learned that there is no Santa Claus but that people who do "thus and so" do not always go to jail. His girl friend, brought up on the admonition that "Nice girls don't do that," has discovered not only that "nice girls" do but that they get more than their share of banana splits and more often than not have their books carried home from school.

Where a homeroom or classroom once went into solemn conclave over the appearance of the school lawn, conformity to school rules in general, or the character pattern created by George Washington, the teacher hears:

"Say, these people in big offices aren't such angels. Look at that Teapot Dome affair." "Sure, a thing's all right if you can get by with it." "Aw—you don't go to jail if you've got the dough. It's the poor fellow that gets caught." "You can keep what's in your cellar, if you know the ropes." "You won't get

hanged if your lawyer is smart enough." "Him what has, gits." "Say, I'm going in for something with *money* in it."

And from homeroom and classroom, in discussion or incident, come faint reactions from a philosophy born of this newly-awakened, analytical attitude toward the adult world:

"Yes, I copied that report. I thought I'd get by with it." "Yes, I signed Dad's name to that card. I thought I'd get by with it." "Say, I'll tell you how to sell those tickets. Tell the kids they're going up to fifty cents on Friday. Then, if they don't sell, you can postpone changing the price till Monday. No, that isn't lying; it's just salesmanship." "Gosh! Who wants to go to a school that can't win a game!" "Jim tried to get away with some pliers from the auto shop, but he didn't get away with it."

And so the story goes on, straight down the list of all the bromidic expressions of adolescent philosophy, compeling a recognition of the influence of the adult world on the thought and conduct of the high-school pupil. The teacher cannot take the stand that such philosophy indicates inherent defect in the character of youth, for he knows too well that the world the child is living in was made by the adult; that not one vulgar expression heard in the hallways of a high school, from "applesauce" to "raspberries," was ever coined by a person of high-school age; that, in effect, the average assembly address is nothing more than an exhortation urging youth to remodel a world that the adult has failed to keep fit for youth to live in. He knows that the battle of character education would be considerably lessened if the world into which the high-school student stepped at graduation were in condition to inspire the student to keep it in order. It must, at best, be a discouraging thing to try a new broom in a hopelessly disordered house. Nevertheless, the teacher must prepare the pupil to do just that thing.

Alive to this situation, the teacher knows that further pressure on such tattered materials as "school citizenship," plans for "courtesy week," "get acquainted" campaigns, and "clean-up" programs must be useless. Denver teachers interested in character education, realize that the pupil has been taught the rudiments of character education ever since his entrance into the kindergarten; that what he needs now is the opportunity to practise those qualities of generosity, cooperation, honesty, and effort that he has been hearing so much of that they have produced in him such reactions as: "Gosh! I'm bored to death with courtesy. I've heard that stuff ever since I was in the fifth grade." Hence character education in Denver high schools finds expression in the homeroom project or activity. Nor are these activities limited to school affairs. Many of them reach out to meet that very world that has produced the analytical mind and the typical question.

Literally dozens of homerooms made up of girls spend homeroom periods and leisure hours sewing for the Needlework Guild. Layettes for new babies seem to make particular appeal and the annual exhibition of work done for the Guild is a truly amazing display of everything needed "for the welldressed baby of 1931"—all done in inexpensive materials.

One homeroom supplemented a layette with the making of a wardrobe for a four-year-old boy. A boy's homeroom cooperated by raising money enough for coat and shoes. "We can't sew but the kid has to have a coat," and Saturday morning found the red and yellow "motor" of the burning legend and decrepit fenders transporting a committee of five on a shopping tour. "We bought a five-year-old size," proudly reports Bill, the 190-pound, red-headed quarterback, displaying a diminutive reefer adorned with brass buttons and Jack Tar insignia. "He can use it two years. We had some money left, so we got him rubbers and a cap."

Another homeroom promoted a "canned-goods week" for Tuckaway Home, a haven for destitute children. A group interested in Spanish discovered in its study of the Spanish-American section of the city, a destitute family. A little girl, aged five, was in need of a bed and an activity was launched which ended in proper sleeping conditions for the child.

A homeroom of boys, scholastic derelicts, were grouped together to see what could be done to their history of failure and unfortunate attitude. School spirit was so much "bunk" and support of any school activity "bologna." They were given "something to do" and, perhaps to their own amazement as well as that of others, produced, at the end of the semester, a well-worked-out plan whereby students might buy, for cash or in instalments, a ticket which would give admission to all games, plays, and social affairs, and subscription to the school paper and yearbook. A spirit of cooperation and an improvement in school work were evident results.

Another homeroom of boys, grouped because of certain antisocial attitudes, found itself in charge of the school social hours that a few months before it had literally "hooted" down. Under the direction of a wise teacher the social hours became disconcertingly successful and the boys in question completely civilized.

A homeroom of senior girls, refusing to hear more of manners and courtesy, took it upon its shoulders to teach a homeroom of sophomore boys to dance, while another group of girls initiated a series of homeroom teas wherein all the little courtesies under discussion thruout their school life found ample practise.

As a substitute for discussions on sportsmanship one school initiated an intramural homeroom series in both baseball and basketball. Every boy was enroled in a heavyweight, lightweight, or mediumweight group. Games were played at homeroom periods and the school learned more about sportsmanship than could ever have been disclosed in mere discussions.

Back of these character-education projects is a simple recognition of the need for practise of those principles of character that for years have been taught and discussed.

Perhaps the orator whose theme is the "younger generation" would be surprised at the amazing channels cut by youthful emotions, wisely directed. Not so the high-school teacher. He knows that, in an unguarded moment, the proprietor of the red tin vehicle and the exponent of the "get-by" philosophy may reveal his real attitude in some such words as "You've got to be a go-getter and a square-shooter."

He knows that the slim young thing who has just recently captured, by feminine hook and wile, a precious football sweater, may stand at his desk some morning with the words, "I was appointed to find a class motto and I've chosen this: 'Good-morning life and all things glad and beautiful.'"

A POINT of view in character education—The wise individual chooses for his personal guidance the highest moral experience of the race, because only thus can he achieve the fullest selfrealization.

You'll Enjoy San Francisco

FROM ONE END of California to the other school people are cooperating with their Los Angeles professional colleagues in arranging for the profit and pleasure of the delegates and their friends who will make the summer excursion to the Coast. San Francisco teachers and administrators are looking with keen anticipation to the forthcoming convention of the National Education Association in Los Angeles.

Many individuals and groups will plan their itineraries via San Francisco either going to or returning from the meeting. The San Francisco teaching bodies and the civic organizations desire to extend hospitality to these visitors. Superintendent Joseph Marr Gwinn of the San Francisco schools has organized a committee of educators and civic leaders who have the pleasurable duty of receiving NEA delegates and their friends upon their arrival and of providing for their comfort and entertainment.

A city of the sea—Deep salt water, restless with the tides, surrounds San Francisco on three sides. The ocean comes right up to the city's parks, playgrounds, and homes; the sea's clean, salty spray dashes on the cliffs below its golf-courses and gardens; the rhythmic flow of Pacific tides washes its docks, where giant liners in the Asiatic and South Seas trades lie within a pistol-shot of the skyscrapers of Market Street.

Hotels and cafes—San Francisco's hotels and cafes are world-famous. There are literally thousands of them and their rates are surprisingly low. Around the corner from the big hotels are Italian and French restaurants famous for a soup, a salad, a specially-prepared seafood served with care and pride at low prices.

Chinatown—Within walking distance of your hotel you will come upon that cluster of steep-pitched streets where the largest colony of Chinese outside of China lives its own life. Strange music issues from theaters where stars from Canton and Shanghai appear. Here the shops, the smells, the sounds, even the architecture, become truly Oriental.

The city from a hotel window

Old Spain—In the heart of San Francisco, an oasis of peace and eighteenth-century charm, stands Mission Dolores; built in 1776 by the Spanish padres and dedicated to St. Francis de Assisi. Of heavy adobe and masonry, in Spanish renaissance style, the church and its old graveyard are little changed since Indian neophytes painted the ceiling and the carved wooden altar which came from old Spain.

Theaters, concerts, galleries—For eighty years the people of the western slope and of the Pacific islands have looked to San Francisco for entertainment and instruction. Today traveling Europeans are amazed by the treasuries of its galleries, the excellence of its great orchestra, the vitality and stir of its cultural life. Symphony concerts by one of the world's great orchestras continue thruout the year under the direction of world-famous conductors.

Lure of the ships—Business and cultural metropolis of the Pacific coast, San Francisco is first of all a great seaport. In scenic grandeur its great landlocked harbor ranks with Rio, Naples, and Constantinople. Along the picturesque waterfront docks you will hear strange tongues, see strange faces, and smell the spices and fruits of the tropics. On these docks spill copra from the South Seas and Philippines, silks and teas from Japan and China, coffee and bananas from Central America, peasantware from Spain and Italy.

Public schools—The average number of days when school is in session during the year in San Francisco is 196. While the public schools will not be open at the time of the NEA convention an opportunity will be extended to see the plant. Fifty new schools have been built on the most modern basis, at a cost of more than $17,000,000, in the past ten years. The total number of different pupils attending the public schools in 1929-30 was 104,601. Special classes and schools are operated to meet the needs of the individual child—among them a school for crippled children, schools for children who are underweight or who are tubercular, classes for children with defective eyesight, classes in lipreading, classes for the correction of speech defects, and classes for children who are confined by illness to the hospitals of the city.

It will be very helpful to the committee in making its arrangements if delegates and their friends who plan to visit San Francisco will inform the committee direct of the exact time of arrival of either individuals or groups. Such notification should be sent to the Committee on NEA Visitors, Office of the Sup't of Schools, City Hall, San Francisco.

San Francisco's skyline as it will be viewed from the ferryboat by NEA delegates from the East

What Journal Readers Like

School-Dull and Life-Bright—Ernest W. Butterfield [April 1931, pages 111-114]

Children First—editorial [March 1931, page 75]

The Significance of Tenure—editorial [February 1931, page 43]

The Ideal Teacher—George Herbert Palmer [January 1931, pages 1-8]

Understanding the Problem Child—Clara Bassett [December 1930, pages 289-290]

The Teacher's Approach to the Problem Child—Clara Bassett [November 1930, pages 241-242]

"To Grow an' Grow Forever 'n' Ever"—Marion T. Colley [October 1930, pages 211-214]

Teacher or Factory Hand? [June 1930, pages 171-172]

Education and the Improvability of Man—editorial [May 1930, pages 135-136]

Education in the Spirit of Life—Frank Cody [April 1930, page 103]

The Mental Health of the Adolescent—J. Mace Andress [March 1930, pages 93-94]

The Need for Educational Interpretation—editorial [February 1930, pages 37-38]

The Leisure of Tomorrow—editorial [January 1930, pages 1-2]

My Pedagogic Creed—John Dewey [December 1929, pages 291-295]

The Mental Health of the Teacher—J. Mace Andress [November 1929, pages 271-272]

The Changing Family—Ernest R. Groves [October 1929, pages 215-216]

Education for a New World—J. W. Crabtree [October 1929, page 212]

Breadwinning and Soulsaving—L. P. Jacks [June 1929, pages 179-182]

Direct or Indirect Character Education—George H. Betts [May 1929, pages 141-142]

The Crucial Problem of the Next Decade—W. C. Bagley [April 1929, pages 107-108]

Education: What Program? What Price?—Frank D. Boynton [March 1929, pages 69-72]

A Prophetic Experiment—Edwin Osgood Grover [February 1929, pages 41-42]

The School of Tomorrow—editorial [January 1929, pages 1-2]

The Tired Child—Max and Grete Seham [December 1928, pages 271-273]

An Experiment in Character Training—Agness Boysen [November 1928, pages 261-262]

Real Teaching—Frank Crane [October 1928, pages 203-204]

MONTH after month, year after year, readers of the JOURNAL of the National Education Association are choosing the articles they like best. Every article in the JOURNAL is a selected article—chosen from an increasing stream of worthy material. But the articles listed here are thrice selected. Authors, editors, and readers have found them good. They are a part of the library of every member of the Association. They are worth re-reading. They are excellent for faculties in vitalized group study, for classes in teacher-training institutions, and for summer reading. Each article listed here was the first choice of many readers for the month in which it appeared.

Child Growth and School Wastes

RICHARD D. ALLEN

Assistant Superintendent of Schools, Providence, Rhode Island and Former President, National Vocational Guidance Association

THERE ARE many puzzling problems in the field of guidance. It is impossible to draw hard and fast lines between educational and vocational guidance. In the kindergarten the proportion may be 99 percent educational guidance and 1 percent vocational guidance, while in the graduate school the proportion may be reversed. Perhaps some children should choose their vocations at the age of 14 years or earlier, but it is wise for others to postpone a choice until later. Success in most careers depends as much upon character and personality as upon occupational skills. If proper foundations for success are to be laid, it is impossible to draw hard and fast lines between moral, or character, or social guidance and the educational and vocational guidance already mentioned. All choices and needs of pupils have their roots in the early years; they are continuous problems; they cannot be ignored during the entire school life of a child and then be discovered and the consequent problems solved in a brief interview on the day when the child graduates or leaves school. Guidance is not placement; it is not the choice of a vocational curriculum or a college curriculum; it is not assistance in meeting social problems; it is not testing or homogeneous grouping. These are only incidents in the continuous problem of pupil adjustment.

The superintendent who says that his is a residential, professional, or commercial community and consequently does not need vocational guidance is thinking of guidance as merely a sales and recruiting office for established trade courses. The principal who claims that his school is largely a college preparatory institution and not in need of vocational guidance forgets that many colleges were founded for the purpose of vocational training in the ministry, in law, in medicine, and in the engineering and agricultural occupations. Would he deny that there are vocations, or would he imply that children should choose these vocations, prepare for them, and enter upon the long and expensive training that they involve, without any adequate basis of information, tryout experiences, or careful consideration of the general ability and the special aptitudes required for success in them? Such loose thinking is largely responsible for many inexcusable sources of waste in education.

Perhaps the fault may not be with the superintendent or principal. It may be with the board of education, which looks upon vocational guidance as merely placement—as finding jobs for children who are deemed not worth educating because they have failed to meet certain academic standards of success. It is evident that those who hold such opinions are still thinking of education as a cramming process—*not as a service to the child,* provided by the community and guaranteed by the state in order to insure that equality of opportunity which is the fundamental ideal of American democracy. If education is *service* and placement is the urgent need of the child at that time, it becomes a legitimate and necessary function of the school system; but it should also be accompanied by advice about vocational education, by plans for further general education, by information and advice about recreational facilities, and by a research study of individual needs which may serve as a basis for the adaptation of the school system to serve the needs of all such children.

A guidance organization cannot be tacked on to a school system in the form of a little bureau with a specialist to operate it. The guidance organization must be an integral part of the entire school system, reaching every child, supervising pupil adjustments, studying individual needs, and providing better articulation from grade to grade, subject to subject, teacher to teacher, and school to school. It need not involve the employment of a large and expensive staff; but it does mean a reorganization of the existing staff and curriculum. It does not mean the appointment of senior or junior high-school deans; but it does mean the selection of partime advisers from the teaching staff and the rearrangement of school programs. It need not mean the appointment of new staff officers; but it will mean the reapportionment of their duties, some special training for new duties, and a provision for reasonable supervision by the central office. It will mean that principals must take as much interest in training themselves to supervise guidance and pupil adjustment as they take in training themselves to supervise other departments of school work. They cannot shirk the responsibility by leaving it all to a specialist.

I can picture some superintendent or principal, safe and secure in his position, whose teachers and community are satisfied with existing conditions. He is wondering if it is worth the effort and exertion of attempting such a reorganization until there is a popular demand for it. Why not let sleeping dogs lie?

Let us consider the present situation in education. Costs are becoming standardized. If in any community costs are below the average in comparable school systems, it is comparatively easy to secure increased provision thru efficient publicity. If costs are higher than the average, the superintendent will have difficulty in defending his budget. Under these conditions improvement must come thru *greater efficiency* rather than thru *larger appropriations.*

Since this condition exists, let us examine the sources of waste in the school system:

First, there is unnecessary retardation. All retardation is not to be condemned. Some is advisable and necessary. It is almost axiomatic that children who learn slowly should be allowed a longer time to master the tool-subjects upon which later education depends. Without such mastery they become educational cripples and are handicapped seriously in their secondary school work. But this condition applies to only a part of the children who are at present retarded. At least half of the retardation in most school systems is preventable thru proper pupil adjustment. Grading is only one of three adjustment devices and is effective only within a limited range of not more than two years below or above the normal age of the grade. Beyond that range it is far more effective to use classification and individual instruction. In the secondary schools these devices are far more effective than grading but their proper use depends upon a more scientific study of individual differences than is possible in schools in which no provision has been made for the continuous study of pupil adjustment. It is wasteful to spend eight years of time on a task that can be done in six. Many superintendents can save more than enough in their elementary schools alone to pay the cost of a guidance organization in their entire system.

Second, all retardation does not show on an age-grade table. How about the child who could easily have covered the work of the first six years in five years, or even in four, without

overwork and with benefit to himself, to the school, and to the family? It is *wasteful* to neglect *reasonable acceleration*. Savings from this field of pupil adjustment alone would pay the entire additional cost of a guidance organization several times over.

A third source of waste and an opportunity for economy are to be found in proper classification. In an unselected group in any grade actual measurements have shown that about one fourth of the pupils know what the teacher is going to teach before she begins and another fourth do not know the work after she has finished. Much can be saved by not insisting upon teaching bright pupils what they already know and by not trying to teach slow pupils what they cannot learn. Better still, if it is desirable that they should master a particular unit of subjectmatter, why not attempt some other method of instruction than that adapted to the bright or to the average child? We must remember that education takes place only when pupils are learning. The whip lash of fear-of-failure is the poorest possible substitute for motivation. Scientific pupil adjustment provides the fertile soil, skilful motivation is the seed, education as growth is the result. There are still teachers and principals who are trying the pressure method. It is a good method when applied to cooking but, like cooking, it destroys life.

A fourth source of waste is the lack of articulation. We are all familiar with the specialization of modern industry. Not one but many workers make a product. How many different individuals take part in the education of each child as he passes from the kindergarten thru the high school? The number may be as high as 230. Skilful program making and restriction of unnecessary departmentalization will reduce the number.

Each teacher in a departmentalized school must meet from 150 to 250 different pupils each day. He scarcely gets acquainted with them before the term is over and most of them change classes.

In industry each worker does his part, the work is inspected, and the material is passed on to the next worker. In schools the material is passed back and forth between workers each day, often without the services of an inspection department, a routing department, a sales department, or a service department. The schools must develop such functions by the introduction of guidance organizations which deal with *whole children continuously* over a period of three years at least with each adviser. Until this is done it is a waste of breath to tell teachers to teach children instead of subjects.

The purpose of a guidance organization in the public schools is to bring a reasonable measure of success within the reach of each child. This result can be accomplished by better pupil adjustment, better planning of programs, wiser choices of electives, and better articulation. The economies of such an organization far outweigh the costs.

The poorest possible education for any child is continuous experience with failure. The best education for any child is continuous experience with success. Those who doubt the feasibility of such a program of adjustment need only to visit any good class of backward children. If schools can provide experiences with success for even the feeble-minded, let us not deny the possibility of such a program for children of better endowment.

It is not necessary to begin with vocational counselors or advisers. It is better to begin with educational advisers and gradually to train them to study vocational problems. *That should be a part of their training on the job.* The essential requirement is the interest in and study of the problems of the individual whether they be educational, social, or vocational.

A School Program for Child Health

THE FOLLOWING health program for schools has been developed by the White House Conference on Child Health and Protection:

[1] A sanitary and healthful school plant located, constructed, equipped, and operated according to scientific health principles.

[2] A health examination or inspection once a year for every child and a dental inspection twice a year, if possible. The health examination should include consideration of mental, emotional, and social, as well as physical health.

[3] Follow-up health service by school or district nurse or by visiting teachers, to advise the home regarding the defects discovered in examination and inspection and their correction by family physician, health authorities, clinic, hospital, or other social agency. The correction of health defects should include immunization when needed against diphtheria and smallpox.

[4] A daily health inspection of each pupil conducted by teachers with the cooperation of school nurse and physician, to discover and to exclude from school those children showing signs of health disturbances such as coughing, sneezing, running eyes, ears, or nose, headache, earache, or skin eruption. Re-admission after exclusion should be on the advice of a physician or nurse and only after convalescence of the pupil is complete.

[5] Healthful procedures in methods and materials of instruction, in arrangement of programs, in length of school day, in examinations and tests, in arrangement and supervision of recesses, in requirements of home study, in frequency and length of vacations. Mental hygiene expressed in provision for a suitable task for every child, the adjustment of tasks to the sequence of the stages of individual development, preventive discipline, respect for the personality of each pupil, and study and understanding of each from the genetic point of view.

[6] Adequate health education. Educationally sound instruction in health should be given to the child each day from kindergarten thru high school. He should grow naturally into habits, attitudes, and knowledge of physical, mental, emotional, and social health without much direct consciousness of personal health. Such instruction should be given whenever the opportunity arises for the practical application of some idea or principle regarding health. With this plan of informal learning of health thru practical activities it is apparent that every teacher in the school must teach health. In secondary schools a course in health education should be given.

[7] A complete cooperative health program. While more important quantitative contributions are made to the school health program by physicians, nurses, dentists, dental hygienists, health counselors and advisers, and by the instructors in science, biology, nutrition, and physical education, still the optimum success of the work for the health of the school children depends very definitely upon the help and cooperation of every subject in the curriculum and of every teacher and other person employed in the school.

[8] High standards of health for the school staff. The health of teachers, principals, janitors, and others employed in the schools exerts vital and subtle influences upon various phases of health of the millions of children in the schools of our country. Of fundamental importance are the health standards and procedures which should be applied in the professional training, certification, and selection of teachers, janitors, school executives, and others and in the supervision and services planned for the conservation and promotion of their health.

[9] Cooperation of the home and the school so that all of the experiences of the child in the home and in the community shall contribute to a unified and comprehensive health program.—From the *Preliminary Committee Reports of the White House Conference on Child Health and Protection.*

Why Not America Also?

George H. Curtis

Superintendent of Schools, Alpena, Michigan

For many years scholars, internationally minded statesmen, and philanthropically inclined men whose sympathies extend beyond the borders of their own countries have been interested in the possibilities of some easy auxiliary international language. They have felt that the general acceptance of such a medium would go far toward preventing misunderstandings and breaking down national prejudices. Naturally, commercial firms doing an international business have also expressed a keen interest in the movement. It has been felt that much good must come from the use of such a language, not only for these reasons but because its acceptance would afford a means for the easy exchange of scientific facts and worthwhile accomplishments in other fields of human endeavor.

The history of the efforts to make such a language an accomplished fact is perhaps too wellknown to require more than a brief synopsis here. Johann Martin Schleyer, a priest of Constance, Germany, proposed Volapuk as a world language in 1879. In some ways this new language was ideal for the purpose. It was simple, its grammatical rules few and exceptionless, and each of its 27 letters always stood for the same sound. Although this synthetic language was theoretically welladapted for the task for which it was invented, linguistic scholars soon found so many defects in Father Schleyer's proposed language that its universal acceptance became impossible. In 1887 Dr. Zamenhof, a Russian scholar, profiting by the evident shortcomings of Volapuk, evolved Esperanto. Volapuk meant "world language;" Esperanto means "world hope." Dr. Beufont, a French linguist, at this time was working on a world language of his own. Upon reading Dr. Zamenhof's announcement of Esperanto he dropped his own language and offered his services to the latter for the completion and perfection of Esperanto, which he recognized as being superior to his own projected language. He thus became co-author of Esperanto. Living in the linguistic chaos of central Europe Dr. Zamenhof, who died in 1917, dedicated the remainder of his life to the popularization of this new language, hoping that ultimately world misunderstandings might be eliminated, and "on earth peace, good will toward men" might become something more than a beautiful sentiment.

During a visit last summer to Geneva, the seat of the League of Nations, I was agreeably surprised to learn how much progress had already been made toward the realization of Dr. Zamenhof's dream. I asked an under-secretary at the League offices if this question of an auxiliary international language had received any further consideration or study since the organization of the League. I was told that it had received considerable attention and consideration by a special committee appointed for that purpose and headed by M. J. J. Rousseau of the School of Educational Science at Geneva. This committee was appointed by the secretariat at the request of the League and it was told to make a thorough study of the whole problem. This study had covered a period of over two years when the committee presented a report to the League under the title "Esperanto As An International Auxiliary Language." As far as I know this report has never been printed in the United States nor have its contents received the attention which they would seem to merit.

Early in the organization of the League of Nations the handicap of the lack of a common medium of communication was painfully obvious. After considerable discussion by the members, the secretariat was directed to make a thorough study of the question and report the findings to the League. These are contained in the pamphlet the title of which has just been mentioned. This task assigned to the committee was no small one. Each modern natural language had many clamorous advocates. This was especially true in the case of both English and French. In addition to these there were at least four synthetic languages vigorously proposed. A small but scholarly group even proposed simplified Latin as an international language. The committee, however, soon refused to give any further consideration to any of the socalled natural languages on two counts: first, any one of them presents too much difficulty to the student attempting to learn it; and, second, the committee soon found that national jealousy alone would prevent the general acceptance of any one of them. Latin, even with a simplified grammar, was also ruled out as being too difficult to learn; besides, the vocabulary of Latin was deemed entirely inadequate for modern use.

A very eminent body, the British Association of Science, after examining several different proposals and rejecting Latin, came to the conclusion that "Both Esperanto and Ido were suitable [from a linguistic point of view] but they were unable to decide between them." Esperantide, another modified Esperanto, should probably have been included here also. However, the Finnish Parliament, the Paris Chamber of Commerce, the French Association of Science, the Italian Association of Science, and several other prominent bodies having had the matter under consideration for some time, had definitely decided in favor of Esperanto. Lastly, the "World Congress of International Associations which met at Brussels in 1920 recommended all those who advocated an international language to concentrate on Esperanto."

The secretariat had been instructed to study the question both from a theoretical and practical point of view. Accordingly the committee based the findings incorporated in its report to the League not only on the expressed opinions of these learned bodies but made a study of the reports from those countries which had been teaching Esperanto in their schools. This report showed that in the English-speaking countries the new language had made the least progress. This fact seems to be substantiated by the following quotation from the report from England: "The teaching of Esperanto is far below the average of the teaching of other subjects. The spread of Esperanto is checked by the lack of trained teachers." An English school inspector, however, writes that "boys from twelve to fourteen years of age who have had instruction one and one-half hours for fourteen months have already acquired a fair grip of the language." Another English authority writes: "With two lessons per week of one hour each the pupils should be able to attain a sufficient mastery of the language in one year such as is not possible in any other language under similar circumstances under three years." A petition was presented in 1921

by twenty-five members of the French Academy of Science asking that Esperanto be taught in technical schools. The Paris Chamber of Commerce appointed a committee in 1920 to examine the problem and in February, 1921, unanimously adopted its conclusions which were as follows: "It recommends that such instruction become general in France and abroad and that the chambers of commerce in all countries which are anxious to facilitate commercial operations should encourage the rapid dissemination of the auxiliary international language." In Spain "A ministerial decree of July 27, 1911, recognized Esperanto as an optional subject in higher and secondary instruction and the knowledge of Esperanto as a special merit for candidates to official posts. It has been taught in the training colleges of Madrid, Zaragoza, and Huesca since 1919." In Italy "Esperanto is taught optionally in six naval colleges as the result of a circular from the naval ministry dated November 21, 1921." Further, "At Milan the teaching of Esperanto began in 1920 and the Municipal Council has definitely decided to maintain it, since two thirds of the parents desire to have their children taught that language." "The German Ministry of the Interior has given official recognition to the National Esperanto Institute at Leipzig for training the teaching staff." "In Germany and Spain, where there are many trade unions courses, manual laborers, knowing only their mother-tongue, manage to speak Esperanto at the end of a winter's course, working two evenings a week. Of course everything depends upon the keenness and intelligence of the pupil. Some Esperantists make the mistake of exaggerating the easiness of the language. It may, however, be stated with perfect truth that Esperanto is eight or ten times easier than any foreign language and that it is possible to learn to speak it perfectly without leaving one's own country." From China comes this report: "A Chinese pupil can learn Esperanto in two years, while he needs six to learn English and still more to learn French." In Japan, Esperanto has been officially introduced into the educational curriculum. Teachers of Esperanto are trained at Hiroshima and Yokosuka. The language is taught in six national colleges, four government universities, several middle schools, technical schools, and commercial schools. Some reports claim that 20 or 30 lessons seem enough to give pupils a sufficient mastery of the language to converse with each other or carry on correspondence with pupils of other countries. Oriental pupils unfamiliar with a European language require more time.

All those—except possibly language teachers—who have at some time or other attempted to learn a foreign natural language, will be able to appreciate readily the comparative ease with which Esperanto or any synthetic language can be learned. Think of a language in which 75 percent of its root words are already known to you; with a grammar of sixteen rules and each of these rules exceptionless; with only one declension and one conjugation; a language using 28 letters, each of which always represents the same sound. Compare this with the various declensions, conjugations, the perplexing irregularities, and the often chaotic orthography of the natural languages and one begins to realize the basis for the enthusiastic reports of those who have been teaching Esperanto in their regular schools.

The following proposal submitted to the League of Nations April 18, 1922, has not yet reached America: *The League of Nations recommends that the teaching of Esperanto be made general in the public schools of the whole world as a practical and popular means of international intercourse in no way calculated to prejudice the age-long prestige of civilized national languages.* This recommendation was arrived at after the most painstaking study of the whole problem of an auxiliary international language. We may, therefore, consider the fact as established that if there is to be any such auxiliary language accepted it will be Esperanto. It has already overcome some of the standard objections made against any synthetic language, such as: "it has no literature," and "it will be spoken differently in different countries." When the representatives of 32 countries met at the Brussels conference at which Esperanto was used as the official language, no one of the reporters present could detect by native accent from which country any delegate came. There are now over 5000 volumes printed in Esperanto. These volumes are representative classics of many countries and the scientific works translated from many languages. There are dictionaries in the language of almost every civilized country in the world, thousands of textbooks, and scores of papers and magazines. Even in far-off and backward Albania the cabinet in recent years has made Esperanto a compulsory subject in its secondary schools and institutions of higher learning. Eight years ago it was taught in over 1200 schools scattered thruout 39 countries of the five continents. It is probable that these numbers would now be much larger were they available for the present time.

One wonders why we hear and know so little of this movement in our own country. Is there any reason why we should be reluctant to join this international project? It is in harmony with our national sympathies and is in keeping with the ideals of the World Federation of Education Associations. The Tenth International Red Cross Conference which convened after the World War recommended the "general study of Esperanto as one of the most powerful means of obtaining understanding and cooperation in the realization of the humane ideal of the Red Cross."

Even if secondary schools in America were willing to fall in line with this movement one wonders where we could obtain adequately trained teachers. Outside of Boston and a few cities in the East I know of almost no schools in our country where Esperanto teachers could secure adequate preparation. If Esperanto is as easily learned as the reports of those teaching it in Europe seem to indicate, it would seem that almost any modern language teacher might prepare himself for this work in a session or two of summer school.

Let us, as educators, try to disabuse our European friends of the notion that America is without ideals and that our one goal in life is money. Can we not show them that we are interested in their problems and that we realize that ultimately their weal or woe is ours also? Too long have we assumed that we could live in smug isolation. How can we tell how the things people are doing or thinking in far off India or Japan today may ultimately affect us?

The subject with which American educators deal has ramifications far beyond our own borders. What European educators are doing abroad to bring about world understanding is of vital concern to us. Winston Churchill asks "Shall civilization commit suicide?" If we are to join in the chorus of those who answer "No," American educators must be open-minded enough to play their part in its prevention. During the World War American men stood shoulder-to-shoulder with co-patriots from the four corners of the earth. Let us stand shoulder-to-shoulder in seeking to build such a brotherhood of man and such a universal understanding that the events of 1914 to 1918 can never happen again.

World Federation of Education Associations

Denver, Colorado—July 27 to August 1

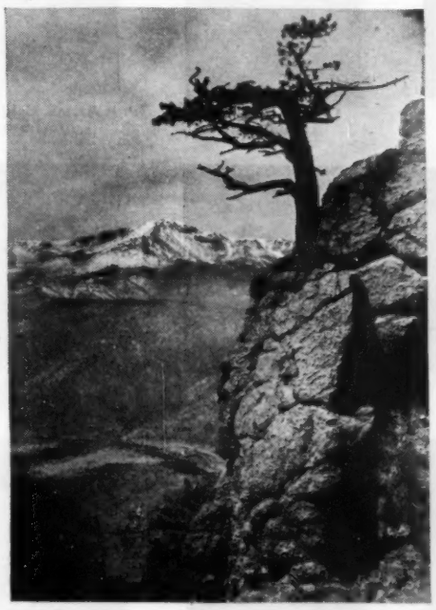
THOSE WHO ATTEND the Denver meeting of the World Federation of Education Associations will have an opportunity to rub elbows with their fellow-workers from practically all countries of the world. With the meeting still two months away, a program presenting educational leaders from many lands is rapidly rounding into shape. The various divisions have been in correspondence with educators the world over and are making up interesting programs.

This biennial world gathering is unique in the history of educational activity. Around the discussion tables of the sectional assemblies meet the educational philosophies of the world to be blended into one ideal of service for all mankind. On the general session programs are expressed the earnest plans of highminded leaders for world understanding and goodwill. The Federation is the most powerful force for social unity the world has ever known.

President Augustus O. Thomas announces that convention delegates and their friends will hear addresses from leaders of three great national organizations: President Willis A. Sutton of the National Education Association of the United States; Honorable Count Hayashi, president of the Imperial Japanese Education Association; and President Angus Roberts of the National Union of Teachers of England and Wales. These three leaders in education will appear on one program and will speak of the ideals and accomplishments of their organizations and what is being done to teach the people the art of living together.

Symposiums on the subject of *International understanding and cooperation thru business, diplomacy, the press, abor, education, and travel* and on *Methods peculiarly adapted to the promotion of mutual appreciation between countries* will be arranged. On the last subject outstanding speakers are assured.

The following persons have been invited to speak at the general sessions: *Minister C. C. Wu* of China on the subject "The New China;" *Senor Don Manuel C. Tellez,* dean of the ambassadorial service at Washington; *Senorita Mistral,* the greatest living poet of the Latin Americas, on the subject of "The Spirit of Poetry as a Bond of Union."



THE TOWERING *crags of the Rockies will beckon World Federation visitors to vacations in the nation's great system of national parks and forests, of which the West has many.*

Negotiations are under way for addresses from *Dr. John Dewey,* America's greatest philosopher, on the subject of "Education and International Understanding," and from *Dr. Edward Alsworth Ross,* internationally known sociologist, on the subject of "The Sociology of Conflict."

Professor Don Pablo Martinez del Rio, representing the University of Mexico, has been invited to appear on a general program, and *Madame Radlinska* of Poland, professor of the Free College of Warsaw and a distinguished welfare worker, will speak on "The New Europe."

The convention promises to be one of the most outstanding that the World Federation of Education Associations has held and the general program itself will be an abundant reward for those who come long distances to attend.

Much of the actual work of education will be covered by the several divisions, in which educators from different countries will discuss educational problems and give their experiences and their interpretation of national life. The several Herman-Jordan committees will make reports to be embodied in a general plan of education for international understanding and cooperation.

Among those organizations which will hold meetings in connection with the Denver convention are the American Child Health Association, which will meet with the health section of the World Federation, and the International Federation of Home and School. The Committee on Commercial Education of the Social Adjustment Section of the World Federation will present a program analyzing relationships between systems of education and world economy. The interrelation of literary and vocational content in commercial education will play a large part in the discussions of this section.

Local committees in Denver are busily preparing to extend the hospitality of the mountain city to its guests from the United States and foreign lands. Commercial and educational exhibits will be displayed in West High School. The Denver schools will contribute an extensive exhibit of their work in other city school buildings.

Entertainment committees report plans for tours of mountain parks and visits to national forests and lakes. A Sunday sunrise service will be held in the Park of the Red Rocks, a new addition to the chain of municipal mountain parks. Convention visitors are invited to Elitch's Gardens and to other spots of scenic beauty close to Denver. The Denver Classroom Teachers Association is in charge of the entertainment of visitors from the United States. The women's clubs of Denver will entertain English and Chinese delegates. All organizations with national affiliations, luncheon clubs, service clubs, the Council of Administrative Women, and others will entertain their visiting members.

MY FIRST WISH is to see this plague of mankind, war, banished from the earth—to see the whole world in peace and the inhabitants of it as one band of brothers, striving who should contribute most to the happiness of mankind.—George Washington.

Presidents of 1931 Senior Classes in Our Profes

Florence, Alabama
Thomas M. Howell

Tempe, Arizona
Tommy McCarty

Conway, Arkansas
Alton Barnett

Arcata, California
Ethel Sweet

San Diego, Calif.
Ronald K. Millar

San Jose, California
Lee Cox

Charleston, Illinois
Verlon R. Ferguson

Chicago, Illinois
Ethel S. Larson

Normal, Illinois
Edward G. Graham

Machias, Maine
Philip M. Hallowell

Frostburg, Maryland
Ralph L. Buckel

Salisbury, Maryland
Catherine L. Spry

Moorhead, Minnesota
Arthur W. Simson

St. Cloud, Minnesota
Arnold Stordahl

Winona, Minnesota
N. Kal Wibye

Cleveland, Miss.
Evelyn Ezelle

Hattiesburg, Miss.
Frank McLendon

Cape Girardeau, Mo.
Robert Harris Talbert

Buffalo, New York
Margaret R. Diver

Cortland, New York
Josephine L. Applegate

Geneseo, New York
Irene Wellman

New Paltz, New York
Muriel Gregory

Oneonta, New York
Caroline H. Pelton

Oswego, New York
Frank T. Bertsche

Ashland, Oregon
Joe V. LaClair

Cheyney, Pennsylvania
Katherine L. Russell

Edinboro, Penn.
Elizabeth Herbertson

Indiana, Pennsylvania
Arthur Guthrie

Kutztown, Penn.
Irwin J. Bright

Lock Haven, Penn.
Robert T. Robb

Memphis, Tennessee
Edward D. Thompson

Murfreesboro, Tenn.
Julian Crocker

Nashville, Tennessee
W. J. Hale, Jr.

Alpine, Texas
Chester LeCroy

Kingsville, Texas
J. Milender Auld

Fredericksburg, Va.
Elsie Powell

ofessional Schools for the Education of Teachers

Gunnison, Colorado
Archie Clayton

Willimantic, Conn.
Gertrude B. Blain

Americus, Georgia
Pauline English

Athens, Georgia
Mae Bittick

Valdosta, Georgia
Jean Loughridge

Carbondale, Illinois
Graydon Young

Bridgewater, Mass.
Harold B. Goeres

Framingham, Mass.
Dorothy P. Young

Westfield, Mass.
Ellen M. Shea

Marquette, Michigan
George Ferguson

Ypsilanti, Michigan
Joseph C. Pray

Bemidji, Minnesota
Ruth Miska

Kirksville, Missouri
Wendell E. Sears

Springfield, Mo.
Lamar Lee

Dillon, Montana
Elizabeth Hopkins

Chadron, Nebraska
Paul Parker

Peru, Nebraska
Elmer W. Hertel

Wayne, Nebraska
Sam Chudomelka

Cullowhee, N. C.
Andy M. Bryson

Mayville, N. D.
Henry Sagen

Bowling Green, Ohio
Wilbur A. Rider

Kent, Ohio
Watt Bair

Durant, Oklahoma
Arthur Campbell

Tahlequah, Oklahoma
Ethel DeLay

Mansfield, Penn.
Harry Bailey

Millersville, Penn.
Charles D. Swain

Aberdeen, S. D.
Viola Oyhus

Madison, S. D.
Harold D. Cone

Spearfish, S. D.
Kenneth Leslie

Springfield, S. D.
Wallace DeLong

Va.
Harrisonburg, Va.
Delphine Hurst

Cheney, Washington
Clarence Henning

Athens, West Virginia
Carl Gabbert

Glenville, W. Va.
Selden W. Brannon

Huntington, W. Va.
Alvin Hamill

Shepherdstown, W. Va.
Joseph D. Hough

What the 18th Amendment Has Helped America to Achieve

[1] The removal of the open saloon which encouraged gambling and degraded politics.

[2] The reduction of the amount of consumption of alcoholic beverages by seventy percent within a remarkably short time.

[3] The elimination of liquor advertising which appealed to the crudest and lowest emotions to create new victims of the drinking habit.

[4] The protection of children and their mothers from the neglect and brutality of drinking fathers.

[5] An increase in savings that has given the common man and woman in America the highest economic and social position enjoyed anywhere in the world.

[6] The most efficient industry to be found anywhere because of the reliability and loyalty of sober working men and women.

[7] The reduction of many forms of vice and crime until cities are safer for law-observing citizens today than they have ever been.

[8] The moderation of "automobile" and "postwar" crime which would have created terrible conditions in a country with 25 million autos were liquor not outlawed.

[9] The development of all types of schools so that millions of young people have a richer educational opportunity. High-school enrolment alone in the United States increased from two million in 1920 to nearly five million in 1930—the most remarkable advance in the history of civilization.

[10] The foundation for a future rich in promise and opportunity for home life, for education, for government, for labor, for industry, and for the realization of religion.—From *Your Afterself,* published by the National Congress of Parents and Teachers.

[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. 20212.]

Achievements in Teacher Education, 1930-31

THOSE prophetic institutions for educating our young men and women for teaching largely determine the level of intellectual life in America. Any increase in the quality of education for teaching reflects itself almost immediately in school and community advance.

In order to record the rapid progress being made in the education of teachers, the JOURNAL requested all state teachers colleges and normal schools listed in the U. S. Office of Education directory to answer the question: "What is the most significant educational achievement in your school during 1930-31?" The following replies were received by the time this issue went to press:

ALABAMA: *State Teachers College, Montgomery*—A college classroom building and a dormitory for women were completed; degrees conferred upon the first graduates from the four-year curriculum.—H. Councill Trenholm, president.

State Agricultural and Mechanical Institute, Normal—A girls' dormitory, a dining hall, and a classroom building were completed at a cost of $362,000.—J. F. Drake, president.

State Teachers College, Jacksonville—The completion of a transition from a two-year normal school to a four-year teachers college, the first degrees awarded in May, 1931.—C. W. Daugette, president.

State Teachers College, Florence—Classes were maintained in third and fourth-year work; the bachelor degrees were conferred on our first product at the end of the current session.—Henry J. Willingham, president.

ARIZONA: *State Teachers College, Flagstaff*—The completion of a new library; enabling our library to more nearly fulfill its complete function as a method of education.—Grady Gammage, president.

ARKANSAS: *Henderson State Teachers College, Arkadelphia*—Special emphasis on enrichment courses, particularly in music and dramatic arts; the cultural idea is taking root in the student body.—J. P. Womack, president.

State Teachers College, Conway—Construction of new library building and employment of additional trained librarians, thereby removing the library deficiency of this institution in the American Association of Teachers Colleges and gaining admission to the North Central Association; we made a systematic study of the curriculum eliminating duplication and drawing sharp distinction between junior and senior college work.—H. L. McAlister, president.

CALIFORNIA: *Humboldt State Teachers College, Arcata*—The inauguration of orientation classes; two groups of freshmen, one of sophomores, and one of juniors and seniors. Topics discussed: study habits, student morale, student honor societies, why select teaching, what phase of teaching to select.—Arthur S. Gist, president.

State Teachers College, Fresno—Establishment of the minimum four-year curriculum for elementary teachers has enabled us to apply during the first two years more efficient methods of selection. A plan for rejection of candidates on basis of physical, emotional, or scholarship deficiencies is in operation.—Frank W. Thomas, president.

State Teachers College, San Francisco—New adequate training school; expansion in numbers and curriculum; graduation in December, 1930, of the first class with all members with A.B. degree.—Alexander C. Roberts, president.

State Teachers College, Santa Barbara—An increase in enrolment, largely men, so that the proportion between the sexes is now about three men to four women.—C. L. Phelps, president.

COLORADO: *State Teachers College, Greeley*—Held a series of staff meetings to discuss the individual student. Ben Wood of Columbia came to help us. The result is a new personnel department and the individual student profits.—G. W. Frasier, president.

CONNECTICUT: *State Normal School, Danbury*—Connecticut is under a unified system in its teacher training institutions which required that all this year's applicants for admission visit the school on a specified day for a comprehensive information test, a mental alertness test, and a personal interview with designated faculty members. High schools reported relative class standings and a five-point rating in ten personal qualifications of candidates.—Lothrop D. Higgins, principal.

State Normal School, New Haven—A three-year curriculum for all elementary teachers was established; beginning September, 1931, a three-year curriculum for teachers of atypical or exceptional children will be organized.—Lester K. Ade, principal.

GEORGIA: *State Teachers College, Athens*—Rearrangement and readjustment of courses of study to more nearly fulfill the needs of our people and to meet completely the requirements of the Southern Association and of the American Association of Teachers Colleges.—Jere M. Pound, president.

State Womans College, Valdosta—The state of Georgia is now in arrears almost a year in payment of maintenance appropriations to its institutions and about the most notable thing we have done is to hold our own.—R. H. Powell, president.

HAWAII: *Territorial Normal School, Honolulu*—Expansion of the professional program of teacher preparation from two to three years as a required minimum for elementary school teacher certification, functioning in a new physical plant.—Benj. O. Wist, president.

IDAHO: *State Normal School, Lewiston*—We offered a summer seminar course for county superintendents, studying Idaho's rural educational problems and the most successful practises in other states. U. S. Office of Education cooperated by sending an expert on rural problems.—J. E. Turner, president.

ILLINOIS: *Southern Illinois State Normal University, Carbondale*—Further development within our practise school of the demonstration recitation, given in the presence of classes in education.—H. W. Shyrock, president.

Western Illinois State Teachers College, Macomb—Additional scholarship standards for graduation which provide that a student cannot graduate until his average for the two years or four years reaches the median grade, or until his grades in his major subject reach a median grade.—W. P. Morgan, president.

State Normal University, Normal—Inauguration of a program of curriculum revision and reorganization of the institution on the basis of divisions which are functional in their nature and operation, adjusting the college to the most fruitful and significant principles and plans of teacher preparation.—H. A. Brown, president.

INDIANA: *State Teachers College, Terre Haute*—Emphasis on the development of the graduate department.—L. N. Hines, president.

Ball State Teachers College, Muncie—We have emphasized a better quality of teaching and have experienced a very wholesome development. Enriching our offerings is the program for the next biennium.—L. A. Pittinger, president.

IOWA: *State Teachers College, Cedar Falls*—Upgrading of the training of the faculty, elimination of four different two-year curriculums, extensive revision of other curriculums, and increased attention to the problems of student management.—O. R. Latham, president.

KANSAS: *State Teachers College, Pittsburg*—Development of a graduate school in which over 200 have enroled since its beginning 18 months ago; a more systematic and thoro organization of undergraduate work for all teaching levels; raising of standards until the institution is approved as an A teachers college without conditions by the American Association of Teachers Colleges, also approved by the North Central Association of Colleges as a liberal arts college, and a teachers college without conditions; the rapid growth of our senior college as evidenced by a degree class of 290 last year.—W. A. Brandenburg, president.

My Desire

GIVE ME ears to hear the questions
Of a knowledge-seeking child;
Give me sympathetic insight
To his problems, great and mild;
Give me patience, never-ending,
For the things I teach and do;
Clear my vision—may I ever
Feel his needs and see his view.
Make me with the child to wander
Thru his happy fairy lands;
Let me skip with him and listen
To imaginary bands.
Soon his fairies all will vanish,
And the music fade away;
Fantasies will change to visions;
Work will rival happy play.
So if I may be companion,
Friend, and playmate of a child,
I shall never doubt his learning
While I teach the things worthwhile.

—LESTER KEATHLEY.

State Teachers College, Emporia—Examining thoroly the whole structure of the institution itself, done under a committee of seven elected by the heads of departments. This method frees the committee from any suspicion of administrative influence.—Thomas W. Butcher, president.

State Teachers College, Hays—In closing its first year of graduate work it finds the graduate student very stimulating to the other workers on the campus.—W. A. Lewis, president.

KENTUCKY: *Western Kentucky State Teachers College, Bowling Green*—Greatly enlarged program of health and physical education; a $250,000 building has been erected and equipped which has made possible courses providing opportunities for specialization in this field; several teachers added to the department; all students required to enrol in one physical activity course each semester during freshman and sophomore years; extensive opportunities for voluntary intramural contests and recreational activities.—H. H. Cherry, president.

Eastern Kentucky State Teachers College, Richmond—The erection of a health building at a cost of $225,000 to house the departments of health and physical education; also the curriculum revision which we have carried thru.—H. L. Donovan, president.

LOUISIANA: *State Normal College, Natchitoches*—A health and physical education curriculum for women initiated and a gymnasium-auditorium with a seating capacity of 2000 dedicated.—W. W. Tison, president.

MAINE: *State Normal School, Gorham*—In November, superintendents and principals of secondary schools then represented in the student body were invited to an assembly and conferences entirely student-planned and student-conducted.—Walter E. Russell, principal.

State Normal School, Farmington—An advance step designed to promote character education, developing the latent power of leadership in more of our students than former plans had made possible, worked out thru a faculty-student organization embracing all school activities.—W. G. Mallett, president.

MARYLAND: *State Normal School, Frostburg*—No student is to be admitted to directed teaching until he presents evidence of having successfully planned and carried thru and fully summarized about fifteen clock hours of participation on the teaching level.—John L. Dunkle, principal.

MASSACHUSETTS: *Teachers College, Boston*—Inauguration of the new four-year curriculum in preparation for teaching in the elementary grades. Students preparing for teaching in any branch of the Boston service must now complete at least a four-year course.—William H. J. Kennedy, president.

State Normal School, Bridgewater—Beginning September, 1931, the three-year junior high-school course will be eliminated and four years will be required. At the same date a fourth year, largely elective, will be open to graduates of the three-year elementary course for degrees.—A. C. Boyden, principal.

MICHIGAN: *Central State Teachers College, Mt. Pleasant*—Appointment of a student faculty commission to study campus problems, including academic, extracurriculum, social and moral, religious, athletic, administrative, intellectual and cultural.—E. C. Warriner, president.

Western State Teachers College, Kalamazoo—Launching of the *Educational News Bulletin*, a house organ that goes to every faculty member, to superintendents, principals, and commissioners, and other state teachers colleges and departments of education in universities.—D. B. Waldo, president.

State Normal College, Ypsilanti—Completion of student activity building erected by the faculty, students, and friends of the college, costing $400,000, which will be the center of social life of the campus. Expansion of the department for the training of teachers for handicapped children and the publishing by the training school department of a syllabus of the training school course in the social studies, first of a series to cover the curriculum of the elementary grades.—Chas. McKenny, president.

MINNESOTA: *State Teachers College, Winona*—The college, meeting in every phase of organization, equipment, and morale the standards of the American Association of Teachers Colleges, was accorded unconditional Class A rating by that body.—G. E. Maxwell, president.

State Teachers College, Mankato—The staff under the leadership of committees has been working on a freshman week program to be put into effect in September.—Frank D. McElvy, president.

State Teachers College, Moorhead—The crystalized demand on the part of the public and students for longer and more scholarly courses in teacher training.—R. B. MacLean, president.

MISSISSIPPI: *State Teachers College, Hattiesburg*—Organization of a bureau of visual instruction which maintains a depository of motion-picture films and other equipment for use of schools of the state.—Claude Bennett, president.

MISSOURI: *Southeast Missouri State Teachers College, Cape Girardeau*—Advance steps in defining teaching combinations for smaller high schools, by offering a major and two minors in the particular field in which our graduates teach.—Jos. A. Serena, president.

Lincoln University of Missouri, Jefferson City—New plant in process; one unit for home economics and university commons recently finished; college hall for all college activities being erected at a cost of $250,000.—Nathan B. Young, president.

Northeast Missouri State Teachers College, Kirksville—We, along with the other state teachers colleges in Missouri, have tried to bring about a plan of cooperative graduate work with the University of Missouri.—Eugene Fair, president.

Central Missouri State Teachers College, Warrensburg—The work undertaken jointly with the other state teachers colleges of Missouri looking toward a revision and unification of teachers' curriculums. Our special part in this work is the presentation of curriculum patterns for the training of elementary teachers.—W. E. Morrow, dean and acting president.

MONTANA: *Eastern Montana Normal School, Billings*—The enrichment of rural life which our graduates have been able to accomplish and the number of *superior* ratings that our students in the field have been able to obtain for their schools.—L. B. McMullen, president.

NEBRASKA: *State Teachers College, Kearney*—Establishment of a committee on personnel, which systematically and specifically considers the fitness of graduates for teaching and recommends in specific terms as to their continuance in the profession.—Geo. E. Martin, president.

State Teachers College, Peru—Organization of freshman class into clubs whose activities such as dramatics, artcraft, writing, travel, reading, are carried forward outside of school hours, sponsored by faculty members and upper classmen.—W. R. Pate, president.

State Teachers College, Wayne—Courses of instruction in educational trends involving the teacher's part in character education, parent-teacher meetings, camp fire girls, scout work, Red Cross, and allied agencies.—U. S. Conn, president.

NEW HAMPSHIRE: *Normal School, Keene*—Greater efficiency in library facilities, not only in increased physical equipment, but by addition of several thousand of the most recent volumes of educational and literary value.—Wallace E. Mason, president.

NEW JERSEY: *State Normal School, Jersey City*—During 1930-31, our second year of existence, we completed the organization of our initial book stock, approximately 10,000 volumes; also, offered courses in library technic for freshmen.—W. A. Messler, principal.

State Teachers College, Montclair—Student selection from 437 candidates for entrance in September, 1930, resulted in the selection of 167, 89% of whom were from the upper quarter of their graduating classes and 15% first honor students.—H. A. Sprague, president.

State Normal School, Newark—Development of a thoro program of student personnel services, including research, extra staffing, advisory work, and the beginnings of a placement and followup policy.—M. Ernest Townsend, principal.

State Teachers College, Trenton—Initiation of a program of followup supervision of all recent graduates; enlargement of our extension service that teachers with a two-year normal school diploma may secure a three-year diploma and later a degree.—R. L. West, principal.

State Normal School, Paterson—Emphasis on professionalizing the subjectmatter for teachers of the elementary school; and extension work, carried into the field for the benefit of teachers in service.—Roy L. Shaffer, principal.

NEW MEXICO: *State Teachers College, Silver City*—Classication in the A group of the American Association of Teachers Colleges; North Central Association classification; establishment of chapter of Kappa Delta Pi; raised standards so that no teacher in any department in the institution may be employed with less than a master's degree.—A. O. Bowden, president.

Normal University, Las Vegas—Holding of a rural education conference during the 1930 summer school, participated in by college professors, superintendents, and principals which resulted in formation of a committee of 24 to study and report on rural conditions. One helpful meeting of the committee has been held later.—Frank Carroon, president.

NEW YORK: *State College for Teachers, Albany*—In our experiment for selective admissions we use a variety of tests including the regents record, health record, and intelligence test, the Colgate personal inventory test, etc. The freshman class is limited to 300. A study will be made, during the next several years, of child development and parental education on the junior and senior high-school level; also a course of study is in preparation for junior high-school administrator and counsellor on a graduate level.—A. R. Brubacher, president.

State Teachers College, Buffalo—Occupancy of our new twenty-acre campus and five new buildings; inauguration of a new department for the training of art teachers; study of internal professional questions, such as closer coordination of the college and school of practise and formulation of a four-year curriculum for elementary teachers.—Harry W. Rockwell, president.

State Normal School, Geneseo—We instituted cadet teaching in two large centers off campus; also organized a rural education department for training of teachers in rural schools.—W. A. Holcomb, principal.

State Normal School, Oswego—Two special courses were offered; one preparing teachers for retarded children for whom the law makes provision, the other preparing men to teach industrial arts for which there is a growing demand.—James G. Riggs, principal.

State Normal School, Potsdam—We started construction on a building program which will modernize and double the capacity of our plant and organize a rural education department which has attained gratifying success.—R. T. Congdon, principal.

State Normal School, Brockport—We have put into operation more rigid admission requirements; have adopted means for the better selection of new entrants, and have required higher standards of scholarship for graduation. —Alfred C. Thompson, principal.

State Normal School, Fredonia—On-campus graduate extension course in normal school education and discussion of teacher training problems by visiting educators after a day of visitation in the school.—Hermann Cooper, principal.

NORTH CAROLINA: *Western Carolina Teachers College, Cullowhee*—Faculty improvement by four recruits with one to three years graduate study each; two higher degrees by regular teachers; two on leaves of absence; twelve in summer school.—H. T. Hunter, president.

NORTH DAKOTA: *State Teachers College, Mayville*—The development of a four-year course leading to a degree in elementary education; projecting the services of the college by arranging for members of the staff to visit city and county superintendents, and assist them in solving their problems in elementary education.—C. C. Swain, president.

State Normal School, Dickinson—January, 1931, the state board of administration approved a recommendation for the extension of courses to include third and fourth year of college work.—C. L. Kjerstad, president.

State Teachers College, Minot—Completion of a fine new training-school building; reorganization of our training school on the 6-3-3 basis, thoroly coordinating the same with our system of rural training. Material increase of our student population has resulted.—George A. McFarland, president.

State Normal and Industrial School, Ellendale—Construction of a library building on the latest plan, giving students the use of a modern and commodious library.—R. M. Black, president.

OHIO: *State College, Kent*—1930-31 has brought such an increase of students that faculty and trustees agreed that deanships in the teachers college and in the liberal arts college are needed, the creation of which has been authorized.—J. O. Engleman, president.

State College, Col. of Ed., Bowling Green—Addition of followup worker to visit 1930 graduates in their schools, confer with their supervisors, and make recommendations for improvement in our system of training.—H. B. Williams, president.

School of Education, Western Reserve University, Cleveland—The development of a nursery-school program serving teacher preparation and other university departments related to child welfare.—Charles W. Hunt, dean.

OKLAHOMA: *East Central State Teachers College, Ada*—We organized a personnel department in charge of one of the most capable and judicious members of our staff, who, with an assistant, has organized a followup program, seeking to render assistance to graduates of this institution employed in public schools—A. Linscheid, president.

Northeastern State Teachers College, Tahlequah—The monthly evening faculty meetings have been very profitable. Each time the program has been in charge of the members of a particular department.—M. P. Hammond, president.

Southeastern Teachers College, Durant—Introduced classes in directing community singing; carefully analyzed all courses for common units, revised many, and eliminated others where overlapping occurred; introduced printing; organized a speakers bureau for the benefit of schools in our district; developed a Y. M. C. A. and Y. W. C. A. with 500 members; and have witnessed 100 percent increase in the use of library books in two years.—Eugene S. Briggs, president.

Central State Teachers College, Edmond—Enlargement of the training school facilities, enabling us to accommodate a larger number of students.—J. G. Mitchell, president.

Southwestern State Teachers College, Weatherford—Completion of a three-year renovation of our book shelves and catalog; $20,000 worth of new books purchased in two and one-half years and this year the completion of analytical dictionary catalog.—E. E. Brown, president.

OREGON: *Eastern Oregon Normal School, La Grande*—Inauguration of a program of counsel and guidance, designed to assist and encourage selfanalysis and development by the student.—H. E. Inlow, president.

Southern Oregon State Normal School, Ashland—During 1930-31 we succeeded in placing all but ten of 187 graduates for previous year, due largely to the organization of our placement bureau.—J. A. Churchill, president.

PENNSYLVANIA: *State Teachers College, Slippery Rock*—The last Saturday of each month has been used as a demonstration day in connection with the training school with the school not in operation on Monday; invitations to superintendents and teachers within reasonable access of the school. Demonstration teachers do all the teaching on this day; conferences are held at 3 p. m. About one hundred fifty have attended each Saturday.—J. Linwood Eisenberg, president.

State Teachers College, Bloomsburg—Development of department for training of commercial teachers and the opening of the new Benjamin Franklin training school have increased greatly our opportunities for service.—Francis B. Haas, president.

State Teachers College, Mansfield—Personal work done by our faculty to improve themselves professionally; done without turnover but thru summer studies and part-time off with pay.—William R. Straughn, president.

State Teachers College, West Chester—Completion of a new gymnasium to be used principally by the students specializing in the four-year health and physical education curriculum.—Norman W. Cameron, president.

State Teachers College, Indiana—Erection of our new arts building, which is to house the departments of commerce, art, and home economics.—C. R. Foster, president.

RHODE ISLAND: *College of Education, Providence*—Practically all students have been registered on a four-year basis. A 50 percent increase in class work for teachers in service; extensive improvements made in buildings; number of men students doubled.—John L. Alger, president.

SOUTH DAKOTA: *Northern Normal and Industrial School, Aberdeen*—Duties of administrative officers were re-allocated, fixing definitely the responsibilities of financial secretary, registrar, superintendent of buildings and grounds, dean of instruction, student counselor, dean of women, dean of men, director of student publications, director of extension, and director of placement bureau.—David A. Anderson, president.

Southern State Normal School, Springfield—All practise teaching courses were put on a project activity basis with cadets held responsible for a certain number of special reports on activities which they have conducted such as dramatization, excursions, tests, special devices. —C. G. Lawrence, president.

TENNESSEE: *State Teachers College, Johnson City*—Erection of a modern library building with many special features—conference, seminar, and browsing rooms; work, cataloging, and receiving rooms; spacious vault; museum and booths for special collections.—C. C. Sherrod, president.

State Teachers College, Memphis—Completion of a fine new science building to house departments of chemistry, physics, biology, and home economics; ample space for lecture rooms, laboratories, store rooms, offices; admirably equipped for a complete science curriculum.—J. W. Brister, president.

State Teachers College, Murfreesboro—Improvement of the relationship between training-school and college faculty; erection and equipping of a modern building for chemistry, physics, home economics, and biology.—N. C. Beasley, dean-registrar.

I BELIEVE normal schools to be a new instrumentality in the advancement of the race. I believe that, without them, free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form.—Horace Mann in a talk given at Bridgewater, Massachusetts, 1846.

Agricultural and Industrial State College, Nashville—Appropriation by Julius Rosenwald Fund and General Education Board, of funds for a $600,000 building program which will enable the institution to serve as a model for similar institutions in the South.—W. J. Hale, president.

TEXAS: *Ecst Texas State Teachers College, Commerce*—A satisfactory program of health education for the students.—Sam H. Whitley, president.

Sul Ross State Teachers College, Alpine—Organization of a faculty professional club with optional membership; active interest of practically the entire staff has stimulated a more lively interest in the profession and rather critical selfexamination.—H. W. Morelock, president.

College of Arts and Industries, Kingsville—The state legislature expanded the South Texas State Teachers College into the Texas College of Arts and Industries with the following schools: agriculture, engineering, business administration, liberal arts, and education, the latter to maintain standards now required of other state colleges that train teachers.—R. B. Cousins, president.

Sam Houston State Teachers College, Huntsville—We enlarged our health service work by the employment of a fulltime director.—H. F. Estill, president.

Southwest Texas State Teachers College, San Marcos—Deans and department heads, working with the president of the college, carefully studied the courses offered in all departments and made serious attempts to have assignments of work to meet the real needs of students.—C. E. Evans, president.

West Texas State Teachers College, Canyon—Our board of regents authorized us to offer the master's degree, work for which will be begun in summer of 1931.—J. A. Hill, president.

VERMONT: *State Normal School, Castleton*—A faculty study of personality ratings and evaluations, based upon certain characteristics, native or acquired, considered essential for teaching success.—Caroline S. Woodruff, principal.

VIRGINIA: *State Teachers College, Farmville*—The making of a course of study for the elementary grades, in which subjectmatter specialists cooperated with elementary supervisors.—J. L. Jarman, president.

State Teachers College, Harrisonburg—Arrangement made with teachers in rural schools whereby we send a supervisor to their schools so that they can do their student teaching to meet the requirements for their professional certificates at this college while actually employed. They register as regular students, pay regular fees, and get the regular college instruction for student teachers while employed in schools in the county, the work being supervised by the regular training-school staff.—Samuel P. Duke, president.

State Teachers College, East Radford—During 1930-31, for the first time, each critic teacher is working definitely for the master's degree. This standard is already reflected in better teaching of the children; greater skill in developing student teachers; a closer integration of training school with the content departments of the college, and a general professional growth in the entire staff.—John Preston McConnell, president.

Virginia State College, Petersburg—Comprehensive program of guidance which includes an orientation course, individual counsel, guidance literature, guidance lectures, placement after graduation, and postgraduate followup work.—John M. Gandy, president.

WASHINGTON: *State Normal School, Bellingham*—We accepted the minimum requirement of three years for the training of teachers for elementary school and adjusted curriculums accordingly. Out of an enrolment of 1080 students in the summer session of 1930, eight hundred were third and fourth-year students and constituted the finest group we have ever had.—C. H. Fisher, president.

WEST VIRGINIA: *Marshall College, Huntington*—Completion of the James E. Morrow library, which improves the tone of our entire college activities. We have developed a distinctly higher standard of physical education service; a wellplanned program in intramural sports; outstanding success in the corrective treatment of minor physical defects of students.—M. P. Shawkey, president.

Shepherd State Teachers College, Shepherdstown—Changed from a normal school to teachers college; laboratories standardized, library brought to high standard, practise teaching facilities in elementary and high school greatly improved, scholastic standard of faculty increased, five members completed work for master's degree, and one the doctor's degree. Children's training cottage and the homemaking cottage added, the former a unique undertaking in teacher training.—W. H. S. White, president.

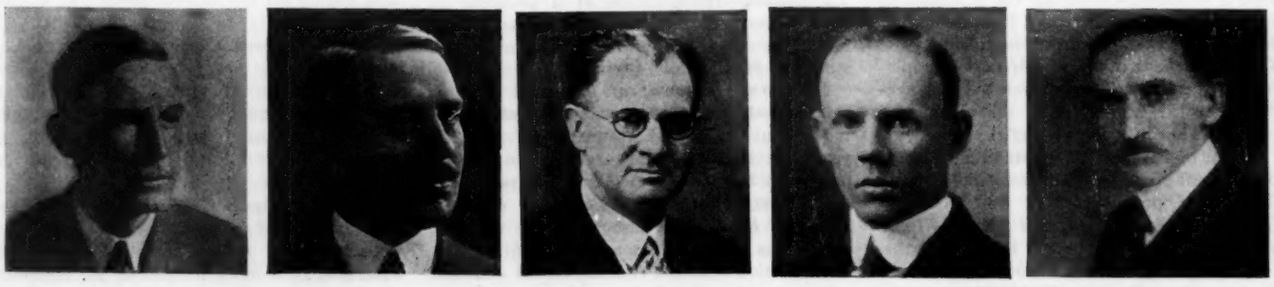
Bluefield Institute, Bluefield—Erection of a new classroom building that made possible the extension of the curriculum.—R. P. Sims, president.

Concord State Teachers College, Athens—Admission to American Association of Teachers Colleges and to North Central Association of Colleges and Secondary Schools. We have built a strong department of health and physical education, placed athletics on a purely amateur intramural basis, and made these activities part of the educational program of training of coaches and directors.—J. F. Marsh, president.

WISCONSIN: *State Teachers College, Whitewater*—In the training school emphasis has been centered on the child rather than on an inanimate course of study. Creative education has interwoven itself into our philosophy. We have completed five scientific experiments on the thesis of "providing for individual differences in the classroom without necessitating the reorganization of the school system;" more attention to character education.—W. P. Roseman, director, training school.

State Teachers College, Eau Claire—Establishing cooperative relations with ten rural districts for observation and practise teaching in our rural department. Rural students are divided into two sections, one-half remaining at the college, the other half putting in four weeks actually living in the districts and teaching in the schools. This scheme has worked wonders in our rural training.—H. A. Schofield, president.

State Teachers College, Milwaukee—We have improved instruction by introducing freedom, increasing individual responsibility, and using experiences to develop desirable personal traits and professional abilities; half dozen experiments were undertaken, several being continued and others started this year.—Frank E. Baker, president.



THE FINANCE AND BUDGET COMMITTEE appointed by the Board of Directors at the Columbus convention met in Washington on May 15 and 16 to work on the Association's budget for 1931-32. It will meet again at Los Angeles to complete its work. The members of the Committee reading from left to right are: L. W. Rogers, *chairman*, first assistant superintendent of public instruction, Austin, Texas; J. Herbert Kelley, secretary, Pennsylvania State Education Association, Harrisburg, Pennsylvania; W. B. Mooney, secretary, Colorado Education Association, Denver, Colorado; George W. Wannamaker, superintendent of schools, St. Matthews, South Carolina; and A. L. Whittenberg, secretary, state examining board for teachers certificates, Springfield, Illinois.

A Platform for Rural Education[1]

NEVER BEFORE in the history of the United States have the American people faced an economic situation more serious and widespread than the present financial depression. Economists differ as to the cause of this depression but the majority agree that the World War has been a contributing factor, that our characteristic American psychology of overstimulation and risk has been another, but that the fundamental force operating in this realm has been the swift industrialization of our general social order and the related characteristics of mass production and distribution accompanying this unobserved revolution.

Regardless, however, of the relative merits of the various causes and cures advanced by economists for this whole social and economic dilemma, your Committee on Resolutions wishes to emphasize the fact that this worldwide phenomenon has profound and farreaching implications for education, both urban and rural, and that its harshness and ill-effects have been felt more keenly by farmers and their families than by any other group in our national life. This, in turn, is due largely to the continuing economic handicap faced by all agriculture for the past ten years thru which farmers as a whole have lost over $20,000,000,000 or 25 percent of their total invested capital; in part to the chronic lack of organization and cooperation among farmers; still more recently to the devastating drouth of the past summer because of which millions of selfrespecting countrymen are now compelled to accept their daily bread thru the charitable auspices of the Red Cross; and also to the relative scarcity and inefficiency of social-service agencies and institutions thruout rural areas.

[1] **Rural school finance**—In view of these conditions and of the impending difficulties of rural school support during the next several years we advise that the Department of Rural Education of the National Education Association go on record at this convention as endorsing most heartily any carefully thought-out plan for a general, nationwide study of school finance in which the needs of rural schools, for all racial and geographic groups, shall have special consideration and regard.

[2] **Teacher training**—We submit, also, in view of the large surplus of teachers now evident in practically all states that the time has come, once and for all, to effectively solve our national, long-standing, and socalled "problem of rural teacher training." As initial movements in this direction we urge every normal school and teachers college in the United States to give increased attention to rural school needs and to make immediate provision, where not already doing so, for such specific instruction and practise teaching as will enable their graduates to cope more successfully with the admittedly difficult and distinctive problems of organization and teaching in one-teacher, two-teacher, and consolidated schools.

The pride of the rural community

In consideration further of the increasing mobility and interchange of our population from country to city and vice versa, and of the cultural contributions of country life to our total national character, we deem it important that all American children be taught to realize the values of country life as well as those of city life. With this in mind we recommend that *all* teachers in training, whether anticipating service in rural or in urban areas, be induced to take a basic orientation course on *modern American civilization* designed to afford a better understanding of our present social order and to show the contributions of both farm and city life to our total national wellbeing.

[3] **Curriculum**—Considering that there are still roughly 5,000,000 children enroled in the 181,000 one- and two-teacher schools of the United States, we desire to emphasize the very urgent need for state and county courses of study adjusted to the administrative difficulties of this type of school and to the distinctive environmental experience, deficiencies, and advantages of farm children. Without such provision for the effective organization of the subjectmatter taught in rural elementary schools, country children must inevitably continue to suffer handicap as compared with city children, whatever the preparation and training of rural teachers.

[4] **Vocational and educational guidance**—As part of the curriculum for the rural secondary school this Committee recommends the endorsement of definite instruction in educational and vocational guidance. For the time being, at least, urban life in the United States seems to have reached the saturation point in the assimilation and employment of rural migrants. In some areas, in fact, owing to the acute unemployment in cities, population is moving country-ward while the total farm population of the United States increased 208,000 during the year 1930—the first increase in over twenty years. This situation, if continued, will soon tend to stabilize our whole population and force those born in the country to remain more frequently in the local rural community. This, in turn, will necessitate a closer study and analysis of the vocational opportunities of farm and village life and make further consideration of this whole question increasingly desirable.

[5] **National Advisory Committee on Education**—Members of this Department primarily interested in the administrative and financial phases of rural education have followed with interest and appreciation the searching analysis of federal relations to education as made available thru the semi-confidential reports of the National Advisory Committee on Education. In this connection, we particularly endorse the proposal for action issued July 4, 1930 [see Bulletin NA—104, p14] in which it is suggested that the federal government provide "one unalloted annual grant to the states of $2.50 per child under 21

[1] Report of the Committee on Resolutions, Department of Rural Education, National Education Association, Detroit, February 23, 1931.

years of age, with the sole restriction that these federal funds be used for support of educational operations, making each state responsible for budgeting the grant within the state school budget in such manner as, in the judgment of the state itself, will best develop all the talents of all the people."

This provision, in our judgment, especially when coupled with Proposal Number 6 under which each state would be required to submit annual financial audits of the federal funds received and to permit the joint publication of these reports with those from other states for comparative purposes, would do much toward equalizing educational opportunity, not only for rural children but for all other underprivileged groups as negro, Mexican, mountaineer, and foreign-born.

With all our approval of these proposals, however, and with due appreciation of the democratic spirit in which the Advisory Committee is working, as well as some understanding of the social and economic changes in American national life which it is attempting to meet, we wish to voice one note of caution and protest. This is that the chairman, director, members, and all others connected with the work of the Committee take full cognizance of the difficulties and handicaps which have always characterized and still surround typical American farm life before recommending the nullification or undue modification of those Congressional measures, as the Morrill Act, Hatch Act, Smith-Lever bill, Smith-Hughes provision, and others, which have been largely responsible for such progress as agriculture has been able to make thus far and without which it could scarcely have survived the dire economic depression of the last decade.

[6] **White House Conference report**—The function of this Department according to the statement of its constitution is "to promote the general advancement of rural education thruout the United States." In doing this it is incumbent upon us to appropriate every opportunity which arises for enlisting the cooperation of our own profession and of the public in general in meeting the conditions and needs of country children. In harmony with this policy, we recommend that whereas the White House Conference recently called by President Hoover revealed deficiencies for rural children along practically every line of child care investigated, this Department take the initiative in asking the federal government, the American Country Life Association, or some other voluntary or endowed agency, to make a more intensive and allinclusive study of the needs of country children together with a consideration of ways and means of meeting these needs.

[7] **Rural interest and support from other groups**—The total population of the United States by the recently announced census of 1930 is now 122,775,000 people. Of this number only 27,000,000 or 22 percent are farmers and their families living actually on the land and making their living by agriculture. This means that farmers, though now very definitely a minority group, are becoming increasingly and relatively more important in our national life because of the essential service they render society both in the production of food and in the maintenance of the agrarian point of view. It means also that to secure ends desired, farmers and those who represent them professionally must now resort to the legitimate practises and policies of minority groups. These include among others the enlightenment of the general public thru approved publicity methods, and for school improvement, the enlistment of the interest and cooperation of other specialists in the field of education.

Realizing the full significance of such support in the furtherance of our work your Committee wishes to call attention to the fact that there is now vastly more interest of this type than ever before and to express the appreciation of the Department for the following specific instances of such cooperation:

[a] To Superintendent Willis A. Sutton, president of the National Education Association, for devoting the forthcoming annual meeting in Los Angeles to rural education and for generally marshalling the forces of our largest professional organization in a nationwide campaign for the improvement of rural schools. In the same connection also to Joy Elmer Morgan, editor of THE JOURNAL of the National Education Association, for the generous space he is devoting to rural education articles in THE JOURNAL this year.

[b] To the National Society for the Study of Education for devoting its Thirtieth Yearbook and one of its programs at this convention to the problems of rural education.

[c] To the United States Office of Education for the continued effectiveness of its work for rural schools under its recent reorganization and particularly for the attention being given rural school interests in the two national surveys it now has under way, namely, those on Secondary Education and on Teachers and Teacher Training.

[d] And also to President Hoover, Secretary Wilbur, Director Barnard, Dr. Thomas D. Wood, and all others responsible for the White House Conference on Child Health and Protection for specific attention to needs of country children.

[8] **In conclusion** we wish to endorse most wholeheartedly the two basic principles emphasized thruout the program of this twelfth annual meeting of our Department, namely, those of progressive or child-centered education and of the responsibility of the state for the adequate education of all its children both rural and urban. In this connection we desire further to thank all who have contributed to the discussions and committee work of this program and to express our special appreciation of the untiring efforts of our president, Helen Heffernan, in making this convention, notwithstanding her handicap of recent illhealth, a notable contribution to the history of the Department.

Signed: Mabel Carney, Teachers College, Columbia University, New York, *chairman;* I. Jewell Simpson, state dept. of education, Baltimore, Maryland; George Howard, supt. of Rowan County schools, Salisbury, N. C.; Fred Fischer, county commissioner of schools, Detroit, Mich.; Margaret Bieri, State Teachers College, Moorhead, Minn.; G. N. Otwell, supt. of rural division, Lansing, Mich.

A VISIT to a German rural school gives proof that the reform of education has penetrated to the remotest corners of the land, making "the activity method" and "education thru experience" common-place phrases to the village schoolmaster and realities in his daily practise. Almost without exception the teachers in the rural schools are men who have taken up permanent residence in the community, who share the daily life and labor of the peasantry, and who hold a highly respected and influential position in local affairs.—From *The New Education in the German Republic*, by Thomas Alexander and Beryl Parker.

Vitalized Group Study and Faculty Meetings

THE JOURNAL for next year will interpret the age in which we live and point to the future; will give to the schools a common nucleus of ideas and ideals; will strengthen the activities of the profession and help teachers to interpret education in their communities; will coordinate the suggestions and judgment of thousands of educators in its production. The JOURNAL encourages a broader interest in life in general; it gives practical help in classroom teaching and administration; it endeavors to express the best current educational thought; it has confidence in the organized teaching profession as a constructive force in American life.

There is no substitute for your own state association journal. It brings information of educational progress and programs in your state which every alert teacher wishes to know.

The use of state and national journals for vitalized group study and faculty meetings brings an awareness of the educational program as a whole which gives the professionally minded teacher today a feeling of responsibility and genuine cooperation—a feeling of "we." These journals have a broad outlook in education, state and national, and suggestions for other professional magazines and books to suit the interests of all faculties. In any group study you may plan, the new material in these journals is basic.

An editorial in the *Arizona Teacher* says: "Alert faculty groups are reading and discussing the articles appearing in their state education journal and in the NEA JOURNAL. The wide-awake teacher wishes to know both the state and national phases of education and wishes to be a participator in educational progress."

A Florida teacher wrote to James S. Rickards, editor of the *Journal of the Florida Education Association:*

We are using the state journal for our professional faculty study club. We meet fortnightly and one teacher leads the discussion of some article given in the magazine, while all take part in the discussion. All of the articles are uptodate, interesting, and helpful; so we do not lack for material. I am sure any school will be benefitted by a close study of the contents of our state journal, while the round-table discussion aids us in applying its teachings to our own individual cases.

Planning for next year's group study now will insure an easier beginning next September. Many schools make tentative decisions now as to leaders, frequency, and time of meetings for a semester or a year in advance. This will require only revision in details later. At least one meeting a month might be given to a study of material in the NEA JOURNAL and your own state association journal. Your faculty can be divided into committees, each to be responsible for a meeting.

The plan of using the journals of state and national education associations for vitalized group study is simple. It includes such points as the following:

[1] Specialization in education and life today means that teachers should be wellinformed in the larger problems of education. Continuous growth is enjoyable and essential.

[2] The NEA JOURNAL, the state journals, and other educational literature give this overview of education with current, vital material not found elsewhere.

[3] In the thousands of 100 percent schools every teacher has a copy of state and national journals, regularly.

[4] Participation by all teachers and administrators in planning and conducting group study is an effective means of personal growth and professional advance. This principle of participation and responsibility is recognized by teachers for pupil growth and interest.

[5] Applying the material studied to your own school and community vitalizes your meetings and benefits the young people in your classes.

One teacher who desires professional improvement may be the nucleus around which an entire faculty may rally. The suggestions on this page are often carried by readers to their fellow-workers. Readers' voluntary comments as to the practical value of the JOURNAL:

We have been devoting one meeting each month to vitalized group study this year. It is a fine idea.—J. A. Harper, principal, Brighton, Ala.

To enrol in the movement for vitalized group study requires no change on the part of our school as we have been devoting a considerable amount of time already to the problems of our profession.—F. A. Boggess, principal, Boulder, Colo.

We have already begun plans for faculty meetings according to the suggestions in the JOURNAL.—W. J. Stebbins, superintendent, Palisade, Colo.

In reply to your letter in regard to vitalized group study, it has long been my custom to touch upon material in the JOURNAL at faculty meetings. At our last monthly meeting an article on "The Ideal Teacher" was discussed and interesting parts of it read aloud.—R. G. Jeffrey, principal, Chicago, Ill.

We are having study meetings based on material in the JOURNAL.—Alice L. Fuller, principal, Portland, Maine.

We, at present, use JOURNAL articles in our teachers meetings. Our superintendent has expressed his appreciation of the NEA and I am sure we shall continue to use the JOURNAL for our teachers meetings and will also attempt to increase our efficiency in this regard. We believe this will convince teachers of the value of more reading rather than so much talking.—L. Hockstad, principal, Traverse City, Mich.

We have been using state and national journals this year.—F. E. Tillon, superintendent, Bogota, N. J.

We have had monthly faculty meetings for years at Cherry school at which meetings we discuss educational topics. We are very willing to receive any assistance or suggestions you can give us.—Jesse M. Wyman, principal, Canton, Ohio.

We used the JOURNAL once a month last year in our faculty meetings.—Mrs. W. E. Lyon, principal, Sapulpa, Okla.

One reason why I have urged my teachers to join the NEA was the excellence of the JOURNAL. If it is as good the next six years as it has been for the past six I shall have continued reasons for urging membership.—A. B. Kesler, principal, Salt Lake City, Utah.

There is one important feature or quality of the NEA JOURNAL not found in other journals, at least in our schools. *It is read by all of our teachers.*—L. A. Shafer, superintendent, Mascoutah, Ill.

We are making use of the JOURNAL. Frequently I call attention to certain articles in it at a meeting of building principals and ask them to bring these articles to the special attention of teachers. Also building principals on their own initiative make use of JOURNAL articles from month to month.—Floyd T. Goodier, Chicago Heights, Ill.

In our school we take 28 magazines. The JOURNAL of the NEA is one of the best on our list. We use it frequently for help and inspiration.—William Brady, principal, East Orange, N. J.

We have made the NEA JOURNAL the basis of our study in our monthly faculty meetings for the past year and shall continue to do so.—Nina B. Glass, Waco, Texas.

The JOURNAL is a constant source of inspiration and *I find it helpful often to "dig up" old issues and reread them.* I, for one, could not get along happily without the JOURNAL.—Courtenay Monsen, secretary, board of education, Pasadena, Calif.

Many readers will be interested in reading "What Journal Readers Like" on page 204 of this issue. The 5 highest ranking articles in the April JOURNAL are:

First, "School-Dull and Life-Bright" by E. W. Butterfield; second, "Working Together for All the Children," resolutions of the Department of Superintendence; third, "The Problem Teacher" by Clara Bassett; fourth, "New Standards for Teacher Training" by E. S. Evenden; tied for fifth, "Leisure and the Seven Objectives" by Weaver W. Pangburn and "The New Point of View in Education" by William H. Kilpatrick.

Schools That Are Prophecies

THE PIONEERING SPIRIT has been a mighty force in America. The men and women who settled our succession of western frontiers knew that they were laying the foundation for a new civilization. They enjoyed their sacrifices and counted hard work a privilege. There are a thousand new frontiers today as rich in opportunity as the western wilderness. One of the most fascinating is in the field of education which will be virtually remade within this generation. Are you preparing yourself and your community for this new day? *Readers are invited to send in material for this page.*

High schools—An 80-acre tract of cutover land, purchased for a school forest, is used by students of Laona, Wisconsin, for reforestation and conservation. High-school boys as junior forest rangers completed a camp in the forest and planted 10,000 seedlings this year.

A health unit on prevention of communicable diseases was tried out in 10 junior high schools of Baltimore this semester.

The Springfield, Illinois, high-school art gallery contains 13 original works of American artists, the last one purchased by the Springfield, Illinois, Art Ass'n, and the elementary schools cooperating with the senior class.

That home economics instruction might center around a practical home atmosphere, Watertown, Wisconsin, junior hig. school is equipped with 5 unit kitchens which conform to home conditions in 5 different economic levels.

The Sauk Rapids, Minnesota, Smith-Hughes agricultural department, installed last fall, has two high-school classes for farmers in dairying, one in cooperation with an elementary school twelve miles away.

Colleges and universities—A recent development of the University of Hawaii is a graduate school of tropical agriculture.

The Institute of Public Affairs at the University of Virginia in July will hold a conference on a system of education for adults.

The junior college has been recognized as an integral part of the state educational system of Nebraska by recent state legislation.

Antioch College held a 2-day conference in April on the theme "What Is Life For?" presented from the viewpoint of Judaism, Christianity, and Humanism. All of Ohio's 42 colleges and 17 theological seminaries were invited to share in discussions.

Teachers colleges and normal schools—A one-year course for teachers of mentally retarded children is offered at Salem, Massachusetts, normal school for graduates of normal school or college.

The mental hygiene institute of the state teachers college at Montclair, New Jersey, is a demonstration clinic for classroom teachers in training and in service.

At the Eastern Kentucky State Teachers College an effort is being made to have all teachers of the staff contribute something toward the total preparation of rural teachers. The entire faculty is at work studying the problems of rural education.

Austin Peay Normal School, Clarksville, Tennessee, opened in the fall of 1929, was established for the purpose of preparing teachers for rural schools. The establishing act says that "it shall never be used for any other purpose."

A class in library science for teachers in affiliated rural schools of Moorhead, Minnesota, teachers college is conducted on Saturdays.

City departments of education—An estimated income to Oklahoma City of $5,000,000 from oil wells will be spent exclusively for playgrounds and parks. Sixteen of the city's 30 neighborhood playgrounds, equipped for summer recreation, have a daily supervised program.

Philadelphia school children receive dental care in a comfortable bus equipped for dental service which makes regular trips to the schools.

School authorities in Rye, New York, and a local motion-picture house are working together to supply pictures suitable for children.

Morristown, New Jersey, school system pays for individual instruction of physically handicapped children in home, hospital, or special school.

Little Rock, Arkansas, has a supervisor of home economics and parent education. Every school has a class of parents.

The nature study dep't of the Los Angeles schools cooperates with the city playground department by furnishing it with nature guides for mountain camps.

County departments of education—Accurate and continuous records of health, achievement, interests, handicaps, and other data are being kept for every rural child in Craven County, North Carolina.

Ninety-one of the 99 counties of Iowa have joined in the choir system for teaching music—the outcome of 17 years of laboratory work in the rural schools.

State departments of education—The state department of education in Massachusetts has made a survey of special education for atypical children.

Of special significance to school library development in Louisiana is the addition of a library supervisor in the state department of education.

The state department of education of California, cooperating with state colleges and universities, offers extension courses, without charge, to inmates of state prisons.

A plan for rural-school improvement in Illinois, outlined by the state department, includes: a department in each of the five teachers colleges for special preparation of rural teachers; county superintendents within the sphere of each teachers college to assemble in conference at least once each year to discuss rural-school improvement; thru the rural supervisors in state department and teachers colleges, plans for improvement to be made and distributed to all county superintendents and rural directors.

Education associations—The Progressive Education Ass'n is sponsoring the work of a committee to study the entire relation of the secondary school to the college by doing away with the credit and unit system, liberalizing entrance examinations, and establishing standards of secondary education which colleges will accept as a basis for their curriculums.

The Seattle Teachers Credit Union, a loan organization established and operated by teachers of Seattle, has offered a solution to credit problems at a legitimate rate and supplied members with a plan of systematic saving.

The Pennsylvania School Directors Ass'n recommended that "as school directors we see to it that the provisions of the school code, both in letter and in spirit, relative to teaching the effects of alcohol and narcotics, be strictly carried out."

The California Public Schools Superintendents Ass'n committee on equalization has prepared a plan to relieve taxation on real estate and equalize educational opportunities in the state.

Arithmetic and the Taxpayer

GUY M. WILSON
Professor of Education, Boston University

THEORETICALLY at least, the teacher and the taypayer are in agreement. The taxpayer wants his money's worth, the teacher is desirous of giving value received. In the past neither taxpayer nor teacher has been satisfied. The taxpayer, represented by either the business man or the parent, is constantly disturbed over the inability of the school graduate to do simple tool work in arithmetic. The business man has said, "Teach your graduates accuracy in the fundamentals; we will do the rest when he comes into our office." By the "rest," the business man has had in mind the special vocational figuring needed on a particular job. Notwithstanding this constant refrain from the business man, the schools have failed to give accuracy even in the fundamentals.

The Courtis Standards, left us in 1916 by the pioneer worker in this field, gave a percent of accuracy in addition of 60 percent in grade four with gradual advancement to 74 percent in grade eight. In subtraction, the percent of accuracy ranged from 76 percent in grade four to 85 percent in grade eight; in multiplication 68 percent to 81 percent; and in division 59 percent to 93 percent. Such results are manifestly unsatisfactory.

During the last few years in New England, a special effort has been made to get some light on the possibility of better results in the tool subjects. It was noted that teachers generally blamed the course of study, the impossible program which they were asked to carry out, the pressure from above, the requirements that certain topics be covered, and the absence of anything like a definite teaching plan even in the most recent textbooks. Stimulated at the same time by cooperation in preparation of the arithmetic chapter in the *Third* and *Fourth Yearbooks* of the Department of Superintendence there was created a real study and teaching situation. Superintendents were willing to say "Considering the poor results we had we should be willing to try anything. Give us your proposals and we will try them out." In thiscooperative study which has involved nearly two hundred towns and cities of New England, at least five major propositions may be noted looking toward final attainment of 100 percent results in the tool material of arithmetic.

The first major proposition relates to an entire change in the type of work done in grades 1 and 2. In the past, these grades have undertaken formal drill with results that have been more or less disastrous. There has been an absence of motivation; there has been an absence of understanding. The drill has been formal; it has been carried forward under pressure. The total results have been to build up a tremendous amount of errors, the correction of which consumed much time in the intermediate grades. Myers has shown that an error is a serious matter. If a child forms a habit of saying that 8 and 5 are 14 and if this bond becomes strengthened there is created a real task later in eliminating this error.

An experiment involving thirty teachers and 1079 children has been carried on for three years on the basis of the NEA recommendation of replacing formal work in grades one and two by the informational type of work. Testing, however, at the end of the second year showed results above those in two nearby centers where formal work had been pursued in grades one and two. Not only that, but the results are quite beyond results commonly secured. In addition the percent of accuracy is higher in the third grade than the old Courtis Standards even for grade eight. The conclusion on this point, therefore, is that all formal drill as such should be omitted from grades one and two. In grade three it should be attacked definitely and systematically.

A second major proposition is that the useless processes should be entirely omitted from all grades. This is a story which has been developed during the past ten years. Studies by Wise, Woody, Charters, and others including the writer's own study have placed this matter beyond debate. The aim in the grades should be to give the child competency in the figuring needed by 90 percent of the population; or stated differently, the vocational figuring should be left to be learned on the job. The schools should devote their attention to the figuring needed in general social and business usage. This means not only that we should omit the teaching of the metric system, cube root, square root, proportion, true discount, partnership with time, but also such matters as fractions with denominators above 16, reductions in denominate numbers, addition, subtraction, and division of denominate numbers, greatest common divisor, least common multiple. It means that the work of the schools in the grades should be confined to drill in the four fundamental processes, simple fractions, common measures, percentages, interest, and the simple applications of percentage in business. More arithmetic than this will be taught but it will not be drilled upon, it will be of the informational type, it will be taught when involved in life situations and the child will be instructed how to use his textbook as well as other sources in solving any figuring situation which may come up.

The third major proposition is that teachers, supervisors, and superintendents generally must accept the idea of 100 percent results in the fundamentals and must be willing to clear the way and plan the program for such results. We now have many cooperating teachers who are securing practically 100 percent results. By this we mean practically all of the pupils get 100 percent results. There are in any system of schools some pupils who will be unable to do a high grade of work in any subject. But with 98 percent of the children, 100 percent results are possible in the fundamentals of arithmetic without any increase in time, and properly handled, with a vast increase in joy on the part of the children and teachers.

This third point is an important one. It is fundamental to the success of 100 percent arithmetic. When the teachers accept the ideal, the battle is won. It is essential that the idea and the plan be carried over to the schoolroom and made clear to every child. Every child can win.

The fourth fundamental for 100 percent results is an adequate teaching plan supported by an adequate drill service. The New England experiment has been accompanied by a careful study of this whole problem. Following a testing program, pupils' errors in the various fundamental processes were analyzed. Errors actually made by the child were made the basis of process teaching steps. It then became necessary to work out a drill service based upon these teaching steps and other principles of successful drill procedure.

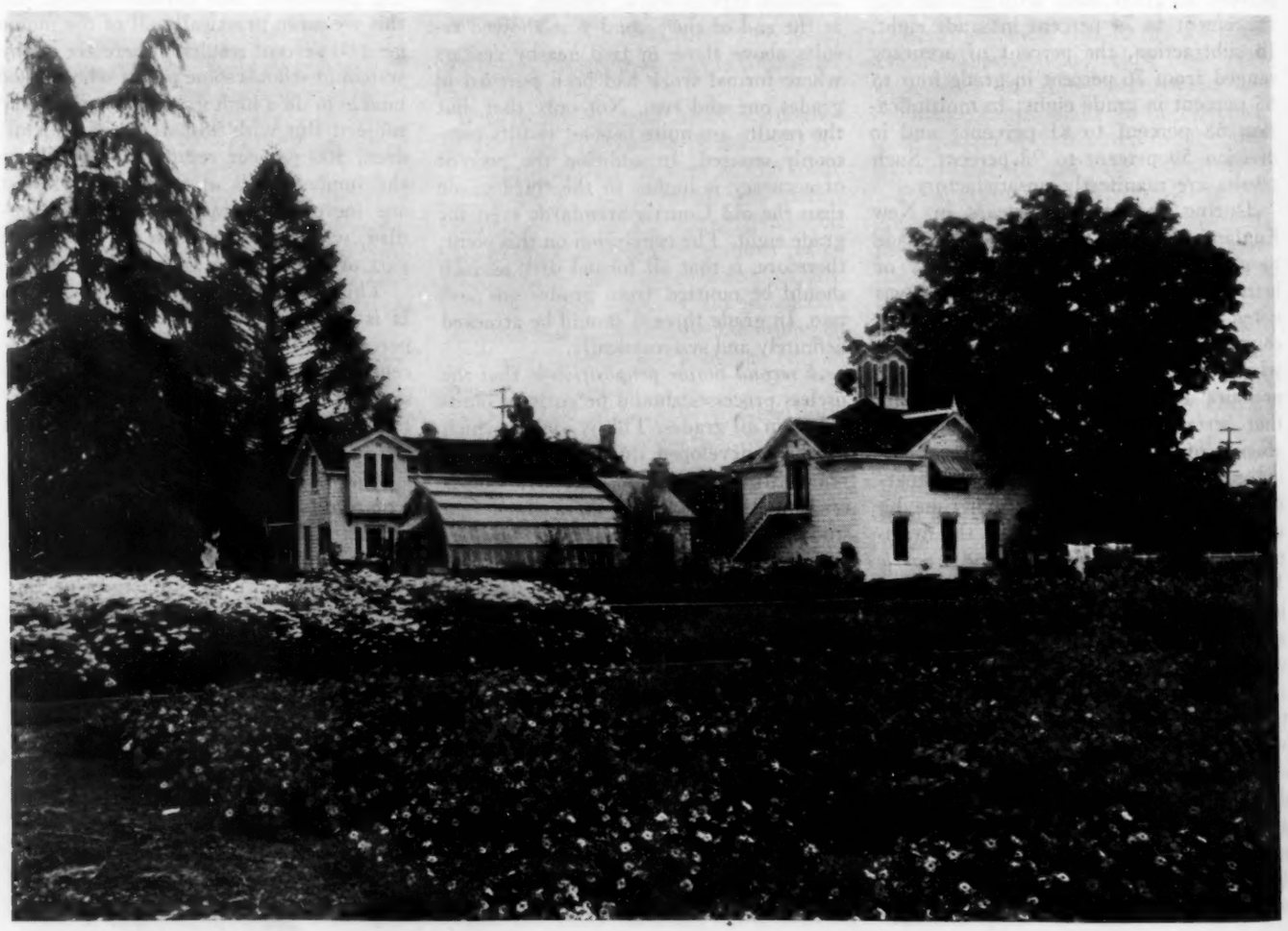
For example, the process of addition involves 100 primary or first decade facts, 300 related upper decade facts for column addition to 39-9, and 80 other higher

decade facts for carrying in multiplication to 9 times 9. This makes a total of 480 facts needed for the mastery of addition. Many teachers in the past have not realized the number of facts in the process of addition and so have been unable to check in any adequate way upon the mastery of these facts. It is not enough, however, to know the number of facts. Good drill procedure indicates that a teaching problem should be broken up into sizable units. The drill service prepared in connection with this cooperative experiment uses this detail in good drill procedure. The 100 primary or first decade facts have been divided into *ten* groups, not according to a table but miscellaneously in order to aid the child in complete mastery without the use of a table as a crutch. The upper decade related facts have also been noted in connection with these ten primary facts. These group facts have then been woven into a drill service that observes definite process steps. This means a teaching procedure. The result has been that the child instead of being constantly confused and constantly mixed up by new things coming up which have not been taught, is led carefully step by step into the process of addition. For instance, the ten teaching steps in connection with each group in addition are as follows:

(1) Primary combinations.
(2) Related decade drill.
(3) Short columns, no zeros, sums to 18.
(4) Short columns, with zeros, sums to 18.
(5) Two or three place numbers with no carrying, no zeros, no gaps.
(6) Two or three place numbers, without carrying, but with zeros or gaps.
(7) Two and three place addends, carrying, sums of left hand column less than 10, no zeros.
(8) Columns, carrying, gaps, zeros [if any], sums to 39-9.
(9) Dollars and cents.
(10) Higher decades needed for carrying in multiplication.

These ten steps are repeated in connection with the other nine groups. This means that the child will take these steps again and again until he has thoroughly mastered them as well as the facts involved in any particular group. Any one who will compare this analysis or steps based upon pupil difficulties with the usual type of teaching will begin to appreciate what it means to have a definite teaching plan and a drill service which carefully observes the limits of the plan.

The fifth major proposition has to do with written problems. The written problem work in the past has been a source of confusion. The usual list of written problems makes no appeal to the child, affords no thinking background, and leaves the child baffled and confused. Undoubtedly, something more radical should be done to it than simplifying the vocabulary, or teaching the vocabulary, or making the problems a little longer and a little more interesting, or teaching reading in order that children may read problems. These are temporizing measures that do not reach the root of the matter. It may be that the usual textbook type of isolated written problem may need to be entirely cast out. If so, there remains yet to be done an eliminating program in the field of written problems, comparable to the elimination of the useless processes of arithmetic which has taken place during the last ten years.



Burbank home and gardens, Santa Rosa, California. Under the two-branched Cedar of Lebanon at left, Luther Burbank is buried.

United States Office of Education

Exhibit at Los Angeles—All visitors to the NEA convention at Los Angeles are invited to the U. S. Office of Education exhibit. New publications of the Office of Education and other government publications which are useful to the teacher, school administrator, or supervisor will be on display. Avid interest shown by superintendents and principals in the Office of Education exhibit at the Detroit convention has prompted Commissioner Cooper to install an even more extensive display at Los Angeles.

Rural school life—"A greater proportion of young men entering the profession of farming after receiving at least a high-school training will develop into cooperative-minded farmers than will those receiving less school training," writes Dr. B. T. Manny, senior agricultural economist, Department of Agriculture, in an article which will appear in the June issue of *School Life*, the Office of Education monthly illustrated publication. This issue will emphasize rural schools because of the interest which has been aroused in the subject by the rural program announced for the Los Angeles NEA convention. Cooperation is the farmer's new watchword and Dr. Manny reports an investigation into the relation of cooperation to the education of prospective cooperators. June *School Life* will also carry a statement on rural schools from James C. Stone, chairman of the Federal Farm Board; the story of Fairy Springs School, a typical one-room school; and an article on high points of the last 10 years in rural schools.

Last news until October—Since the Journal of the National Education Association is not published for July, August, and September, this will be the last report of Office of Education activities until October.

Three conferences—Two conferences called by Commissioner William John Cooper were held in April and May. Homemaking education was the subject of the first, held April 8 and 9 at Spokane, Washington, in cooperation with the state University of Idaho and the State College of Washington. Sociologists, economists, psychologists, home economics teachers, college presidents and deans, focused varying viewpoints on the difficult task of adapting education to changing American home life. Commissioner Cooper also cooperated with a conference on higher education at Eugene, Oregon, April 13 and 14, where the report of the Office of Education survey of higher education in Oregon came up for discussion. This report is now in press.

Paul R. Mort, *director of the School of Education, Teachers College, Columbia University, has been named associate director in active charge of the National Survey of School Finance, a four-year study which the Office of Education will inaugurate on July 1. Doctor Mort, who has been on the Teachers College staff since 1922, has served on numerous state tax surveys and commissions.*

Parent education supplied the central theme of the second conference called May 1 and 2 at Hot Springs, Arkansas, as a "curtain raiser" for the National Congress of Parents and Teachers. Miss Bess Goodykoontz, assistant commissioner of education, presided at the meeting which drew specialists from lay and professional parent education agencies.

Education in 137 words—Commissioner William John Cooper recently defined education in 137 words:

> Human education is a process of individual growth and development beginning with birth and ending only with death, requiring at the outset much effort on the part of others in discovering, nourishing, and directing inherent potentialities, but at every stage demanding increasing selfreliance and selfcontrol. During this entire process the individual learns to observe and analyze his natural environment, to modify it to his needs, and to adjust himself intelligently to nonalterable conditions, to comprehend the social environment in which he finds himself, to understand how it came to be what it is and how it can be changed, and to appreciate the mutual "give and take" character of human association to the end that he may not only demand his own rights and opportunities but also will discharge to the full his economic and social obligations.

New publications—A publication of vital interest to thousands of NEA members is *Status of Voluntary Teachers Associations in Cities of 100,000 Population or More*, by M. David Hoffman, head of the department of English, Simon Gratz High School, Philadelphia, Pa. NEA members will find this study valuable because it delves into the local associations of which they are members, analyzing aims, types, forms of organization, membership, activities, and finances. An appendix lists all voluntary teachers associations in the large cities.

On the question of legislative activities Dr. Hoffman concludes: "Legislative activities of teachers associations cover a wide range of problems and have been fairly successful. The associations are developing a technic for this type of work. The activities most frequently reported refer to retirement system, salary increase, and tenure. The activities for general educational appropriations, for special educational appropriations, and regarding certification and qualification of teachers, appear to be the most successful ones." Bulletin 1930, No. 6. [10¢].

"There is still a wide gap in our music system which the colleges leave open," declares Osbourne McConathy, formerly director, department of public school music, Northwestern University, in *Music Education*, chapter IX, advance pages of the Biennial Survey of Education in the United States, 1928-30, price 5¢. Dr. McConathy goes on to survey the rise of music education in elementary schools, junior and senior high schools, and colleges, and the activities of national associations for advancement of music.

Part III of the 1931 *Educational Directory* is ready. It lists educational associations, boards, and foundations, research directors, and educational periodicals. Price 10¢. The three parts will now be bound in the usual green covers, between which will be found 15,000 names of American educational officials, colleges, universities, and associations; Educational Directory, 1931, Office of Education Bulletin 1931, No. 1. [35¢].

Order these publications from the Superintendent of Documents, Washington, D. C.—William D. Boutwell.

Salaries and Certain Provisions Relating to Chief State School Officer

Prepared by the Research Division of the National Education Association

States	Method of selection	Term of office in years	Salaries paid chief state school officer	Highest salary paid city superintendent of schools	Salary paid president of state university[1]	Percent salary paid chief state school officer is of:	
						Highest salary paid city school superintendent	Salary paid president of state university
1	2	3	4	5	6	7	8
United States (median)	.....	.....	$5,000	$9,000	$10,500	55.56	47.62
Alabama	Popular vote	4	6,000	12,000	12,000	50.00	50.00
Arizona	Popular vote	2	4,500	9,000	10,500	50.00	42.86
Arkansas	Popular vote	2	5,000	7,000	10,000	71.43	50.00
California	Popular vote	4	5,000	12,000	15,000[5]	41.67	33.33
Colorado	Popular vote	2	3,000	10,000	8,500	30.00	35.29
Connecticut	State Board of Education	indefinite	10,000	11,000	9,000[4]	90.91	111.11
Delaware	State Board of Education	1	6,500	8,000	8,000	81.25	81.25
Florida	Popular vote	4	6,000	7,500	10,000	80.00	60.00
Georgia	Popular vote	2	4,500	7,500	8,500	60.00	52.94
Idaho	State Board of Education	indefinite	2,400[3] 7,500[4]	5,360	10,000	44.78 139.93	24.00 75.00
Illinois	Popular vote	4	7,500	15,000	20,000	50.00	37.50
Indiana	Popular vote	2	5,000	12,000	12,000	41.67	41.67
Iowa	Popular vote	4	4,000	10,000	15,000[6]	40.00	26.67
Kansas	Popular vote	2	3,000	8,400	10,000	35.71	30.00
Kentucky	Popular vote	4	4,000	5,000	12,000[5]	80.00	33.33
Louisiana	Popular vote	4	7,500	10,000	10,000	75.00	75.00
Maine	Governor	3	5,000	5,000	9,000	100.00	55.56
Maryland	State Board of Education	4	10,000	10,000	15,000	100.00	66.67
Massachusetts	Governor	5	9,000	12,000	7,500[6]	75.00	120.00
Michigan	Popular vote	2	6,000	18,000	20,000[5]	33.33	30.00
Minnesota	State Board of Education	6	5,000	10,000	18,000	50.00	27.78
Mississippi	Popular vote	4	4,000	6,000	4,800	66.67	83.33
Missouri	Popular vote	4	3,000	11,000	.....	27.27	.....
Montana	Popular vote	4	3,600	6,000	6,500	60.00	53.38
Nebraska	Popular vote	4	5,000	10,000	12,000	50.00	41.67
Nevada	Popular vote	4	3,600	5,000	12,000	72.00	30.00
New Hampshire	State Board of Education	indefinite	5,000	9,000	9,000	55.56	55.56
New Jersey	Governor[2]	indefinite	15,000	15,000	15,000[4]	100.00	100.00
New Mexico	Popular vote	2	3,000	5,800	7,500	51.72	40.00
New York	State Board of Education	indefinite	15,000	25,000	20,000	60.00	75.00
North Carolina	Popular vote	4	5,000	7,000	10,000	71.43	50.00
North Dakota	Popular vote	2	3,000	6,000	7,500	50.00	40.00
Ohio	Governor	4	6,500	15,000	12,000	43.33	54.17
Oklahoma	Popular vote	4	6,000	12,000	12,500	50.00	48.00
Oregon	Popular vote	4	4,000	8,100	12,600	49.38	31.75
Pennsylvania	Governor	4	12,000	15,000	.....	80.00	.....
Rhode Island	State Board of Education	6	6,000	11,000	6,000	54.55	100.00
South Carolina	Popular vote	4	5,000	6,000	9,000	83.33	55.56
South Dakota	Popular vote	2	1,800	5,750	10,000	31.30	18.00
Texas	Popular vote	2	4,000	12,000	10,000	33.33	40.00
Utah	Popular vote	4	4,000	8,500	10,000	47.06	40.00
Vermont	State Board of Education	permanent	6,000	5,000	12,000	120.00	50.00
Virginia	Governor	4	6,000	7,750	15,000	77.42	40.00
Washington	Popular vote	4	4,000	9,000	12,000	44.44	33.33
West Virginia	Popular vote	4	7,000	10,000	15,000	70.00	46.67
Wisconsin	Popular vote	4	5,000	11,000	20,400	45.45	24.51
Wyoming	Popular vote	4	4,000[3] 4,800[4]	6,600	12,500	60.61 72.73	32.00 38.40

THIS TABLE presents information concerning method of selecting, term of office, and salaries paid the chief state school officer in the various states. Tennessee was omitted from this table because of lack of data.

From inspection of data presented the following summary may be made for the United States as a whole:

[1] The prevailing method for selecting the chief state school officer is popular election. However, there is a trend toward appointment by the state board of education or by the governor.

[2] The term of office in the majority of states is 4 years. However, several states have recently lengthened the term of office and in 6 states the term may be described as indefinite or permanent.

[3] The median salary paid chief state school officers is $5000. The range of salary is from $1800 to $15,000.

[4] The salary paid chief state school officers is only 56 percent of the salary of the highest paid city superintendents and only 48 percent of the salary paid presidents of state universities.

[5] In those states where the chief school officer is chosen by appointment rather than by popular election there is a tendency to establish a longer term of office and to pay a higher salary.

Figures of columns 2, 3, and 4 are based on replies received to an inquiry sent to the various state departments of education. Those of column 5 are from the biennial salary inquiry of the Research Division of the National Education Association. Column 6 is from the United States Office of Education. The figures given for the United States in columns 4, 5, and 6 are medians based on the figures given in the respective columns. Since this table was prepared the status of the chief school officer in Arkansas, and possibly in some other states, has been changed by legislative enactment.

For more complete information on the staffs and salaries of state departments of education consult Study No. 9 in *State Educational Administration* entitled, "Staffs and Salaries in State Departments of Education," Research Division, National Education Association.

Notes:

[1] Cash salary; perquisites not included.

[2] With approval of senate.

[3] State Superintendent of Public Instruction.

[4] Commissioner of Education.

[5] Salary for 1928-29.

[6] Salary paid head of land-grant college.

Guess Again

CAN YOU TELL *from a paragraph in a printed speech whether it was delivered in 1860 or in 1920? Are you able to guess the name of the speaker?*

To many educators the volumes of *Addresses and Proceedings* of the National Education Association are simply ancient history. In fact, any speech given before 1900 must of necessity be [1] subjective, [2] sentimental, [3] impractical, and [4] dull. By implication these same persons would have us believe that a majority of the addresses since 1900 are [1] objective, [2] poised, [3] practical, and [4] inspiring.

Generally speaking, contributions to the convention programs have tended in recent years to reflect the scientific movement in education. Yet it does no harm to the recent developments to say that speeches made fifty years ago are still glowing with sparks of inspiration and wit. The searcher for light often finds prophecy in the records of the past which present generations have completely lost from sight.

Here is a bit of facetious humor from the lips of a famous state superintendent. *Who is he? What year did he make this speech?* We quote:

Some teachers suffer under those nervous phenomena commonly called *fidgets*. Twirling a pencil-case or a watch-key; stroking down a watch-guard; fumbling with a button; making the fingers ride pick-a-pack; rocking the foot; swinging the arms; shrugging the shoulders; see-sawing the body; drumming with the fingers; snapping or cracking the joints; soloing on a whistle or a key; thrusting the hands into the pockets; or—contemptible sight—hanging up the arms, like herring to be dried, at the armholes of the vest—in fine, all sorts of ungainly movements, fibrous twitchings, and small spasms generally, constitute the odious tricks I refer to. Whether these unseemly exhibitions are electric in their nature; whether they operate as an escapement to carry off superabundant nervous fluid, I pretend not to decide; but I would respectfully suggest to all school examiners whether such manners do not disqualify for teaching. For their own sakes and especially for the sakes of the children, let all teachers call in the surgeon, if necessary, to eradicate these nictitating membranes or to cut off the nerves that lead to them.

The second quotation is from an address by one who is often claimed by the field of invention. Yet he proposes a plan upon which schools have but recently made significant progress. *Who is he? When did he say the following?*

The next step foreshadowed is a closer affiliation with your public school system and the formation of deaf schools in connection with the public schools. One of the features of these schools in Wisconsin has been that they have brought together under instruction a large number of children who would never go to an institution for the deaf and dumb; who were only partially deaf but could not profitably receive instruction in the ordinary public school. These children have come into these day schools.

Now, as to whether this plan of an annex to your public school system might not with benefit be expanded and include more than the deaf, I would bring to the serious attention of this Association. I have in mind a large gathering of the public schools, or the ordinary schools, and of a little annex off this for a class of children who require special instruction, with a special teacher in charge, where you could send children who were partially deaf, children of defective exesight, and children who were backward in development, to be especially assisted; an annex to the public school system. It has worked in the case of the deaf and we commend it to your notice in the case of all children requiring special instruction.

THIS ARTICLE reminds us of the thought-treasures to be found in the volumes of *Addresses and Proceedings* of the National Education Association. The selections given are taken from speeches made by four wellknown educators. Three of these men are no longer living. After reading the article fill in the spaces below and then check your guesses by referring to the Notes and Announcements of this issue of the JOURNAL.

First quotation
By_____ **Year**_____
Second quotation
By_____ **Year**_____
Third quotation
By_____ **Year**_____
Fourth quotation
By_____ **Year**_____

The third quotation is from a man who has carried inspiration for many years thruout our nation. He still speaks before our national conventions and is often called "The Grand Old Man of Education." Perhaps you can *guess his name,* but it won't be easy to tell *when he said the following:*

One thought has been left unsaid with all that has been so well said this morning. No superintendent's work is a success which makes the teacher selfconscious. I have had some opportunities for watching the work in schools all over this land and I think the one test of all tests of the superintendent is the spirit of the teacher when the superintendent is present and when he is absent. I wish to bring this one thought from the business side. I notice that successful men see to it that they interfere as little as possible with the people thru whom they are working. They give them instruction as far as they can and, if it fails, then they must go. In one of the largest bookhouses in America a man was employed to introduce a change of books in five prominent cities. Failing in two he returned to the house, determined to acknowledge his vain efforts and retire; but, as he entered, the chief officer rose and said, "You have made a glorious fight. I have ordered your salary raised." And the man went back and captured the other three cities. It should be the same in spirit with a superintendent when a teacher is fighting her battle. Help her.

The fourth quotation is from an address by one of the famous United States commissioners of education. *Who is he? What year did he say this?*

In the American school, to a greater extent, perhaps, than in the schools of other countries, the recitation is the important means of teaching the pupil how to study the book and get information and insight for himself. The American teacher relies on the use of the textbook more than the teacher of England, France, or Germany does and expects more of selfpreparation on the part of the pupil than is expected there. Our greatest danger, therefore, lies in the tendency to permit the mechanical habit of memorizing the textbook, instead of requiring the pupil to master its thoughts. Each recitation ought to develop in the pupil a greater power of selfhelp. There must be individual work on the part of the pupil—the work of preparation of the lesson; then there must be the examination on the results of his study, conducted by the teacher. The examination is conducted in the presence of a class; it does not take each pupil, one by one, by himself. For the chief point in the recitation is to ascertain the degree of understanding which the pupil has attained and correct and enlarge it so that he shall come to the study of the next lesson with more care and attention. Each pupil learns most from his fellow pupils.

We do well to remember and to honor the great persons who have advanced American education. In the writings of these early educators we still can find much helpful advice. Often they wrote with a touch of prophecy—foreseeing both the dangers and advantages of movements which in recent years have reached full development.

In the records of the National Education Association we can trace the rise of visions, the interplay of social forces, and the ultimate triumphs. The growth of American education is a fascinating story.—Frank W. Hubbard.

A Safe Safety Program for Our Schools

1. Safety patrols to protect pupils before and after school and at recess at the traffic intersections near the school.
2. Corridor and playground patrols to direct traffic and prevent disorder and accidents within the school building.
3. Fire drills to facilitate a safe exit from the building in case of disaster.
4. First aid provisions in each building to take care of minor injuries.
5. Cooperation with the police and fire departments in Cleanup Week, Fire Prevention Week, and similar programs directed toward safety.
6. Safe buildings: well lighted, heated, and ventilated, with protected stairways, doors opening outward, adequate fire escapes, and fire protection.
7. Adequate play spaces, either inside or outside the building.
8. Supervision of athletics and physical education activities by trained physical directors.
9. Safety teaching in all the grades of the elementary school either as a separate subject or as a part of the health, civics, language, or science programs.
10. Health and safety extracurriculum activities in the form of clubs, assemblies, and homeroom programs.—*Herbert J. Stack, lecturer in safety education, Teachers College, Columbia University.*

President Sutton's Los Angeles Program

THE SIXTY-NINTH annual convention of the National Education Association at Los Angeles, June 27-July 4, will make history. Long-continued movements at home and recent significant developments abroad have culminated in the need for social and economic readjustments that are fundamental and farreaching. In intelligent planning for the future the schools will play an important part.

An extended period of economic depression emphasizes the need for a better understanding of the work which the schools do in laying the basis for national prosperity. Present conditions in farm life offer the schools one of the greatest opportunities they have ever enjoyed for stimulating new economic and social ideals. Rapidly developing educational institutions outside the school challenge the profession to a spirited cooperation which will unite all such agencies.

President Sutton displayed great educational statesmanship when he made *The Relation of Schools and Business, The Improvement of Rural Living,* and *The Integration of All Education* the principal topics of the Los Angeles convention. He has invited some of America's most capable and trusted leaders to participate in the discussions of these topics on the general session program and at the many department conferences.

Every teacher who attends this convention may contribute to an educational plan which will coordinate all social efforts to improve the material and spiritual standards of American life. Every teacher may feel that he is helping to begin significant movements which will magnify his profession in its service to the nation.

TENTATIVE PROGRAMS

Saturday, June 27, 3:00 P.M.

Opening of Exhibits

ADDRESS—Willis A. Sutton, president, National Education Association.

RESPONSE—C. G. Pearse, president, Exhibitors Association, Milwaukee, Wis.

Review of the exhibits by the president, vice-presidents, directors, and chairmen of committees of the National Education Association, and presidents of departments.

Photo by Harris & Ewing

WILLIS A. SUTTON, *president of the National Education Association.*

Saturday, June 27, 8:00 P.M.

General Session

Theme—Integration of all education—A symposium.

Presiding—President Willis A. Sutton.

THE CONTRIBUTION OF PUBLIC SCHOOLS—George D. Strayer, Teachers College, Columbia University.

THE CONTRIBUTION OF PRIVATE SCHOOLS—The Rev. John Wolfe, superintendent, parochial schools, Dubuque, Iowa.

THE CONTRIBUTION OF THE WOMAN'S COLLEGE.

THE CONTRIBUTION OF THE COLLEGE.

THE CONTRIBUTION OF THE UNIVERSITY.

Sunday, June 28, 4:00 P.M.

Vesper Service

Presiding—Frank A. Bouelle, superintendent of schools, Los Angeles, Calif.

ADDRESS—Rufus B. von KleinSmid, president, University of Southern California, Los Angeles, Calif.

Sunday, June 28, 8:00 P.M.

General Session

Theme—Human values and relationships.

ADDRESS—Honorable James Rolph, Jr., governor of California.

Monday, June 29, 9:00 A.M.

General Session

Theme—Youth views education.

Presiding—A. E. Winship, Boston, Mass.

ADDRESSES OF WELCOME—John C. Porter, mayor of Los Angeles and J. M. Gwinn, president of the California Teachers Association.

Presentation of a gavel from the home of Abraham Lincoln, by the Illinois delegation.

THE RESPONSIBILITY OF THE AMERICAN STUDENT TO DEVELOP WORLD FRIENDSHIP AND PEACE—Irene Applas, graduate of Girls High School, San Francisco.

SCHOOL IS LIFE—Lawrence Norton, student, Central High School, Memphis, Tenn.

MY IDEAL CURRICULUM—Virginia Potter, president, senior class, Goucher College, Baltimore, Md.

WHAT I WOULD DO IF I WERE A COLLEGE PRESIDENT—Herschel Langdon, University of Iowa.

OUR ATTITUDE TOWARD THE CONSTITUTION—Gloria Gulager, high-school student, Muskogee, Okla. [Winner in her district, National Oratorical Contest.]

ORGANIZING YOUTH FOR CHARACTER BUILDING—Louis Lower, Kansas City, Mo.

SUMMARY—Willis A. Sutton, president, National Education Association.

Monday, June 29, 12:00 M.

State delegation meetings for election of representatives to the following committee: Necrology, Resolutions, Credentials.

Monday, June 29, 5:30 P.M.

Life membership dinner, Biltmore Hotel. Reservations for life members and their guests may be made thru Harriett Chase, NEA headquarters. Tickets are $2.50.

Monday, June 29, 8:00 P.M.

General Session

Theme—The enrichment of life.

Presiding—James A. Moyer, president, National Commission on the Enrichment of Adult Life.

ADULT EDUCATION—THE ENRICHMENT OF LIFE—Edward A. Filene, Boston, Mass.

ADDRESS—Willis A. Sutton, president, National Education Association.

INSPIRATION is the soul of great teaching. It lifts both teacher and pupil to lofty heights of achievement and releases stores of energy that without it had remained hidden. Inspiration is the secret of power, the magic of leadership, the hope of democracy. It is to get inspiration that teachers meet and share their best experiences. The coming meeting at Los Angeles will bring together perhaps 20,000 of the nation's strongest teachers in a setting of literary and historic significance.

Monday, June 29, 10:00 P.M.

Reception of California teachers to convention visitors.

Tuesday, June 30, 9:00 A.M.

General Session A

Theme—Relation of education and business.
Joint meeting with Department of Classroom Teachers.
Presiding—Miriam D. Eisner, president, Department of Classroom Teachers.
ADDRESS—Lucy Mason Holt, principal, Ocean View School, Norfolk, Va.
EDUCATION AND BANKING—Howard Whipple, vicepresident, Bank of America, Los Angeles.
THE MATTER OF FOUNDATION—Mrs. Viola Kelley, Noe Valley Junior High School, San Francisco, Calif.
ADDRESS—A. M. Jones, personnel director, Chase National Bank, New York City.

Tuesday, June 30, 9:00 A.M.

General Session B

Theme—Relation of education and business.
Joint meeting with Department of Business Education.
Presiding—Helen Reynolds, School of Commerce, Ohio University.
ADDRESS—Ann Brewington, University of Chicago.
ADDRESS—Inez Johnson Lewis, state superintendent of schools, Denver, Colo.
ADDRESS—Paul Cadman, secretary, San Francisco Stock Exchange.

Tuesday, June 30, 8:00 P.M.

General Session

Theme—Education and business.
Presiding—President Willis A. Sutton.
THE RURAL SCHOOL AND BUSINESS—Bess Goodykoontz, ass't U. S. commissioner of education, Washington, D. C.
EDUCATION AND WORLD BUSINESS—Augustus O. Thomas, president, World Federation of Education Associations, Augusta, Me.
SHOULD THE ASSOCIATION ESTABLISH A PERMANENT WELFARE FUND?—W. C. Bagley, Teachers College, Columbia University, New York City.

Wednesday, July 1, 9:00 A.M.

General Session A

Theme—The principal and his relationships.
Joint meeting with Department of Elementary School Principals.
Presiding—Cassie F. Roys, president, Department of Elementary School Principals.
THE SUPERINTENDENT AND THE PRINCIPAL—E. E. Oberholtzer, superintendent of schools, Houston, Tex.
THE PRINCIPAL AND THE TEACHER—Stella Holmes, principal, Bancroft School, Omaha, Nebr.
THE PREPARATION OF THE PRINCIPAL—Emma Wesley, John Faith School, Atlanta, Ga.
THE PRINCIPAL AND THE PUBLIC—Mrs. Hugh Bradford, president, National Congress of Parents and Teachers.

FRANK A. BOUELLE, *superintendent of schools, Los Angeles.*

Wednesday, July 1, 9:00 A.M.

General Session B

Theme—The White House Conference on Child Health and Protection.
Joint meeting with Department of Superintendence.
Presiding—Thomas D. Wood, Teachers College, Columbia University.
THE PARENT-TEACHER ASSOCIATION AND THE WHITE HOUSE CONFERENCE—Mrs. Hugh Bradford, president, National Congress of Parents and Teachers.
HIGH SPOTS OF THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION—H. E. Barnard, director, White House Conference on Child Health and Protection.
THE SUPERINTENDENT AS THE CHIEF INSPIRATION AND EXECUTIVE IN MAKING THE WHITE HOUSE CONFERENCE EFFECTIVE—E. C. Broome, president, Department of Superintendence.

Wednesday, July 1, 8:00 P.M.

Mission Play in the Hollywood Bowl.

Thursday, July 2, 9:00 A.M.

General Session B

Theme—Education and auxiliary agencies.
Presiding—Mary McSkimmon, past-president, National Education Association.
Addresses by representatives of prominent civic, professional, business, religious, and juvenile organizations.

Thursday, July 2, 9:00 A.M.

Rural Life Conference No. 1

Theme—The next ten years in rural schools.
Joint meeting with Department of Rural Education.
Presiding—Kate V. Wofford, president, Department of Rural Education.
WHAT RURAL SCHOOL SUPERVISION SHOULD ACCOMPLISH FOR RURAL EDUCATION IN THE NEXT TEN YEARS.
WHAT STATE DEPARTMENTS OF EDUCATION SHOULD ACCOMPLISH FOR RURAL EDUCATION IN THE NEXT TEN YEARS.
WHAT THE TEACHERS COLLEGES SHOULD ACCOMPLISH FOR RURAL EDUCATION IN THE NEXT TEN YEARS.
WHAT THE COLLEGE OF AGRICULTURE SHOULD ACCOMPLISH FOR RURAL EDUCATION IN THE NEXT TEN YEARS.
A TEN-YEAR PROGRAM FOR RURAL EDUCATION IN THE UNITED STATES.

Thursday, July 2, 1:45 P.M.

Rural Life Conference No. 2

Theme—The next ten years in rural life.
Presiding—Willis A. Sutton, president, National Education Association.
THE WORK OF THE RURAL PRESS.
THE WORK OF THE RURAL CHURCH.
THE WORK OF THE RURAL HOME.
THE DEVELOPMENT OF THE BUSINESS OF FARMING.

Thursday, July 2, 8:00 P.M.

Rural Life Conference No. 3

Theme—How the work of the national agencies can be coordinated to serve the rural child.
Presiding—Willis A. Sutton, president, National Education Association.
THE RURAL CHILD AND THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.
THE AMERICAN COUNTRY LIFE ASSOCIATION AND THE RURAL CHILD.
THE U. S. CHILDREN'S BUREAU AND THE RURAL CHILD.
THE U. S. OFFICE OF EDUCATION AND THE RURAL CHILD.
THE ORGANIZED TEACHING PROFESSION AND THE RURAL CHILD.

Special

Representative assembly meetings will be held Tuesday, Wednesday, Thursday, and Friday mornings at 9:00 o'clock in the Shrine Civic Auditorium.

Registration will begin for local teachers and early arrivals on Saturday, June 27, 2:00 P.M. in the Shrine Civic Auditorium.

Hollywood motion-picture stars will be introduced at many of the general sessions.

Convention radio programs will be broadcast on coast-to-coast hookups for the convenience of teachers who cannot attend. Information on speakers, hours, etc., will be sent upon request to the Division of Publications of the NEA.

THIS ANNUAL CONVENTION should, at some time, attract every member of the profession, for he may take his choice of material prepared for special departments or of general interest and national importance . . . We came home happy, glad that we have truly great leaders who light the way for us to do our part in what is a real cause—the enlargement of human activity thru understanding.—*Colorado School Journal.*

Departments and Allied Organizations

Tentative Programs: Friday, June 26—Thursday, July 2, 1931

NATIONAL COUNCIL OF EDUCATION. Two sessions Friday, June 26, and one Saturday morning, June 27. *Topics include:* Review of educational progress during the year; A look into the educational future; The philosophy at the basis of understanding and goodwill; Report of committee on institute on educational questions; Report of committee on reorganization of membership of National Council. *Speakers include:* William John Cooper, U. S. commissioner of education; Willis A. Sutton, president, National Education Association; R. G. Jones, superintendent of schools, Cleveland, Ohio; Joseph H. Saunders, superintendent of schools, Newport News, Va.

Department of Adult Education. Sessions Monday and Tuesday afternoons. *Topics include:* State program of adult education; Guidance program on adult education in a large city; Guidance program of the National Commission on the Enrichment of Adult Life. *Speakers include:* T. W. Clift, director of adult education, public schools, Atlanta, Ga.; James Moyer, state director of univ. extension, Boston.

Department of Business Education. Sessions Tuesday and Wednesday afternoons. *Topics include:* What are high-school graduates doing?; What facilities are afforded for business education and what kind of business education is offered in the northwest?; Report of committee on vocational guidance in commercial education in vocational, continuation, partime, and public schools and junior colleges; What should be the relative emphasis on vocational and nonvocational subjects in the business curriculum?; Problems of state supervision of commercial education; How the schools can help business; How business can help the schools; The sales-service curriculum in California; What is the responsibility of the commercial teacher-training institution in modern business education?; What is the contribution of general business science to commercial education and general education?; Outstanding needs in commercial education. *Speakers include:* John Edgemond, director, department of research, Oakland, Calif.; Regina Groves, state department of public instruction, Madison, Wis.; Victoria McAlmon, vocational counselor, Los Angeles Junior College; Frederick J. Weersing; Albert E. Bullock, director, commercial education, Los Angeles; Gladys M. Smith; Lester B. Rogers; Benjamin Haynes. Annual luncheon, Wednesday, 12:15 p.m.

Department of Classroom Teachers. Special conference Monday, 8:00 p.m. Departmental session and group conferences, Tuesday afternoon; principal address: THE COMMON TASK OF THE EDUCATOR, Aurelia Henry Reinhardt, president, Mills College, Calif.

Discussion group A, *Elementary education.* Topic: The teacher as an integrating force in the community, state, and nation.

Discussion group B, *High school.* Topic: The development of a democratic social and civic teaching body for American high schools.

VIERLING KERSEY, *state superintendent of public instruction, Sacramento, Calif.*

Discussion group C, *Rural education.* Topic: Progressive practises in rural schools.

Discussion group D, *Special class teachers.*

Business, Thursday afternoon. Committee reports; nomination and election of officers.

Annual dinner, Thursday, 6:00 p.m. Music by a Mexican orchestra. Special Mexican dances.

Department of Deans of Women. Luncheon conference Wednesday, 12:15 p.m.

Department of Elementary School Principals. Sessions Monday and Wednesday afternoons. *Topics include:* Greetings from the president of the NEA; The integration of all education; Radio as an educational factor; The use of the radio and the talking machine in an elementary school; The relation of business to education from the standpoint of a city superintendent and from the standpoint of a business man; The 1932 Yearbook. *Speakers include:* President Willis A. Sutton; Mrs. Susan M. Dorsey, superintendent-emeritus, Los Angeles schools; Aaron Kline, principal, Pullman School, Chicago, Ill. Annual dinner, Tuesday, 6:00 p.m. Address: IF EVERYBODY HAD A MILLION DOLLARS, H. V. Adams, Security-First National Bank, Los Angeles.

Department of Kindergarten-Primary Education. Session Tuesday afternoon. *Topic:* An integrated curriculum for the integration of children, from the standpoint of home education and from the standpoint of experimental psychology. *Speakers include:* Gertrude Laws, assistant state director of parental education, Los Angeles; Goodwin Watson, professor of education, Teachers College, Columbia University. Luncheon conference, Wednesday, 12:30 p.m. *Topic:* An integrated curriculum for the integration of children, from the standpoint of community participation and from the standpoint of public school administration. *Speakers include:* Paul Cadman, secretary, San Francisco Stock Exchange; J. M. Gwinn, superintendent of schools, San Francisco; Mrs. Susan M. Dorsey, superintendent-emeritus, Los Angeles schools.

Department of Lip Reading. Sessions Monday and Wednesday afternoons. *Topics include:* The deaf child and the deafened child; Work with the hard of hearing in the San Francisco schools; Lip reading in the classroom; The pyschology of partial deafness; Thawing frozen education for the hard of hearing; The 4-A audiometer and hearing tests. *Speakers include:* John Dutton Wright, founder, Wright Oral School for the Deaf, New York City; Mrs. Mary M. Fitz-Gerald, deputy superintendent of schools in charge of special classes and schools, San Francisco; Martha E. Bruhn, principal, Müller-Walle School of Lip Reading, Boston; Shepherd Ivory Franz, University of California at Los Angeles; Alice G. Bryant, otologist and laryngologist, Boston; Irene Short, supervisor, Los Angeles Day School for Deaf Children.

Department of Rural Education. Sessions Monday and Tuesday afternoons. *Topics include:* Pre-service training for the teacher; Training in service thru the county superintendent's office; Improvement of teachers in service thru supervision, from the standpoint of the state department of education and from the standpoint of the county; Teaching reading thru activities; Teaching social studies thru activity; Activity education in rural schools. *Speakers include:* E. A. Hunt, ass't supervisor of rural schools, Charleston, W. Va.; James F. Chapman, county superintendent of education, Indiana, Pa.; Irene O'Brien, state rural school inspector, Jefferson City, Mo.; Mrs. Gladys Potter, supervisor of rural schools, San Bernardino, Calif.; Harvey Eby, professor of rural education, University of California at Los Angeles; Lida McCoid, supervisor of primary education, Los Angeles County, Calif.; Arta Bradt, supervisor, Placer County, Calif.; Ada York, superintendent, San Diego County, Calif.

Department of School Health and Physical Education. Sessions Monday, Wednesday, and Thursday afternoons. *Topics include:* Demonstration of school health work; Educational trends in health and physical education; Trends in school health emphasizing health service and

THE REAL INSPIRATION to most of us from attending a great NEA convention comes from contact with thousands of teachers working together for the same ideal, namely, better methods of educational procedure. As one of the delegates from Hawaii aptly put it: "The inspirational value of such a convention is largely a matter of perspiration—you get as much out of it as you put into it."—*Hawaii Educational Review.*

health teaching. *Speakers include:* Jay B. Nash, professor of physical education, New York University; James E. Rogers, director, National Physical Education Service, New York City; C. L. Glenn, director, physical education and athletics, Los Angeles schools.

Department of Science Instruction. Sessions Monday and Tuesday afternoons. *Topics include:* Science requirements for graduation from high school; Objective tests in science teaching; The sequence of sciences and methods of teaching sciences in the junior and senior high schools; Biology teaching and visual aids; Problems involved in the building of an integrated science program for junior and senior high schools; Nature study—a fundamental in education; The teaching of nature study in teachers colleges; Illustrated nature-study bulletins; Esthetics of nature study; Unification of nature study with other subjects; Nature study in the high Sierras. *Speakers include:* M. E. Herriott, division of curriculum research, Los Angeles schools; G. M. Ruch, professor of education, University of California, Berkeley; George W. Hunter, professor of biology, Pomona College, Claremont, Calif.; Winifred Perry, teacher of science, Roosevelt Junior High School, San Diego; E. E. Bayles, ass't professor of education, director of science teaching, Mt. Oread Training School, University of Kansas; Loye H. Miller, professor of biology, University of California at Los Angeles; Karl Hazeltine, professor of nature study, State Teachers College, San Jose, Calif.; Gayle Pickwell, editor, *Western Nature Study,* State Teachers College, San Jose, Calif.; Carroll De Wilton Scott, nature-study supervisor, San Diego schools; Lea Reid, instructor in nature study, San Francisco State Teachers College; A. E. Culbertson, professor of agriculture and nature study, State Teachers College, Fresno, Calif. The Tuesday afternoon session will be followed by educational tours of Los Angeles under the auspices of the Division of Nature Study and Agriculture of the Los Angeles public schools.

Department of Secondary School Principals. Session Monday afternoon. *Topics include:* Agencies contributing to general education; Education—a foundation for business. *Speakers include:* Tully C. Knoles, president, College of the Pacific, Stockton, Calif.; Will C. Wood, vicepresident, Bank of America, Oakland, Calif.

Department of Social Studies. Sessions Tuesday and Thursday afternoons. *Topics include:* The need for developing diagnostic tests; Integrating the junior college social studies; The work of the commission on history and other social studies in the schools; Social studies teaching—guidance or *laissez faire;* History, the mistress of the house. *Speakers include:* Elene Michell, associate professor of social science, San Francisco State Teachers College; Hettie A. Withey, instructor in history, Chaffey Junior College, Ontario, Calif.; A. C. Krey, professor of history, University of Minnesota; Edna Stone, supervisor of teaching of social studies, University High School, Oakland, Calif.; W. T. Root, professor and head of department of history, University of Iowa; R. L. Ashley, head of department of social science, Junior College, Pasadena, Calif.

Department of Supervisors and Directors of Instruction. Sessions Monday and Tuesday afternoons.

Department of Supervisors and Teachers of Home Economics. Sessions Wednesday and Thursday afternoons. *Topics include:* Facts in nutrition in relation to changing social and economic conditions; What we are teaching in nutrition today; What the consumer should know about clothing and textiles; Teaching

WARREN C. CONRAD, *assistant superintendent of schools, Los Angeles.*

clothing appreciation and selection; Social adjustments—aspects of family life in 1931; High-school courses in family relations; An integrated program for rural schools; Types of home economics courses for boys; Home economics in a guidance program. Tea, Wednesday afternoon; breakfast, Thursday morning; dinner, Thursday 6:30 p.m.

Department of Visual Instruction. Luncheon, Monday noon. *Topic:* Visual education in the school and community. *Speaker:* Willard Givens, superintendent of schools, Oakland, Calif. Sessions Monday and Tuesday afternoons. *Topics include:* President's address—The Department of Visual Instruction, past, present and future; The responsibility of teacher-training institutions for the preparation of teachers in visual and other sensory technics; Visual education in the county schools; Exhibit and demonstration; The teacher's guide to visual instruction; Report of committee on school museum relations; The curriculums and visual aids; Exhibit and demonstrations. *Speakers include:* W. W. Whittinghill, ass't director of visual education, Detroit, Mich.; C. F. Hoban, state director of visual instruction, Harrisburg, Pa.; Marion Israel, director of visual education, Los Angeles County, Calif.; Mrs. E. Riddel White, director of visual instruction, Long Beach, Calif.; Marian Evans, director of visual education, San Diego, Calif.; Daniel G. Knowlton, associate professor of education, New York University; W. M. Gregory, director of educational museum, Cleveland [Ohio] School of Education; Amelia Meissner, director of Educational Museum, St. Louis, Mo.; Ellsworth C. Dent, secretary, bureau of visual instruction, University of Kansas; H. H. Haworth, director of visual education, Pasadena, Calif.; Walter Bachrodt, superintendent of schools, San Jose, Calif. Annual breakfast, Tuesday, 7:00 a.m. *Topic:* Visual education thruout the nation.

Department of Vocational Education. Sessions Monday, Tuesday, and Wednesday afternoons. *Topics include:* Making vocational subjects available to rural high schools; An occupational analysis of the graduate student body of a metropolitan high school; Continuation school instruction for junior jobs; The responsibility of the vocational teacher in industry; Standards of attainment in industrial arts for rural high schools; The American Vocational Association in relation to the program of vocational education in the United States. *Speakers include:* J. R. Jewell, dean, school of vocational education, State Agricultural College, Corvallis, Ore.; Thomas H. Nelson, principal, Roosevelt High School, Los Angeles, Calif; Emily G. Palmer, in charge of research and service center, division of vocational education, University of California, Berkeley; Benjamin W. Johnson, ass't director, division of vocational education, University of California at Los Angeles; Irvin S. Noall, state supervisor of trades and industrial education, Salt Lake City; C. M. Miller, state director of vocational education, Topeka, Kans.

Allied organizations holding meetings. American Classical League; Conference on Art Education; Conference on Special Education; Counselors Association of Southern California; Joint Conference of NEA and American Library Association; National Commission on the Enrichment of Adult Life; National Conference on Student Participation in School Government; National Congress of Parents and Teachers; National Council of Administrative Women in Education; 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 Secondary Education Association; National Vocational Guidance Association; School Garden Association of America.

New department to be formed. A meeting to organize a department of special education to include teachers and administrators of all types of exceptional children will be held at Los Angeles, Thursday morning. Cornelia S. Adair of Richmond, Va., *chairman.*

The Mission Play. As a feature of California hospitality, the celebrated Mission Play will be presented in the Hollywood Bowl on Wednesday evening, July 1, for the entertainment of the National Education Association convention visitors.

The history of the California missions is memorialized in this gorgeous pageant-drama which is presented annually in the Mission Playhouse at San Gabriel and around which is being built a tradition comparable to that of the Passion Play at Oberammergau.

The glamor and romance of Spanish colonial days in California and the early civilized history of the state are portrayed in this play written by John Steven McGroarty, a native poet and dramatist. Its music, dancing, and song, its gayety and youth, love and laughter, and langorous setting in the land of sun make it one of the most alluring pictures on any stage. The picturesque caballeros, the lovely Spanish women in brilliant gowns, and the California Indians, with their bronze bodies, present a scene of barbaric splendor.

More than 3,000,000 people have witnessed the presentation of this drama during the 18 consecutive years in which it has been presented in the Mission Playhouse.

Special Convention Features

EVERY VISITOR to California is attracted by its beautiful missions. In 1769 Father Junipero Serra began the establishment of a chain of missions which extends along the highway called "El Camino Real" [The King's Highway] from the Mexican border to just south of Sonoma. The missions are outstanding examples of a distinctive architecture which comprises much of the best in the Grecian, Roman, Moorish, and Spanish schools.

The Mission San Gabriel, one of the most prosperous of all of these organizations, is only seven miles from Los Angeles and is easily reached by trolley and motor. It is wellpreserved and contains some of the most interesting art objects in California. The San Fernando Mission, founded in 1797, is within an hour of Los Angeles by trolley or motor. Its historic sun-dial, old fountain, great stone oven, and adobe chapel are still to be seen on the grounds. Recently partially restored, it is a shrine of beauty in age-old gardens that are a riot of color thruout the year.

The hospitality of Los Angeles—Los Angeles teachers have spent a year in preparing a welcome to the thousands of educators to whom they will be hosts during the convention of the National Education Association June 27-July 4.

A special feature of the hospitality to be extended to NEA visitors at the Los Angeles convention is the entertainment of each state delegation by teachers and patrons of the schools between the hours of 4 and 7:30 on Monday, Tuesday, Wednesday, and Thursday at the close of the afternoon sessions. Under the plan worked out by the Los Angeles committee the schools have been divided into 33 groups with the high schools as centers. Each of these groups is to entertain one or more delegations.

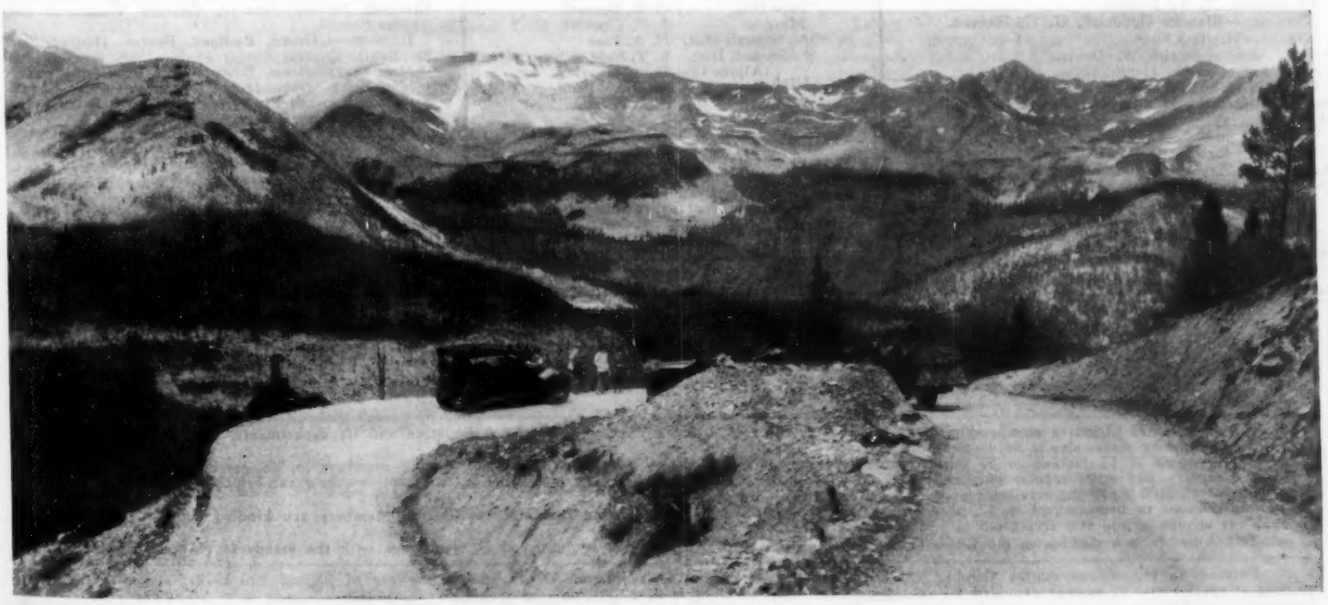
The Department of Classroom Teachers will supplement the hospitality of the local city Teachers Club with a hearty welcome at the Department headquarters which will be maintained at the Biltmore Hotel during the convention. Hostesses will welcome visitors to Department headquarters thruout each day.

Tours—Camping tours along the trails of the Sierras will be organized under the direction of Los Angeles teachers so that visitors who find it possible to arrive in advance of the convention or remain after it has closed will find convenient and economical means of enjoying unusual vacations in company with congenial friends. These tours will last from three days to three weeks, according to the wishes of those who compose the groups.

Automobile tours on wellpaved highways will take many teachers to orange groves, irrigated farms, cattle ranches, with old adobe rancho houses whose thick walls and rose-bowered patios seem to echo still the voices of beautiful senoritas and their serenading suitors. Interesting trips planned cover a territory which extends from points in old Mexico to San Francisco and the bay region.

Travel—Summer excursion rates with diverse routes and generous stopover privileges will be in effect. Most convention visitors will plan to travel a new way upon the return trip. Wellplanned itineraries will include national parks and places of scenic beauty in the Rockies.

President Sutton calls attention to the splendid opportunities for economical and interesting travel by automobile. Those who take their own cars may divert their routes as they choose. They may stop over when and where and for as long as they wish. They will have their cars for convenient transportation during the convention and following it in touring Southern California. President Sutton estimates that gasoline and oil for an automobile trip from Atlanta to Los Angeles and return will cost not to exceed $80. The roundtrip railroad fare from that city is $144. President Sutton urges teachers to plan group travel by automobile, each occupant of a car sharing in expenses greatly reduced by this cooperative plan.



HUNDREDS OF TEACHERS will drive their own cars to the Los Angeles convention—a matchless trip over forest trail and thru mountain gap—a vacation in itself.

Builders of Our Profession

MAN'S HISTORY, in respect at least to all that does him credit, is the record of difficulties conquered, and beyond the point to which history carries us back there lies a vastly longer period in which the human race was holding its own, or slowly fighting its way forward against fearful odds. Every step in the advance that man has made has taxed his resources to the uttermost. To detach himself from his brute ancestors, to invent his earliest tools, to learn the primitive arts, to lay the rough foundations of civilized life and then to carry it on stage by stage to the point it has now reached—these, one and all, represent titanic achievements, which only a race of heroic fiber could have accomplished. What all this has cost in suffering, in courage, in endurance, in ingenuity, in patient wisdom, baffles the imagination to conceive.—L. P. Jacks in *The Challenge of Life.*

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on May 1 was 4384. The following life members have been reported since the list was published in the May JOURNAL.

ALABAMA—Charles D. Daniel.
ALASKA—Selmer L. Peterson.
CALIFORNIA—Ethel L. Bornefeld, Mrs. Nina S. Patten.
COLORADO—Ralph N. D. Atkinson, Ira E. McConnell.
GEORGIA—James Gaston Towery.
HAWAII—Thomas B. Vance.
ILLINOIS—Dorothea H. Andreson, J. C. Gannon, Stella M. Johnson, Mrs. Eleanor M. Tillotson.
IOWA—Mrs. Margaret Mann, Lucile March.
KANSAS—John H. Copeland, Corwin E. Waterson.
KENTUCKY—Sallie Brummal Samuel.
MARYLAND—Frank C. Gunderloy, Jr.
MASSACHUSETTS—John C. Davis, Pierce J. Fitzgerald, Manetta W. Penney.
MICHIGAN—John L. Harriman, Elfrieda Schauer.
MINNESOTA—Joseph Jorgens.
MISSISSIPPI—T. L. Everett.
NEBRASKA—Blanche Goodrich, G. G. Hansen.
NEVADA—M. T. Clark.
NEW JERSEY—Daniel W. Davis.
NEW YORK—Louis Hershkowitz.
OHIO—Joseph B. Duff, Mary A. Haddow, Laird Isenogle, Margaret M. Marble, Martha Odoms, Roy M. Pugh.
SOUTH CAROLINA—A. C. Flora.
TENNESSEE—J. D. Bales, M. E. Crim, Miss Bomar Hurt, W. L. Maybry, D. W. Moody, Mrs. Jimmie N. Ross, H. L. Smith.
TEXAS—Arvy F. Ligon, R. C. Roebuck.
VIRGINIA—Roland E. Cook.
WISCONSIN—Peter E. Erickson, Edith Marie Zander.

100 Percent Counties

THE Los Angeles convention is to feature rural school needs. Thousands of rural schools will be represented there by county superintendents and teachers. These men and women will return to their work in September with fresh enthusiasm for a united profession.

Membership records have been called barometers of professional spirit. All honor to the following counties which have reported the enrolment of all of their teachers in the National Education Association for the current year 1930-31:

State	*County*	*Superintendent*
Del.	New Castle	M. Phyllis Mason Ella J. Holley
Fla.	Palm Beach	J. A. Youngblood
Md.	Frederick	G. Lloyd Palmer
	Queen Anne's	T. G. Bennett
Nev.	Mineral	Mrs. Merle K. Henry
	Ormsby	Mrs. Merle K. Henry
	Pershing	Mrs. Florence Peacock
N. M.	Colfax	J. T. Reece
N. C.	Halifax	A. E. Akers
Ohio	Clinton	D. H. Patton
	Cuyahoga	E. J. Bryan
	Logan	Glenn Drummond
	Lorain	R. P. Vaughn
	Marion	C. B. Rayburn
	Sandusky	H. E. Ryder
	Wood	H. E. Hall
Penn.	Berks	A. F. Kemp
	Blair	T. S. Davis
	Bradford	J. A. Morrow
	Carbon	S. E. Prutzman
	Center	F. G. Rogers
	Chester	Clyde T. Saylor
	Cumberland	Ralph Jacoby
	Dauphin	Isaac D. App
	Delaware	Carl G. Leech
	Pike	C. B. Dissinger
Tenn.	Shelby	Sue M. Powers
Utah	Box Elder	C. H. Skidmore
	Davis	H. C. Burton
	Duchesne	W. A. Paxton
	Grand	D. S. L. McCorkle
	*Jordan Dist.	D. C. Jensen
	*Juab Dist.	O. L. Barnett
	Morgan	J. R. Tippetts
	*N. Summit Dist.	H. A. Pace
	*S. Summit Dist.	E. T. Reid
	Utah: Alpine Dist.	David Gourley
	Utah: Nebo Dist.	Melvin Wilson
	Wasatch	R. F. Nilsson
	Weber	B. A. Fowler
Wash.	Okanogan	E. B. Grinnell

*Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent approximately one half counties.

Completed Enrolments

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

Twelve years

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

Six years

ARIZONA—*Florence,* Florence Union High.

Five years

ILLINOIS—*DePue,* DePue Public Schools.
NEW JERSEY—*Kearny,* Roosevelt.
TEXAS—*College Station,* Agricultural and Mechanical College of Texas; *Houston,* Park Place.

Four years

ARIZONA—*Florence,* Grade.
CALIFORNIA—*Fort Bragg,* Junior High.
MAINE—*Machias,* Washington State Normal.

Three years

CALIFORNIA—*Calipatria,* Bonita.
GEORGIA—*Atlanta,* Calhoun.
OREGON—*Coos County,* Alder Crest, Beach View, Bunker Hill, Catching Creek, Catching Inlet, Coaledo, Eastside, Fairview, Flagstaff, Gravel Ford, Haynes Inlet, Kentuck Inlet, Lakeview, Lee, Merchant, New Lake, Powers, Riverton Union High, Roy, Seaside, Sitkum, Sumner.
TENNESSEE—*Hamilton County,* Shady Grove.

Two years

CALIFORNIA—*Oakland,* Castlemont High.
HAWAII—*Hilo,* Haaheo.
NEVADA—*Jarbidge,* District.
NEW JERSEY—*Newark,* State Street Binet.
OREGON—*Coos County,* Bald Hill, Bancroft, Central, Englewood, Parkersburg, Pleasant Hill; *Salem,* Richmond.
PENNSYLVANIA—*Lewistown,* Fifth Ward, Logan Street, Sixth Ward.

Current year

CALIFORNIA—*Montebello,* High; *Porterville,* Burton; *Siskiyou County,* Siskiyou Union High School District, McCloud High, Weed High, Yreka High.
FLORIDA—*Jacksonville,* Fairfield Grammar.
GEORGIA—*Atlanta,* O'Keefe Junior High; *Columbus,* Eleventh Street; *Monroe,* Georgia Vocational and Trades School.
ILLINOIS—*Chicago,* Budlong, Foster, Henry; *East St. Louis,* Central Junior High.
MISSISSIPPI—*Drew,* Drew Public Schools.
NEW YORK—*Canandaigua,* Adelaide Avenue, Chapel Street, Saltonstall Street; *Oneonta,* Mitchell Street; *Rochester,* Hosea Rogers.
OHIO—*Mt. Vernon,* Fourth Ward; *Sandusky County,* Gibsonburg Public, Townsend Township, *Sharon Center,* Sharon Township Schools.
OREGON—*Coos County,* Larson Inlet, Mulkey, North Lake, Riverside, Shiloh, South Slough, Twin Oaks, Valley View.
PENNSYLVANIA—*Mifflin,* Mifflin Public Schools.
RHODE ISLAND—*Westerly,* Quarry Hill.
VIRGINIA—*Newport News,* Eighteenth Street.

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association of the United States

President, WILLIS A. SUTTON — *Secretary,* J. W. CRABTREE

The payment of $2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

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

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

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

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The third life membership dinner to be held at the Biltmore Hotel in Los Angeles on June 29 will be an occasion for rejoicing over the fulfillment of our dreams for a new headquarters building. A significant part of the program for this dinner will be the presentation of special certificates to the several states. These will contain the names of all life members in the state who have enroled since July 1, 1930. Will your name be there? Why not fill out and return this blank immediately? The life membership fee of $100 can be paid in equal annual installments of ten dollars each. Names of all life members will be printed in "Who's Who in the Profession" and copies will be distributed at the dinner. Try to be there and receive your copy.

Use this blank and *enlist now.*

MR. J. W. CRABTREE, Secretary, National Education Association,
1201 16th Street, N. W., Washington, D. C.
Dear Mr. Crabtree:

I wish to have a permanent part in the great work which you are doing and to become a life member on the ten-payment plan, making my first payment June 30, 1931. I understand the balance can be paid in nine equal installments.

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Position.....

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Notes and Announcements

Dr. John K. Norton goes to Teachers College—It is with regret that THE JOURNAL announces the resignation of Dr. Norton from the position of director of the Research Division of the headquarters staff of the Association. The resignation takes effect June 1, 1931. Dr. Norton will become a professor on the faculty of Teachers College, Columbia Univ. The members of the headquarters staff of the Association wrote a letter of appreciation for Dr. Norton's fine work while with the NEA and expressing good wishes for his new work.

Dr. William G. Carr, who has been ass't director of the Research Division since 1929, becomes director on June 1.

Superintendents to meet at Washington—The sixty-second annual meeting of the Department of Superintendence is to be held at Washington, D. C., February 20-25, 1932. Registration and exhibits will be in the Washington auditorium. General sessions will be at Constitution Hall and Continental Memorial Hall. As usual, the advance demand for room reservations has been great. Over three thousand rooms have already been reserved. Most of the larger downtown hotels report that they are reserved to capacity. Single rooms in all important hotels are now exhausted. Requests for hotel accommodations should be forwarded to Augustus Gumpert, director, Washington Convention Bureau, 1730 H Street, N. W., Washington, D. C.

Were you right?—The answers to the *Guess Again* article are as follows: [1] Horace Mann, 1858, [2] Alexander Graham Bell, 1897, [3] A. E. Winship, 1897, and [4] William T. Harris, 1906.

An invitation from Chicago—The officers of the Chicago Woman's Club, 72 East Eleventh Street, Chicago, extend an invitation to women attending the Los Angeles convention to avail themselves of the Club's hospitality when they pass thru Chicago going to or returning from the convention.

Another Denver meeting—The American Child Health Ass'n will meet with the Health Section of the World Federation of Education Associations in Denver, Colorado, July 27-August 1. This joint meeting will take the place of the health education conference usually held by the Association. For further information consult Sally Lucas Jean,

[*Continued on page* A-146]

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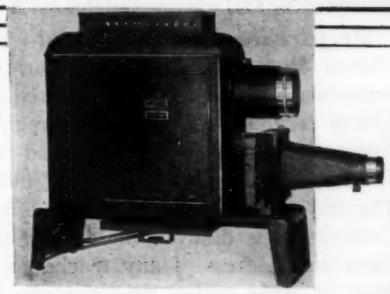

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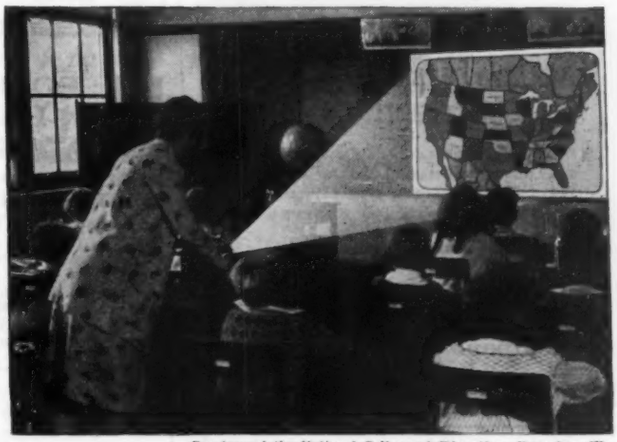

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[*Continued from page* A-144]

secretary, Health Section, World Federation of Education Associations, 200 Fifth Avenue, New York, N. Y.

Journal poster makes world tour—The JOURNAL poster, *It's The Brain That Counts,* returned to the editor's desk recently, reprinted in *Persian Youth,* a paper published in Teheran, Persia.

Readers' comments on the April JOURNAL—"The next logical step would be to publish an article on *The Problem Superintendent* now that we have had such fine expositions on *The Problem Child* and *The Problem Teacher.* I shall look forward to that. The guidance article concerning the Denver schools was illuminating. We educators can study that subject considerably more with profit to ourselves and the children."—Edward E. Hood, Henry Reis School, Evansville, Ind.

"The feature, *Sixty Educational Books,* each year has been a great aid to me. When I want to find the latest and best book on a particular topic I turn to my file of JOURNALS and find the issues containing these lists and select a book, feeling sure I'm getting what I wish. Each year in adding to my library for personal use I use these lists in making my purchases and have always found I can be safely guided by the information there given."—Harry Hogrefe, principal, Albuquerque, N. M. [who ranked this list #1].

Prepare for the Bicentennial—The United States George Washington Bicentennial Commission has prepared excellent teaching material and program suggestions which will be furnished free of charge to any one writing for them. The play and pageant department of the Commission is desirous of learning the name and address of any teacher, student, or other person who purposes to write a play, pageant, or any other type of drama centering around the theme of George Washington and his times. This information should be sent to Percy J. Burrell, director, pageant department,

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George Washington Bicentennial Commission, Washington Bldg., Wash., D. C.

A JOURNAL poster encourages children and teacher to develop others—"In the March JOURNAL you published a classroom poster entitled *The Law of Selfcontrol.* I used this poster as a theme for devotional exercises in my room. Four other laws of life suggested themselves to me and I wrote them out in the form of posters after the style of *The Law of Selfcontrol.* These four laws were *Law of Use, Law of Disuse, Law of Cooperation,* and *Law of Selfsacrifice.* The first two of these four laws are closely related and so also are the last two. I used each of these laws in turn as the basis for morning worship at school. The general plan for each service was: [1] a song in keeping with the theme; [2] an informal discussion in which the pupils participated, developing the law; [3] reading of the poster; and [4] prayer, asking God to open our minds to appreciate the law and help us to fulfill it in our lives. There are many other laws of life but these are among the fundamental." — Georgia Leonard, Route 2, Delaware, Ohio.

The Yorktown Sesquicentennial—An essay contest is being sponsored jointly by the Yorktown Sesquicentennial Association and the National Society of the Daughters of the American Revolution in connection with the Yorktown Sesquicentennial Celebration, Oct. 16-19, 1931. The topic for the essays is "The Yorktown Campaign and Its Effect on American History and World History." Any high-school or college student may participate. Manuscripts must be received on or before Oct. 1, 1931. Prizes range from $200 for the best essay to $5 for the eighth. Detailed information may be obtained from any local regent or state regent of the D. A. R., from Dr. Flora Myers Gillentine, Memorial Continental Hall, Washington, D. C., or from Mrs. E. E. Holland, chairman of the Educational and Patriotic Committees of the Yorktown Sesquicentennial, Suffolk, Virginia.

Posters—The series dealing with alcohol and prohibition which has appeared in THE JOURNAL during the past year may now be secured in sets of 14 at the price of $1 per set. These are printed on attractive art paper and mailed in a cover especially prepared for the set.

The Yearbook on character education—The Character Education Com-

[*Continued on page* A-149]

. . . without benefit of soap and water?

A big, fine building, plenty of playground, capable teachers. Modern in every respect but one! Cleanliness facilities are entirely inadequate. Not enough handwashing equipment! Not enough towels! Not enough soap! Not even enough time for handwashing!

Upstairs the school teaches cleanliness. Downstairs the school denies it. Who is to blame?

To answer this and other questions Cleanliness Institute made an extensive survey of handwashing conditions in 145 typical schools in fifteen states.

It is estimated (on the basis of this study) that only 31% of our public schools provide, even in a limited way, the three essential handwashing facilities—soap, warm water, and drying equipment. The other 69%, to a greater or less extent, are attempting to teach cleanliness *without benefit of soap and water.*

It is appalling to know that such conditions are so widespread. For it is a recognized fact that 92% of all deaths attributable to communicable disease are due to micro-organisms entering the body through the nose or mouth. Handwashing is one of the important weapons in the fight against communicable disease.

Cleanliness Institute's recent School Handwashing Survey indicates handwashing facilities are inadequate — even shameful—in 69% of our public schools . . . Is your school among the 69%? . . . Read the free booklet below.

What about your school? Is it among the 69%?

What will you do about it? What *can* you do to discover and correct such conditions in your community? *Two Hands Go to School* is the title of a booklet which every parent, every teacher, every health worker should read. You will find it helpful in attacking local cleanliness problems.

Send for your copy of this thought-provoking little book. It is free. Use the coupon below.

The booklet above is only one of many school publications offered to teachers by Cleanliness Institute. A request will bring full information, describing the scope of Cleanliness Institute's service . . . Samples of all publications for schools will be on exhibit at the N. E. A. Convention in Los Angeles, June 26-July 3.

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Title (teacher, parent, etc.) _____

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City _____ State _____

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

[*Continued from page* A-147]

mission of the Department of Superintendence, which is preparing the 1932 Yearbook, met in Chicago May 16-18. Superintendent A. L. Threlkeld, Denver, Colorado, is chairman. Other members of the Commission are: Bertie Backus, Washington, D. C.; George S. Counts, Teachers College, Columbia University; Frank N. Freeman, University of Chicago; Superintendent Charles B. Glenn, Birmingham, Alabama; Mrs. John K. Norton, New York City; Paul T. Rankin, Detroit, Michigan; Belle M. Ryan, assistant superintendent of schools, Omaha, Nebraska; Goodwin Watson, Teachers College, Columbia University; and Superintendent David E. Weglein, Baltimore, Maryland.

For your Indian project next fall—Teachers, librarians, and art instructors may obtain from the Great Northern Railway portfolios of 12 reproductions of the Winold Reiss and W. Langdon Kihn Indian portraits. A nominal charge is made. Inquiries may be addressed to Great Northern Railway, St. Paul, Minn.

Summer opportunities—Here are some additional suggestions as to pleasant and profitable ways of combining work and play during your summer vacation.

Educational tours of the historic places of Europe are announced by the Semailles au Soleil, a government-supervised educational organization of 20,000 teachers and educational workers of Belgium. Their motto is "Learn by travel and observation." Professors of history, literature, and art travel with the tour giving informal lectures explaining points and places visited. Address inquiries to Leigh W. Prentice, Germantown Senior High School, Philadelphia, Pa.

The Sixth Seminar of the **Committee on Cultural Relations with Latin America** will be held in Mexico City, July 4-24. Numerous field trips are included in the seminar programs. Optional trips for small groups to parts of Mexico and Nicaragua will be taken after the seminar closes. For information write to Hubert C. Herring, executive director, 112 East 19th Street, New York, N. Y.

Indiana State Teachers College, Terre Haute, offers a **travel-study course**, including a 3700 mile trip thru northeastern United States and Canada, July 20 to August 23, 1931. Students may earn college credit in geography by taking this trip. Prof. W. L. Perkins, of the Indiana State Teachers College faculty, will have the trip in charge. Buses will be used.

The School Libraries Section of the A.L.A. will meet in New Haven, Connecticut, June 22-27 inclusive.

Sixty-eight **summer courses in library science** will be offered in 1931 in 34 states, the District of Columbia, and the Province of Quebec, according to an announcement from the American Library Association. Most of them are elementary courses for teacher-librarians. Copies of the list may be obtained from the Board of Education for Librarianship at A.L.A. headquarters, 520 N. Michigan Avenue, Chicago.

Holiday courses in Europe in 1931—For the convenience of teachers and students who are thinking of taking courses in the various educational institutions of Europe during the summer months, the League of Nations Institute of Intellectual Cooperation has made a survey of the 119 institutions operating special summer programs. Complete information regarding dates, subjects of instruction, fees, and living facilities is included in the survey. Further details may be secured from the World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

Department of Classroom Teachers: changes in bylaws—The following changes and amendments to the constitution of the Department of Classroom Teachers have been proposed by the Constitution Committee and will be acted upon at the business meeting of the Department at Los Angeles.

Change Article II, Section 1, to read as follows:

To encourage higher qualifications for entrance into the teaching profession; to promote teacher participation in school management; to aid in securing adequate salaries, sound retire-

[*Continued on Page* A-150]

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[*Continued from page* A-149]

ment systems, tenure, and such other improvement in conditions as will enable teachers properly to function as a vital factor in educational progress.

Insert the following as Section 2 of Article V:

Persons Eligible. No person shall be eligible to office in this department who is not, at the time of election, regularly engaged in some phase of classroom teaching.

Should any officer of this department leave the profession to engage in other business, his office shall be declared vacant and shall be filled in the same manner provided for other vacancies.

Should any officer of this department accept an administrative position, or retire from active teaching, such officer shall serve only until the next succeeding annual election, and any vacancies so occasioned shall be filled by election at the annual meeting.

Provided, however, that this section shall not be construed to apply to any person holding office in this department at the time this section is adopted; but any such person shall serve until the expiration of the period for which he was elected.

Change Section 2, Article V, to Section 3; change Section 3 to Section 4.

Change Article VI, Conferences, to read as follows:

Section 1. Conferences shall be held by the members of the executive committee of the department with local organizations of classroom teachers or with other groups of teachers for the purpose of [a] discussing, formulating, and carrying into effect the policies and programs of the department, [b] assisting local groups with their problems, and [c] stimulating interest in professional organization work. Former members of the executive committee may be authorized to conduct conferences in their respective localities by the executive committee.

Section 2. The officers of such conferences shall be a chairman and a secretary. Members of the executive committee and others authorized to conduct conferences shall send to the headquarters office of the National Education Association in Washington written reports of all such conferences and a list of those held during the year shall be published in the yearbook of the department.

Change Article VIII to read:

This constitution may be amended by a two-thirds vote of the members present at the annual business meeting of the department, provided notice in writing of such proposed amendment shall have been filed with the secretary of the department at least sixty [60] days prior to such annual meeting and published in the issue of the *Journal of the National Education Association* next preceding the annual meeting of the Association, and in the issue of the *News Bulletin* of this department next preceding the annual meeting of the department.

Members Constitution Committee: Viola S. Kelley, San Francisco, Calif., *chairman;* Esther Newell, Minneapolis, Minn.; and Rush M. Caldwell, Dallas, Tex.

Changes in NEA bylaws—Information concerning these changes was printed in the Notes and Announcements in the May JOURNAL, page A-120.

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THE PRINCIPAL AND SUPERVISION

Tenth Yearbook (April, 1931)

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