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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

Dr. Sutton Looks at Education 233
A Plea for Enlightened Optimism—*Secretary Crabtree's Report* 236
Ideas from Los Angeles 237
The Functions of Instruction in Arithmetic—*Leo J. Brueckner* 239
Education and World Business—*Augustus O. Thomas* 241
The John Newbery Prize Book—*The Cat Who Went to Heaven* 242
Mental Hygiene and Classroom Procedure—*Caroline B. Zachry* 243
American Education Week 1931—
What the Schools Are Helping America to Achieve 245
The Montefiore Special School—*Edw. H. Stullken* 253
A Health Program for Teacher Training—*Charles H. Keene* 255
Reality and Education—*Arthur E. Morgan* 257
The Law of Kindness—*Classroom Poster* 258
Schools That Are Prophecies 259
The United States Office of Education 260
Vitalized Group Study and Faculty Meetings 261
Effective Enrolment Plans 262
Builders of Our Profession 263
An Economist's View of Prohibition—*Merlin H. Hunter* 264
Salaries in City School Systems 1930-31—*Statistics* 265
Forty Notable American Books of 1930 266
American Education Week in Dearborn—*Harry Huller* 267
The Schools and the Present Crisis 269
Measured Results of Activity Teaching—*C. C. Crawford & Lillian Gray* . . 270
Resolutions Adopted at Los Angeles 271
Notes and Announcements A-166

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

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FOR TEXTBOOKS

Dr. Sutton Looks at Education

THE LOS ANGELES CONVENTION *was notable for its fine spiritual atmosphere. The earnestness, the sincerity, the dedication, and the aspirations of the teaching force of America have probably never been more fully expressed. There was constant emphasis on the fundamental values in education and life, combined with a renewed dedication to the work of the profession. In the president's annual address Superintendent Sutton delivered a ringing challenge to the teachers of America to take hold of the educational problems of the nation and to press forward to their solution. This statement by President Sutton may well be made the basis of study and discussion in faculty meetings and in the senior classes in institutions for the education of teachers thruout the country.*

OFTENTIMES in viewing a group of kindergarten children who are being taken for the first time into a classroom I have made the remark, "It is well that these children do not know what is in front of them, otherwise they would turn and walk back."

To him who takes up the presidency of the National Education Association this remark concerning the kindergarten child is applicable. If one understood the difficulties, if one comprehended or even imagined the weighty responsibilities, he would desire to turn and walk back. Never have I felt the responsibilities of life so heavily and never have I seemed less capable of shouldering them. Civilization is not only a race between education and disaster but the very existence of our globe itself is dependent upon knowledge, training, and education. The duties and responsibilities of the president of the National Education Association would be almost unbearable at any age of the world, but especially so during the year 1930-31 when the economic condition of our civilization has been stressed, when thousands of people walk the streets and beg for work and find nothing but a shaking head and a negative answer, when a very great number of people who would be engaged in the work of teaching can find no place to teach. Yet the need for education was never so great. This is a strange age and a strange time and men question all things, doubt every proposition, and have but little faith in anything that is asserted. Never was there so much bread on the face of the earth and never such a crowd of hungry people; never so much cotton in the fields and wool on the sheep's back and never so many shivering human beings; never so many teachers in all the world and never so many people who needed teaching. Yet thousands of teachers in America are without work. In every city, in every hamlet, in every school district in America the cry has gone up for retrenchment and it has been a popular thing to claim that schools have overtaxed the people and education is bringing bankruptcy.

FLORENCE HALE, *newly elected president of the NEA, accepting gavel from retiring President Sutton, at Los Angeles.*

We are faced with strange conditions in a strange world. Following four years of the most devastating war in the world's history, destroying fifteen million men and a great number of women, maiming, weakening, debilitating, and wrecking twice fifteen million, and burning up, sinking, destroying, and devastating two hundred billions of dollars worth of property, we have reached a period of readjustment and of paying for such a conflict.

With machine production speeded up by the necessities of war, with invention and discovery turning out with ever-increasing rapidity thousands and thousands of articles needed by the human race, with a mad desire for these machine-made articles, the human race fought with avidity, increased production, and speeded up industry with multiplied millions of dollars invested in these industries turning out multiplied millions of quantities of manufactured goods. Thoughtless of those who would use these goods, careless of whether we were training mankind to use our manufactured articles, we hastened on with our insane momentum toward an ever-impending crash. With war, with machine production, with women entering the jobs formerly taken by men, with machines supplanting both men and women, there came the absolute necessity of a readjustment to new conditions.

While the wild orgy of buying was on, manufacturing speeded up, high pressure salesmanship used, and instalment purchase made the order of the day, stocks in all lines of industry and transportation increased in value. Man looked on—and saw the opportunity to buy a thousand dollars worth of stock one day and sell it for two thousand dollars within the week. He could not resist the impulse to gamble and with that ever-reaching spirit of his to acquire and hold and possess, he commenced to buy with wild abandon. Stocks mounted and he then bought more. As they mounted higher more purchases were made until every purchasable stock upon the market far exceeded all ability to pay a reasonable dividend. Added to all of these terrific onslaughts of speculation were the selfishness and bigotry and "jingoism" of the American people. Growing rich, becoming millionaires over night, they looked with disdain upon the millions of people in other parts of the world, believed themselves absolutely independent, forgot that they were their "brother's keeper," erected barriers to other nations, rejected treaties prepared for them, said in effect to the nations of Europe, "You are valuable as an ally. We are willing to fight with you; yea, we are willing to die with you, but we are not willing to live with you. We close our ports to your emigrants; we close our purses to your hungry; we close our ears to your cry. We are independent; we shall live to ourselves." This was the climax of our selfishness and bigotry. The crash came. We found that we could not live to ourselves, that stocks and bonds and real estate and values were dependent upon human values, that we had thought of men and women and

children but little, that in thinking of things and centering our attention upon material prosperity we had lost the very thing for which we were striving.

The saddest thing in all this spectacle is the fact that in our ignorance and grief we are blaming our disaster upon the only philosophy that can effect a cure—the education and training of our people. It is true that war, extravagance, and the building of a great road system have laid upon us very heavy taxes but it is not true that education is to be blamed for the imposition of the taxes under which the American people are now struggling.

What, then, is the first great problem confronting the educators of America? As I conceive it that problem is to teach the business men and women of America that education is their way out of difficult surroundings. The greatest need in the American educational field is courage—courage to tell the truth, courage to speak with absolute sincerity in the face of impending disaster. It is not education, it is not culture, it is not the taxes that come as a result of this education and culture that is crushing America. It is the burden of taxation caused by wars past, present, and to come. It is the burden of taxation imposed by extravagances in government other than that of education. It is the burden of taxation as the result of a wonderful and marvelous road system for the country, itself a great necessity and a great pleasure and a great maker of values. But we must be willing to pay the price.

It is true that the expenses of education have increased enormously, it is true that such increase was absolutely essential, but it is not true that this has been wasted money. The very evidences of prosperity that have been ours in the recent past are those that have come to us as a result of a nation united and determined to work in the interest of education and culture.

It is vain and idle and useless for us to talk among ourselves of the values of education, of education as a producer of wealth and of business. It is to those who will pay the tax bill and who control the destinies of this nation that such an appeal must be made. The humblest teacher in this great assembly must see to it that the parents of those children whom he or she teaches understand that the basis of business is education, that the barometer of business is culture, that the background of business is knowledge. This I conceive to be our duty—first, to our school boards to convince them that in the levying of taxes and the collection of school money they are opening the door and establishing the means whereby prosperity may return to us. It is the business of these administrators united with their boards of education to call in the leaders of business, of industry, of commerce, of agriculture, and to consult with them concerning educational needs. Economy must be practised in education. There are a few places in this nation where wild extravagance in building, where red tape thru overorganization have brought the schools into disrepute and these few places are being used by the opponents of education thruout the land as examples of what ruin education has brought upon the entire nation.

ONE of the finest features of the convention was the closing act. After a most excellent address of acceptance by the new president, Miss Florence Hale, and after expressions of appreciation to the city superintendent of schools of Los Angeles, President Sutton called out on the platform at his left a beautiful girl of nine of Hawaii and to a place on his right a fine boy of seven of Los Angeles and then, putting his hands on their shoulders, called attention to the fact that the work of the Association, whether as to salaries, tenure, curriculum, or better school conditions, was in the interest of the children of whom the little girl was a representative from our possessions and the little boy a representative from the mainland. He then, with a hand still on the shoulders of each, closed the convention in a most fitting prayer asking for divine guidance in the great work ahead.—J. W. Crabtree.

The second great problem of education is integration of all educational forces. "United we stand—divided we fall" was never truer than in the educational field and in America today the great educational forces are dividing. Too often the college is railing at the high school; too often the high school, forgetting the arduous duties of the elementary school, is complaining that children are not sent up to it properly prepared. Too often the elementary school is finding fault with the kindergarten; too often the kindergarten is throwing back the blame upon the home. There is lack of coordinating force to educate a child. How few college men know anything whatsoever of a boy's environment while in high school, of the home from whence he came, of the conditions that have surrounded him, of those who have instructed him in former years in Sunday School, the Y. M. C. A., the church, or the Boy Scout activities. How often in teaching the child mathematics we forget that we are building a man. We give all sorts of tests and pretests to determine what subjectmatter should be taught to the boy or girl. We do not give ourselves as teachers a test in the knowledge of the former life of the student. Our education is too much of patchwork; too little a great statue carved from a single marble. When will America learn that the making of a life is more important than the learning of a subject? How many teachers are dealing with your boy and mine? How many are putting a "patch," so to speak, on his educational garment instead of working and weaving a robe of royal purple to bedeck an integrated soul? Just as a child is required to stand an examination of proficiency in any subject, so each teacher who takes over a child should be given an examination in what he knows about the child's previous life. Just as we need the integration of education for the individual child, so we need the integration of all educators, of all types of education in order that we may present a united front for the great cause of knowledge and culture.

The college needs to be interested in what the high school and the elementary school and the kindergarten are doing and they, in turn, must look toward the college as the future home of the student and must be interested in seeing that there is a united process and a united effort going thru all of these institutions. The public school must realize that the parochial and private and denominational schools are striving to educate children and we must be interested in what they are doing. They, on the other hand, must know that the children who are in parochial, private, or denominational schools today may be in the public schools tomorrow and that these institutions are interested in a public school system that will do efficient and high-class work. Those interested in the fields of education, newspapers and magazines, books, the lecture platforms, the pulpit,

must know and understand what the public, private, and denominational schools are doing that their great and mighty task may be fitted into the undertaking of the public, private, and parochial schools. Above all the greatest of all institutions is the home and it must be integrated in its educational program with the kindergarten, the elementary school, the private institution, and the denominational college. The home must understand what education is attempting and education must understand what the home would have us make of the children who come from it. The mighty forces of the community must be interwoven with those of the school and the church. Surely men will not devote all of their time simply to making money. The press, the newspapers, the moving pictures, the library, the playground, the drama, the stage—all of these are working upon this same individual, molding and developing him into something worthwhile. All of these institutions are controled, managed, and run by the students of our schools and universities. If they have received impress of social life, if they have been made to understand that the making of men, the educating of men, the training and developing of character are the highest things in life, then they in their particular spheres will be dominated by this great purpose. Men who operate business, men who control corporations, men who deal in what are sometimes called the soulless efforts of "big business" are the products of our schools. They are the products of our homes; they have come from our churches; they are the same children who played on our playgrounds, who visited our theaters, who read our newspapers, who have been part and parcel of our community life. If they are avaricious, if they are unkind, if they have attempted in any way to deal wrongfully with their fellowmen, some point in our education is to blame. All forces must be integrated to make an educational system worthwhile.

A third great problem in the field of education is that each part of our educational system must be made to understand, to work with, to cooperate in and develop an educational system as a whole. We may be living in an age of specialists but we need to live in an age where there is a real desire to master all knowledge. It may be true that the realms of knowledge are too broad for any one mind to grasp them. It is also true that one may so narrow, restrict, and constrict his vision of knowledge that he may lose the unity of wisdom.

A fourth pressing problem of education is the need of socialization. Some of us have placed the words social, socialize, and social vision very glibly upon our lips but have not entered into their great meaning. We have not taught our children that they are to live with other children, that we are dependent upon others, that business is dependent upon social relationship, that the development of every worthwhile quality begins with the proper appreciation and understanding of human values.

O THOU great Eternal Spirit moving in the hearts of men, by whatever name called, but always understood, may we, the teachers of the youth of this nation, not only realize our responsibility for the training of its intellect but the molding of its character, that this nation may endure thruout all ages and that perpetual happiness and prosperity and peace may abound not only in our nation but thruout all the nations of this earth and all the earths of Thy universe. Amen. —This is the prayer with which President Willis A. Sutton closed the Los Angeles convention July 3, 1931.

Whence came these men who refuse to support public education? Where were born, reared, and trained these men and women who conceal private and personal property from tax assessment? In what schools were trained these citizens who rob and cheat and murder and plunder? These are not children of people born on some desert island or imported from foreign lands. They are the same people who but a few years ago darkened our schoolhouse doors, filled the seats in our classrooms, listened with eagnerness to our instructions in arithmetic, geography, and history, went out of our high schools bearing a diploma and carrying our O. K., but today are filling the prisoners' cells and are looked upon as forgers of notes, cheaters, swindlers, and criminals. Whence came they? They are our children and we allowed them to go out without a proper understanding of their relations to their fellows, without knowing and realizing their dependence upon each other. Many will reply that these boys and girls are the product of the environment of their homes. I repeat—and repeat with emphasis—that if a boy or a girl comes to a competent, welltrained teacher with a social vision, coming but one period in a day for a semester or a year, and that teacher has not the understanding, the sympathy, the force to impress upon that boy or girl enough of social relationship and of moral character to save the youngster from disgrace, something is radically wrong with the teacher.

I am not willing to admit that our children are worse than they have been in former years. I am willing to admit, and do so with great shame and reluctance, that they are not as much better as they should be.

A fifth problem in which all of the schools must cooperate is the reestablishment of the home life of this nation. I hear a sigh go up from many teachers. "This is the straw that breaks the camel's back" to place upon the teachers the reestablishment of the home; yet that is just exactly what I mean. When I contemplate how little home life there is in the nation, how few hours children stay with their own mothers and fathers and sisters and brothers, how the sacred relationship in the home has been neglected, how divorce has rent asunder the homes of our nation, I tremble for our future. But I see a possibility of relief when every teacher shall commence with the kindergarten and teach the sacredness of home ties and home relationships, when that shall be a part of every curriculum and the course of study shall be written around home and home activities, when the reading lesson shall bring in the precious associations of home life, when even little children are taught the sacred relationship to the family and entrusted with carrying on and developing home life. Then we shall reestablish the American home.

A sixth great problem in education is speed. We must see to it that more and more educational method is directed at greater speed and greater accuracy. Our children are reading too slowly. They are comprehending number work and reasoning too slowly in all that they undertake. The time will come in the history of education when a child will read 150 pages an hour and comprehend it more intelligently than he now reads 25 pages. There are many who are saying that we should restrict a child to fewer subjects. Society and the social structure of civilization are becoming more complex. How then shall we meet this difficult situation? By every boy and every girl learning to read more rapidly, to figure more rapidly, and to bring about more accurate results.

A Plea for Enlightened Optimism

SECRETARY CRABTREE, in his fourteenth annual report, presented a bird's-eye view of educational developments in the past year, called attention to what he terms the "byproducts" of the various divisions of the Association, and made a plea for enlightened optimism in meeting the new opportunities as well as the emergencies of our presentday situation.

He pointed out the two types of optimism—blind and enlightened—and showed the necessity of honestly facing the real facts of economic and social unrest which have resulted from the business depression. With a frank realization of the significance of these facts he urged a spirit of optimism—a faith in our democracy and a faith in our people in dealing with educational problems.

The barriers must be removed—Whatever progressive educational movement we undertake to promote at the present time we run up against a wall. Finance, industry, and commerce have the same difficulty in getting over this wall that we have. Barriers are to be removed before progress can be made much farther in the solution of the major problems of the profession. But what can teachers do to help clear the way? We answer by asking what business men and financiers are doing. They seem to be as timid as teachers. Their thinking up to the present time is little if any better than that of teachers. It must be remembered also that business has drawn its best thinkers from the leadership in the teaching profession.

Glenn Frank says that the United States is in the midst of the most serious economic crisis in all its history. He thinks nothing is gained by beating around the bush. If what he says is true, teachers should know it. They need to know the truth in order to work for improvement. Matters financial, industrial, and educational cry out for the best creative thinking that can be done not only by leaders but by all the people who can think at all. Do not deny the facts but confidently look ahead and help to get all to center on the best procedure and on the wisest solution of the present crisis. It is often said that we would not have had a crisis of such dimensions had business men begun their thinking ten years ago. Why did not we begin our thinking ten years ago? Is not our responsibility as great as theirs? Does not prosperity mean as much to our profession and to the schools as to their fields of service? They have at least begun to think. Let us begin. We must continue our efforts for larger and better things for the schools. We are forced to do that at the present time even to maintain standards already attained.

Teachers can help—Let us urge every superintendent, every principal, every college professor, and every classroom teacher to face the actual situation with the best and bravest thought he can muster. Discuss the causes of the depression and try to think out the cure. Read what the best thinkers and writers are saying and take the best of it to the people. Teachers are close to the people in every community in America. Help all the people to think broadly on the question. It will take thought and it will require effort to get out of the present situation without losing ground in many important lines of progress in education. It will require greater effort than we have yet made to hold the organized profession together thruout the depression just at the time when organized strength is most greatly needed.

When all the people think—We are unable to see any next-month way out of the present situation. If it were due only to frenzied action on Wall Street, or to a high tariff, or to overproduction, or to decreased buying, or to too much machinery, or to violations of the Sherman antitrust law, or to any one of a half dozen other causes, or if it existed in our country only, the solution would be simple enough. But when due to more than a score of deep-seated causes and when it is worldwide in its scope and when the whole field of human activities is to be taken into account, no single eye can get the full perspective. The solution has to grow out of the combined thinking of men and women in the various vocations and professions. When all our people, young and old, experts and those who are not experts, center their minds on ways of removing this barrier to progress, a momentum will come and sooner or later a degree of success must result. Enlightened optimism is the motivating force in the work ahead.

Secretary Crabtree took the occasion of his report to call attention to the so-called "byproducts" of the Association. He mentioned the great interdependence of the various divisions and showed the economies and improvements which result from the cooperative spirit. He pointed out that if the Department of Superintendence, for example, were to work entirely independently of all the other divisions it is estimated it would render only half the service that it now renders and that if the JOURNAL were to operate as an independent unit the staff would need to be doubled at once. He indicated the many ways in which the membership and field divisions had performed valuable functions which were not included in the purposes for which these divisions were established. In pointing out the accomplishments along these lines he stated:

While each division in the headquarters staff builds its work around certain well-defined activities, the work is coordinated with that of other divisions in such a way that it all serves to more than double the achievements of the Association as a whole. The piece of work done by an expert in one division serves not only that division but often serves to a slightly less extent five or six other divisions. This can only be done where there is a high degree of harmony among the workers.

As in industry the byproducts can be of great value. The Membership Division was created to collect membership dues and to enlist new members. While the responsibility of the division is to carry out the purposes for which it was created, it finds that it can achieve several other purposes without additional cost which also contribute to success in the growth of membership. It inspires deeper interest in the local and state associations. It influences teachers to organize for a more purposeful study of the problems of the profession. It increases the interest of teachers in the JOURNAL, the research bulletins, the yearbooks, and other publications. Its byproducts are among its greatest achievements.

It can be shown that the byproducts in other divisions are among the richest and finest contributions which they have made. The results uphold the statement made by a leading efficiency expert at a meeting of efficiency representatives in New York a few years ago, to the effect that the headquarters organization of the National Education Association had been selected as one of the best from the standpoint of efficiency and especially from the standpoint of the working spirit.

In concluding his report the Secretary commended the superintendent and school board of each system that had maintained salary levels and also the superintendent and board "in places where they stood their ground so well even though in the end forced by conditions to make undesirable reductions." Likewise he hailed the work of President Hoover's advisory committee on education, which is soon to present the report prepared largely thru the efforts of Dr. Henry Suzzallo, as an outstanding achievement and stated his belief that this committee's report will stand out as "one of the great educational documents of the age," and expressed his own optimism concerning the great future of education in this country. He closed with these observations:

Improvement in school conditions has not just happened. It came as a direct result of interest, effort, and organization. The National Education Association, in cooperation with other agencies, met the emergency of a decade ago in a remarkably effective manner. The organized profession prevented a breakdown in education after the War. It merited and secured the confidence and goodwill of the people. It has the fullest respect of the public at the present time. That is what makes it strong. That, together with its wise purposes and policies, is what gives it standing with other professions. That is why its voice is heard in legislative bodies. That is why, with an enlarged membership, it can confidently plan to meet the present emergency. Teachers receive better salaries, have better tenure regulations, retirement allowances, and general teaching conditions, and the public has better schools because of the strength of state and national education associations. It now has before it a greater task than in 1918. Just at present it must work not only to hold ground already gained but it must push ahead for still better things.

Ideas from Los Angeles

THE PROFESSION quite obviously cannot hold itself responsible for the inexperienced teachers but some members of the profession believe that the profession should concern itself with the welfare of those experienced and successful teachers who, thru no fault of their own and often from a most commendable desire for professional improvement, find themselves temporarily caught in the tangled skein of the widespread economic depression. — **William C. Bagley,** professor of education, Teachers College, Columbia University.

In an employee the business manager wants, first, commonsense; next, ambition; and then moral responsibility. Of the three, moral responsibility is the most important. Ethics in the professions, honor and honesty in the trades and business, are the greatest need of commerce and industry. Most of the ills from which business and industry are suffering may be traced to the lack of these moral qualifications. Education must be geared up to these higher ethical standards.—**Reynold E. Blight,** certified public accountant, Los Angeles, Calif.

Thru the direct teaching of the schools and by social contact in classrooms and playgrounds the descendants of peoples who in an older civilization killed their fellowmen with great enthusiasm for the love of God, learn the lesson of sympathy, appreciation, and tolerance, growing finally into citizens of vision and courageous convictions. They may not love one another any more than their ancestors did but at least it may be said that they have come to look upon religious persecution and massacre as bad form.—**William J. Bogan,** superintendent of schools, Chicago, Ill.

The school cannot be expected to counteract entirely the harmful influences of improper motion pictures, radio features, or dancing in harmful surroundings any more than the school can be expected to prevent the use of all slang in conversation. But the schools, and the superintendent who directs the schools, must recognize the fact that these forms of entertainment make a strong appeal to young people and that they do now and will increasingly continue to claim a large share of the outside time of pupils. In any plan, therefore, for the preparation of children for the proper use of leisure it becomes the duty of the school to cultivate in children a refined movie, radio, and dancing taste to the same degree that the school already has accepted the duty of developing a refined taste for literature, art, and music.—**Edwin C. Broome,** sup't of schools, Phila., Pa.

ONE of the difficulties with American business today is that it has the men who dropped out of school rather than the men with the brains who could do the school work. . . . If American business and American capitalism are to survive in the face of the competition with Russia and bolshevism and thereby preserve individual American liberty, they must do it by a changed attitude from self-interest and the accumulation of money as a measure of personal success to an attitude of social service in which capital and labor work together for the good of the entire American nation. — William John Cooper, U. S. Commissioner of Education, at the Los Angeles convention.

The aim of education is happiness; essential to happiness, if not synonymous with it, is beautiful living.—**Mrs. Karl A. Buehr,** docent for the Chicago public schools, Chicago, Ill.

Casting aspersions upon the American free public school is just as bad as ridiculing the Constitution itself because public education is the cornerstone of popular government. If we believe in the rule of the people we must believe in the education of the people.—**George H. Dern,** governor of Utah.

Teachers have encouraged open-mindedness, a disregard for partisan considerations, and the attitude that just as it has been possible for our states to settle amicably the many disputes that have arisen, so is it possible, by enlarging the mental boundaries and by strengthening the institutions of arbitration and adjudication, for all the nations of the world to abolish war and to cooperate for the advancement of mankind.—**Evaline Dowling,** chairman, World Friendship Committee of the Los Angeles public schools, Los Angeles, Calif.

Business is good in education. There are more customers asking for more and more education than ever before. Our whole population, whether child or adult, seems bent on securing more and better education.—**J. M. Gwinn,** pres., California Teachers Ass'n, San Francisco.

The state department of education has two distinct lines of duty as far as its relations to the rural schools are concerned; [a] that of assistance in the actual school work along the line of acquainting teachers and superintendents with the best and most uptodate methods and disseminating information regarding educational practises from a state and national viewpoint; [b] assuming leadership in securing local and state legislation to improve conditions such as determining units of administration, taxation laws, and all other methods by which conditions may be improved for the benefit of rural schools and rural communities.—**Florence Hale,** state director of rural education, Augusta, Maine.

Today the most necessary asset for success is a flexible and adaptable mind. We are known as the most flexible and adaptable nation in the world. Our ability to meet any condition is most noteworthy and praiseworthy. Without doubt our national flexibility is due to the fact that we are the greatest advocates of mass education in the world. Our schools have the largest per capita attendance and there are more of our workers today taking outside courses of study than in any other country. It is this endeavor to keep the mind in a mobile state that accounts for our high rating in adaptability. You should set as your goal for American education the creation of more flexibility and adaptability in the American people. You are to be congratulated on the work you have done in this respect; but, in spite of all you have accomplished, your work is just starting.—**A. M. Jones,** assistant cashier, Chase National Bank, New York, N. Y.

We must train our teachers to regard each child as a unique individual and treat him as such, organize the life of the school into a unified whole, and have faith in child nature. Then the classroom teacher will be an integrating factor in the nation excelled by none other.—**Edith B. Joynes,** principal, George Washington and Robert Gatewood schools, Norfolk, Va.

There are fifty thousand, and more, teachers in the colored schools and colleges of this country. They are working out their educational problems in some places under the most adverse conditions. However, the figures of the United States censuses for 1920 and 1930 reveal an unprecedented reduction of illiteracy. The colored people of America are unanimous on just one point. We believe we have the support of the National Education Association on that point. We want, always have wanted, always will want, for ourselves and our posterity, indiscriminating educational opportunity.—**M. Grant Lucas,** president, Columbian Educational Association, Wash., D. C.

When I ask intending teachers what they do if crooks are nominated for office in their home town I am told that they do nothing. Why not? They were made public servants to secure good government. They say they'd be fired if they did. Until we get a few more people willing to run the risks that make heroes, why teach the children the lives of only dead ones? With all the ridicule heaped on teachers for talkativeness, foolish investments, and other things, let us not, in God's name, have the added slur that we are cowards.—**William McAndrew,** editor, "Educational Review," in *School and Society,* Norwalk, Conn.

Educational broadcasting by radio is becoming an important means, especially for the benefit of rural communities. Doubtless the time is not far distant when regularly licensed radio broadcasting stations will be provided at public expense in each of the principal broadcasting districts in the country to give supervised evening and daytime courses rather than individual lectures as part of a comprehensive program of education for the enrichment of adult life.—**James A. Moyer,** state director of university extension, Boston, Mass.

The thoroughly organized and well-developed system of Catholic education begins with the kindergarten and ends with the university. The system has contributed its quota to every branch of knowledge. In addition to the 3,000,000 Catholic students of the United States thousands of non-Catholic students attend Catholic institutions of learning. On the other hand hundreds of Catholic teachers are employed in the public schools. This bespeaks great confidence in Catholic scholarship.—**Sister M. Raphael,** St. Scholastica Academy, Fort Smith, Ark.

The National Education Association in its Representative Assembly, its Board of Directors, and its official staff provides an instrument for the nationalizing of our educational ideals and objectives. The Representative Assembly of this Association, composed of newly selected delegates from every state in the Union, is a real national congress of education. More and more it should become an honor and a distinction for men and women to serve in this great Assembly. The Board of Directors selected by the different state delegations and composing the real governing body of our Association combines the best educational leaders of the nation. An obligation rests upon the states and the delegate assembly to exercise the finest discrimination and judgment in the selection of state and national leaders. Out of the activities of our great state educational associations and our national organization should be developed that leadership which will preserve and extend the finest American educational ideals.—**Joseph Rosier,** president, Fairmont State Normal School, Fairmont, W. Va.

The flow of young people away from farms to cities will go on until the cities become alarmed at the dreary and unsatisfying lot of the farming population and a great movement occurs away from isolated residence on the individual farm to residence in sociable rural villages such as prevail over most of the world.—**Edward Alsworth Ross,** professor of sociology, University of Wisconsin, Madison.

Educational philosophies must be scrutinized, even revised if necessary, to the end that they will insure an effective and lasting coordination between the existing units which make up the world's social structure.—**Henry Lester Smith,** dean, school of education, Indiana University, Bloomington.

We must hope to develop, thru education, a generation of men and women whose sympathies are as broad as their common humanity; a group of individuals who, while seeking to achieve up to the limits of their capacities, acknowledge their responsibility for the welfare of the whole group; men and women tolerant of the beliefs of others and yet guided in their thinking by science rather than by superstition or tradition; a nation of individuals whose scale of values places highest the good, the true, and the beautiful.—**George D. Strayer,** professor of education, Teachers College, Columbia University.

If supervision is ever to meet the great need which exists for it, it can do so only when there is a definite supervisory policy for the city and the program of the principal of each school is adjusted so as to bring about the greatest degree of coordination in practise and the most successful articulation of services.—**George D. Taylor,** principal, School No. 27, Rochester, N. Y.

An economic depression merely accentuates the need of more and better teachers, more and better schools. The wise business corporation sees in a crisis that faces it a greater need than ever before in terms of its own research program. It is likely to spend more in studying itself, rather than less, in such a situation. Society's schools are the method by which it studies itself. If something is wrong with it more, rather than less, study is needed. Let's not try to cure a depression by more depression. That is what retrenchment in education would mean.—**A. L. Threlkeld,** superintendent of schools, Denver, Colo.

The real strength of a nation is determined not by the large cities but by the vast rural sections. The next ten years should see the advantages of those sections made more attractive. A reading of the histories of other great nations will bring to every true American a challenge to devote more of his time and his talents to the big job of advancing the educational opportunities of our rural sections. —**George W. Wannamaker,** superintendent of public schools, Griffin, Ga.

Educational integration should get its guidance and direction from a philosophy which sets up ends for educational effort, processes, and procedures which parallel life and living, because educative forces have objectives that pertain both to the creature and his world and the desirable adjustments of each to the other.—**J. M. Wolfe,** superintendent of diocesan schools, Dubuque, Iowa.

Character, above all things, determines how long a man can hold a job, whether he will be promoted to places of greater responsibility, whether he will be granted credit for carrying on his business, whether he can hold his customers, whether he can build up his business, whether he can weather an economic storm. All school subjects should be made to contribute to character building and all school activities should be grist for the character mill. —**Will C. Wood,** vice-pres., Bank of America, Oakland, Cal.

Our international future depends mainly upon the degree to which some solution is found for this major problem of our modern civilization—that of educating its people.—**Annie C. Woodward,** high school, Somerville, Mass.

The Functions of Instruction in Arithmetic

LEO J. BRUECKNER
College of Education, University of Minnesota, Minneapolis

UNDOUBTEDLY the most important problem faced by the teacher of arithmetic is the question of the objectives of instruction in that subject. The teacher's conception of objectives is evidenced by what occurs in the classroom. The activities in the classroom are largely determined by the requirements of courses of study, the instructional materials that are used, and the basic educational philosophy of the teacher. The question may therefore be considered: What is the nature of the objectives of arithmetic as shown by an analysis of the work in the classroom?

A few illustrations from procedures in several parts of the country which probably are quite representative will make clear the point involved. For example, Steel made a study of the ways in which teachers in grades 4 to 6 in Minnesota divided the time among various possible activities that might occur in the classroom during the arithmetic period. In his analysis he listed such items as presentation of new processes, drill on processes, solving verbal textbook problems, testing, diagnostic work, projects, excursions, reports, and the like. After an analysis of the data secured from many teachers he reached the conclusion that approximately 84 percent of the time given to arithmetic was being devoted to the presentation of processes and drill on these processes, about 14 percent of the time was being spent on solving verbal problems found in the textbook or written on the blackboard, and only 2 percent of the time was being spent on diagnostic work, testing, projects, discussions of applications of number, and other important types of arithmetic work. So much time was being devoted to drill on mere computation that other outcomes of vital importance were almost wholly overlooked. Studies of instruction in arithmetic in the rural schools of New York and other states reveal a similar condition with respect to the stress being placed on drill in computation. These facts make it clear that the teachers in the schools studied believe that the major function of arithmetic instruction is to teach the pupils how to manipulate arithmetic processes in examples and problems.

This one-sided, narrow view of the functions of instruction in arithmetic is due to a number of factors. In the first place the use of standard achievement tests in the fundamental processes as a means of measuring teaching efficiency has caused teachers to devote an undue amount of time to drill on these processes so that the pupils could "pass the test." Furthermore, current research in arithmetic has been based largely on an analysis of the skills involved in arithmetic processes, the difficulties pupils encounter in the processes, and the construction of more efficient drill materials. Curriculum studies in arithmetic have been largely concerned with the problem of determining what computations are socially useful, altho some of the more recent curriculum studies have given careful consideration to such questions as the arithmetic of the consumer, the quantitative references found in reading which must be understood if the content is to be comprehended, and other social applications of number. Experimental studies of method have emphasized to a great extent the evaluation of factors that relate to the effectiveness of drill. Textbooks have usually given inadequate consideration to outcomes of instruction other than the ability to compute.

There are those individuals who insist that arithmetic is a "tool subject" and that mastery of the "tool" is secured thru routine practise on number processes. They believe that if the process is mastered its application is automatically insured. Such a point of view obviously overlooks the fact that true mastery of number and its functions can only result from practise in using number in situations in which the need for it arises naturally.

The problem of the school is to see to it that the pupil not only learns how to compute but also that he appreciates the worth of arithmetic and other branches of mathematics in human life. This appreciation may be developed by having the pupils use mathematics in their affairs and by helping them to see its uses in human affairs in general. The pupil must learn that to think accurately he must think in quantitative terms. Mathematical notation is after all a language. Number helps us to express ideas and relations when they become too involved for ordinary language. A fascinating page of history is the story of how the human race evolved the number system and how it has learned to apply this system to the problems of daily life. "The progress of science depends very largely upon the facility with which facts can be recorded and relationships between them considered. The notation of the mathematician affords the maximum of precision, simplicity, and conciseness." It should be clear that the teacher of arithmetic must give consideration to wider, richer outcomes of instruction than those that seem to be stressed in many schools at present.

The functions of arithmetic instruction may be grouped under four heads: the computational function, the informational function, the sociological function, and the psychological function. This is the classification given in the appendix to the *Twenty-ninth Yearbook* of the National Society for the Study of Education.

The *computational function* of instruction in arithmetic seeks to insure facility and accuracy in computation on the part of pupils. As a result of curriculum research many of the useless, extremely difficult topics and processes in arithmetic have been eliminated. The computations that are now taught are simple and their complexity is limited to the processes that are known to be socially useful. Careful analysis of the learning process has resulted in a big improvement in instructional materials. The pupil is now taught the fundamentals thru a series of well-graded steps and scientifically prepared practise exercises. The practise exercises are supplemented by various means of enabling the pupils to measure their progress and to compare their achievement with standards from time to time thruout the school year. These devices serve as valuable incentives to effort to secure mastery of processes. The fact of individual differences in rates of learning has led to the development of various forms of individual instruction and the breaking down of traditional mass teaching. Searching diagnostic studies by Buswell, Knight, Osburn, and others have revealed the types of difficulty which interfere with desirable progress in the acquisition of skills. Effective remedial exercises to eliminate these faults have been devised. The results of these diagnostic studies are also being used as the basis for preventive measures which may be taken to avert the inception of these

faults when the various processes are first presented.

The marked improvement in materials and methods of teaching the fundamental processes is not as evident with respect to problem solving, altho in this phase of arithmetic there has also been a considerable change for the better in recent years. While the solution of verbal problems largely designed to give practise in using the fundamental operations still is the basis for much of the "thought work" in our schools, such problems are gradually being supplemented by a richer form of instructional content arising out of social situations and not necessarily involving computation at all. Limiting the selection of problems to those that can be solved by the operations that have been presented to that point or by the application of some rule of procedure results in a much more meager type of class discussion and activity than is necessary. This will be brought out in the discussion of the other functions of arithmetic. Verbal problems now found in textbooks are simpler, more interesting, and more practical than those of some years ago. Involved problems, problems of the puzzle type, problems involving useless operations, and other undesirable types of problems have been largely eliminated from recent textbooks.

The need of recognizing the informational, sociological, and psychological functions of arithmetic instruction arises out of a conception of the objectives of education given by John Dewey when he defines education as "that reconstruction or reorganization of experience which adds to the *meaning* of experience and which increases ability to *direct* the course of subsequent experience." The two important words in this definition are "meaning" and "direct." The individual must acquire a background of meanings which will enrich his understanding of the present and how it developed out of the past. These meanings must be acquired thru educative experiences which give added power of subsequent direction or control. Obviously the question of method is involved here, to be discussed later.

It is evident that the computational function places little emphasis on enriched meanings or on the development in the individual of the power to direct intelligently his later experiences. Routine drill is often aimless, random activity on the part of the pupil. He "does not care what happens" because the activity has no meaning or significance to him. It is true that the teacher can develop in the pupils marked skill in computation thru the use of progress charts, graphs, rewards, and other forms of artificial stimuli. However, this skill does not insure the ability of the pupil to apply number in the management of his affairs, nor does it develop the background of meanings out of which may grow a true conception of the utility and value of number. Neither does it follow that the pupil is given any conception of the contribution number can make to the direction of his activities or to his method of thinking.

The *informational function* of a subject can be illustrated by examples from the teaching of geography. In order that the pupil may gain an appreciation of life as it is today he studies the means of transportation and communication that have been devised by man, past and present; he studies the kinds of shelter used by civilized and uncivilized man; he studies life in typical regions to understand the effect of geographical factors on how people live. These topics and many others are taught because of the enriched background of meanings that they give the pupil. Similar illustrations from arithmetic can easily be presented. Our number system is one of many that the human race has invented. A true appreciation of its simplicity and usefulness can be gained by comparing it with other number systems. Imagine trying to subtract or multiply with Roman numerals. We teach pupils to tell time by the clock. How often do we consider with them the various methods that have been used by the human race to tell time and their relative efficiency? Recently I saw a water-clock that had been constructed by a first-grade class. The discussion by the pupils of its construction, the difficulties in using it, its adequacy as a timepiece, its efficiency as compared with other kinds of clocks, and similar pertinent points afforded a valuable picture of the possibility of going beyond mere computation to enrich the work in arithmetic. We teach the pupil how to make change, yet we often fail to consider with pupils the significance of money as a social institution and how the present monetary system was evolved. Questions such as "How does the grocer use arithmetic?" and "Which cost more, supplies bought in bulk or in package?" may well be made the basis for assignments and subsequent discussions in the arithmetic period, even tho a minimum of computation be involved. The consideration of quantitative aspects of the environment in such a way as to develop background and meanings is a legitimate phase of work in arithmetic.

The *sociological function* has to do with the contribution arithmetic can make to the development of an intelligent, efficient citizen. Harap has shown that the average person does not purchase his food, his clothing, or the materials to construct and maintain his shelter so as to receive full value for the money he spends. Harap believes that it may be a legitimate part of the curriculum in arithmetic to teach pupils how to spend their money to the greatest advantage. The enormous amount of money that is lost each year in this country thru speculation, bad investments, and ignorance of business practises is, in part, a reflection of the inadequacy of our educational program. We have school banks whose function is claimed to be the development of thrift. It is the common experience of many parents that children do not waste what they have earned, which is the basic economic principle underlying thrift. Instead, the money to deposit in the school bank is given to them by others and they merely deposit it. This is not the essence of thrift. One wise fourth-grade teacher who senses this point has worked out a plan whereby pupils are encouraged to earn the money they deposit. She devotes a part of the arithmetic period on "banking day" to a discussion by the pupils of the ways in which they earned their deposits.

Many schools are now developing a course called Junior Business Training which is usually offered in the ninth grade. An examination of the contents of this course shows that it contains many of the topics included in the conventional arithmetic curriculum of the seventh and eight grades such as budgets, banking, stocks and bonds, investments, taxation, and the like. In this course the procedure consists largely of a discussion of the important informational and social relations of these topics. Little attention is given to computations involved. May it not be that this development has occurred because teachers of arithmetic have devoted the major portion of time allotted to these topics to the computational phases involved, to the neglect of the possibly more important social values? Instead of spending a major portion of the time given to taxation in computing the rate of taxation, the amount of taxation, or the basis of evaluation many teachers are now devoting considerable time to the consideration of taxes as a social institution, the relative merits of different methods of taxation, how

taxes are used, and similar phases of the subject which will give the pupils an understanding of the problems involved, in the solution of which they must take an active part if they are to participate as efficient citizens. Instead of permitting the rich social content of important applications of arithmetic in life to be transferred from arithmetic to other courses teachers must give more time to the consideration of those phases of the subject which can contribute to the sociological function of the subject.

The study of units of measurement may be made the basis of valuable discussions of the ways in which society has solved vexing social problems by common agreement on a uniform standard. The standard time system used in this country is an interesting illustration within the experience of most pupils. In teaching such topics the point may be made that many of our current problems might be solved if the agencies involved could accept a reasonable solution.

The *psychological function* of arithmetic instruction is concerned with the development in the pupils of the power to think accurately and precisely and the ability and disposition of the individual to think quantitatively about aspects of the environment which, to be dealt with effectively, must be dealt with quantitatively. *Number is a method of thought.* Number enables us to deal with many phases of life in definite, accurate, and precise terms. The three important uses of number with which the elementary grades are concerned are counting, measuring, and the organization and interpretation of simple data. In the primary grades the pupils soon learn the value of number as an aid in such activities as finding the page on which a story occurs, sharing things, and organizing groups in games. Thru a consideration of the Dewey system pupils learn how number is used as a convenient means of arrangement of books. Thru measurement the pupils learn the value of units of measurement as a means of systematically considering many of the phases of environment. The need of refinement of measurement in modern industry is an important aspect of number that may be made the basis for much of the work in decimals. Thru the study of facts revealed by science the pupil should learn to realize the value of accurate, precise information as a basis of solving problems of everyday life.

To understand much of what he reads in books, magazines, and newspapers the pupil must have a clear understanding of the quantitative concepts involved and the vocabulary that is used. The school must therefore give the pupil practise in reading and interpreting statistical and tabular material, graphs, charts, and diagrams. Hutchinson has shown that such materials are often included in history, geography, and civics textbooks but that in these books very little instruction is given as to how to use them in connection with the accompanying discussion. Apparently the arithmetic class must provide the practise needed to learn to understand them. As Dr. Judd has pointed out, arithmetic is emphatically not a tool subject; number must be conceived of as a "mode of thought."

Education and World Business

OUR capitalistic system is being weighed in the balance. We are facing the rising tide of communism. Business has become a world aspect and is badly out of joint. The spirit of economic and political change is sweeping nations off their foundations. Our individualistic democracy, while it contains the virtues which made our country prosperous in the past, now shows fundamental faults which must be recognized and corrected before it is too late. Reformation is better than revolution. We are living in the twentieth century in material progress but still in the eighteenth century in the distribution of the comforts of life and rewards of labor.

This worldwide distress which has been visited upon us is due to a concurrence of causes among which are readjustments required by the scientific revolution thru which we are passing, an antiquated economic system which fails to correlate the machinery of production with the distribution of human necessities, social abnormalities created and exaggerated by the World War which took millions out of their adjusted relationships and projected them into a new world, unwarranted extravagance in governments thruout the world, excessive military expenditures in support of mistrust, and lack of adjustment of artificial trade barriers to harmonize with costs in competing countries.

We need leaders who can interpret the trends of the present depression in terms of human needs and find a way to prevent a periodical recurrence of calamity. We have the strange anomaly of vast stores of food at hand. Civilization will not be safe for some until it becomes safe for all. We must find a way to guarantee work for all; we must find a way to indemnify against penury in old age; we must find a way to relieve mankind of that fear which preys upon its vitality and makes him inefficient in service.

Already one great nation has uprooted humanity, overturned a long-time civilization, completely destroyed an existing order, and set about erecting a new social, economic, and political regime. The spirit of change, of revolution is sweeping the nations off their oldtime foundations, destroying the institutions of the past, and erecting an entirely new and untried order.

The revival of the business of the world must depend upon a vast scheme of correlation and cooperation in this internationalized world. Today no man, no nation can live alone. There comes a time when nations must cease to be provincial. They must get ready to take care of the flood-tide of business and commerce when proper correlation, cooperation, and readjustment shall have healed the wounds of the world.

Education must play a great part in any reconstruction or readjustment which comes. Yet education is a two-edged sword. It makes men restless under misfortune and abuse; it gives power to the masses to overturn existing orders. Men readily turn to the theories and doctrines which they believe will give them what they wish. Once they have suffered disappointment and disillusionment they discard their dogmas and their idols.

Education is the chief ally of business and the foundation of good government. Its value to the business of the world is in direct ratio to its spread among the people. Refinement in education calls for refinement and increase in the comforts and pleasures of life. Education prepares people to absorb the products of industry. Primitive people do not materially aid markets and economic advancement must depend on the quantity and quality of the education people receive. At the present hour education needs the support of business if it would do its full share in reestablishing the business equilibrium of the internationalized world.—Augustus O. Thomas at Los Angeles, June 30, 1931.

The John Newbery Prize Book

"ONCE UPON A TIME," begins the latest Newbery medal book which is a story of a poor young Japanese artist, his old housekeeper, and a lovely little white cat with yellow and black spots on her sides, "like a white flower on which butterflies of two kinds have alighted."

Besides being a charming animal story *The Cat Who Went to Heaven* interprets on the child's level the kindliness, courtesy, and religious feeling of Japan. The legends of the snail, elephant, horse, and other animals which had rendered service to Buddha or in whose forms he was once incarnated are woven into a connected story as the artist "dipped his brush in spring water, touched it with ink, and drew" their pictures. Mary Gould Davis, supervisor of storytelling in the New York Public Library, says:

It is a treasure to storytellers—this book. Very seldom in modern stories do we find in so marked a degree this "tellable" quality. Each time that the young artist lays down his brush there is opportunity for the storyteller to use one of the most precious of his assets—the pause. Yet the structure never breaks. It builds surely and swiftly up to the heart of the story when the artist lifts his brush once more—and paints the Cat!

Why there was any uncertainty about including the cat among the animals whose pictures were to be in the great temple painting of the Buddha, you will find out when you read the book.

The John Newbery medal is awarded each year for the most distinguished contribution to children's literature and is selected by a committee of the American Library Association. The author of *The Cat Who Went to Heaven* is Elizabeth Coatsworth, a New England woman who has written poetry for adults and other books for children: *The Cat and the Captain, Toutou in Bondage, The Sun's Diary,* and *The Boy with the Parrot.* She has traveled since she was a little girl. Egypt, the Orient, Mexico, Guatemala, Morocco, and Europe are some of the places she has visited. She likes and understands far-off places and has written her children's books for fun! Now that she is Mrs. Henry Beston and has a little

Bachrach

Elizabeth Coatsworth Beston and daughter

daughter, her interest in children will not grow less. Mrs. Beston says that she has always enjoyed children and that "the small boy next door had all the songs in *The Cat and the Captain* tried on him when he was about four or five years old." How she came to write *The Cat Who Went to Heaven* is told by Mrs. Beston:

So many elements go into writing a book that it is difficult to unravel the strands. In the case of *The Cat Who Went to Heaven* I can trace a lifelong interest in legends which turned as I grew older into an interest in religious myths, joined to a year in the Orient, a large family of Maine cats, and a period of leisure in a small house between the bare hills of California and the sea.

The year in the Orient came immediately after graduation and still has many of the qualities of a dream. We traveled, my mother, sister, and I, in a leisurely fashion following our whims. It was just before America entered the World War and there were few tourists. We slept on the floors of Japanese inns; we watched the princesses of Java practise their dances in palace courtyards while guards with drawn swords paced about their pavilion. We dreamed on the steps of Borodoedoer with the carved terraces behind us where bas-reliefs told in an endless frieze of the lives of Buddha as a whale, a beggar, or a king.

China we saw in the spring. But the whole medieval, other-world aspect of that year came to its climax in May when we went with a cortege of 18 Korean peasants for a journey thru the Diamond Mountains, then very difficult of access. We stayed at beautiful old Buddhist monasteries, lying under the thousand peaks that lift like praying hands.

Being young I responded to all these things to the bone; but a book of poetry and a few travel articles were all that came of it in a literary way for some time. But the emotion lay fallow. Meantime our lives moved to New England and there my sister, on a motor trip to Maine, bought two kittens, Sally and Augusta, which soon with a redoubtable punctuality began flooding Hingham with a race of black and white cats. From this race came my own cat who was the hero of *The Cat and the Captain;* and later the idea of the little cat, Good Fortune, of *The Cat Who Went to Heaven.*

These three elements—interest in myths, memories of the Orient, and delight in the ways of cats—met and blended together during a time of comparative leisure in California. I was to be married in June but it was February. My mother and I were staying in a house always within sound of the Pacific where every wind was aromatic with sagebrush. I can't now remember how the idea for *The Cat Who Went to Heaven* came to me. Once come, it worked itself out almost breathlessly and was written in a mood of pure joy. But in naming the little cat I had no idea of what good fortune she was to bring to me as well as to her master.

The poetic quality of Elizabeth Coatsworth's prose is evident in *The Cat.* The illustrations by Lynd Ward fit the story. They truly look as tho they were original drawings on which the ink had scarcely dried.

John Newbery was a London bookseller of the 18th century who was the first person to publish books for children. The Newbery medal books are:

The Story of Mankind [Liveright] by Hendrik Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribner's] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty: Her First Hundred Years* [Macmillan] by Rachel Field; and *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth.

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Mental Hygiene and Classroom Procedure

CAROLINE B. ZACHRY

Director, Mental Hygiene Institute, State Teachers College, Upper Montclair, N. J.

IN VISITING the classrooms of our country we find that two opposed points of view underlie their procedures. Let us examine an extreme example of each type.

In the first classroom everything is very definitely planned. A program informs us as to what the children will be doing every 20-minute or half-hour period of the day. The lessons planned for each day are based on a curriculum set up by a state department to be taught to all the children of that grade in the state. The subjectmatter of this curriculum must be mastered by the child if he is to be promoted to the next grade. Each bit of activity is separately labeled. Examining the English work we find that spelling is taught as spelling, the words dictated by the teacher and written in columns. Formal grammar is usually taught from a prescribed textbook. Composition topics are assigned weekly and a definite form of composition adhered to. Penmanship drills come at regular intervals. All of the child's activities are carefully supervised. If necessity demands that the class move from room to room it does so in line, the order of that line dictated by the teacher. A child's behavior during class is prescribed. He must raise his hand if he wishes to speak or to leave his seat and he must get special permission to leave the room.

In some schools all of the child's activity is carried on under the guidance of one teacher. In other schools there are special supervisors. In still other situations, as in platoon schools, the children change teachers, often classrooms, approximately every half hour. Each new bit of work is a unit in itself and is presented by a different personality.

Looking into a classroom which represents the other extreme we find some children sitting at their desks or work tables, working alone, while others are sitting around a library table where one child is reading aloud. Four children in one corner of the room are on the floor drawing on a large sheet of manila paper. Another group is holding a committee meeting in a corner. The class magazine is coming out in a few days. The children at their seats have had their manuscripts returned by the editor for correction and improvement. They are busy with this task. The group at the library table has turned in some rather crudely written adventure stories. One of the group is reading aloud an adventure story suggested by the teacher. They are attempting to find out what constitutes a wellwritten story. The youngsters working on the manila paper are drawing a poster to advertise their magazine. The committee we see in the midst of a heated discussion is the news editors deciding how their items should be written. In this classroom we find that subjectmatter is not clearly differentiated. Literature, spelling, penmanship, punctuation, literary and newspaper forms, as well as art and skill in printing are learned, not in order to get good marks and gain promotion to the next grade but as means toward a very definite and much wished-for end. This subjectmatter has not been planned by a state department but by teacher and pupils.

The child's behavior is not prescribed for him in advance. It is determined, as in life, by the necessity of the situation. When he fails to show good judgment in regard to his behavior the matter is brought to his attention either thru his mistakes or by his contemporaries or his teachers in terms of the situation at hand. Thruout the elementary school, or the first six grades at least, he is responsible primarily to one teacher.

What are the contrasting points of view underlying these two types of educational procedure and what is their significance for mental hygiene? The work of the first classroom is based on the assumption that society is static. Following this assumption a curriculum is made up of those knowledges and skills which an adult needs to live in the social setting of today. To prepare the child to meet adult life, then, a body of facts and skills must be learned by him and stored up for the future. The values involved are always deferred. The work of the kindergarten is planned to prepare the child to meet the contingencies of the primary grades. The elementary school is a preparation for high school and high-school pupils are constantly threatened by the necessity of passing college examinations.

The work of the more progressive classroom is based on a recognition of the fact that society is dynamic and that it is changing so rapidly that we cannot hope to store up knowledges and skills to meet the future. From this point of view the best preparation for adult life is the ability to face presentday situations adequately. In other words the teacher's task in getting children ready to meet life in the future is to help them to learn to meet it now—to face the problems of life as they arise. Is this not precisely what the mental hygienist is asking us to do when he urges us to help children to face reality? The classroom which provides an environment most nearly lifelike is the one in which life's realities are faced. The first type of classroom is so artificial in its setup that life problems do not have an opportunity to arise.

Values in the progressive classroom are not deferred. The piece of work that the child accomplishes is of value to him because he has succeeded in doing the job that he helped to plan in terms of his own needs and the needs of the group. He did not learn to spell or to punctuate so as to get a good mark and be promoted to the next grade but in order to write a story good enough to be accepted by his class paper which is determining its standards by those which are acceptable in life. His satisfaction and the satisfaction of the class come from accomplishing a purpose of which they are aware, not from receiving a mark artificially determined by the school or teacher.

The mentally healthy child has to have a reasonable feeling of success and the realization that he can do most things as well as his contemporaries and a few things a little better. The freer, more progressive type of classroom provides more opportunities for this feeling of success to children of a wider range of abilities. In the formal English class described each child must achieve in the same way and his achievement is measured by that of his contemporaries and rewarded by a mark. In the progressive English group the highly imaginative daydreamer may get a constructive outlet for his dreams in the writing of an imaginative story or poem. The child whose imagination is not so keen has the opportunity to achieve success in writing news items or other matter-of-fact material clearly and interestingly. The child with less creative ability in writing achieves a feeling of success and satisfaction in accomplishing some

of the mechanical jobs involved in the preparation and distribution of the magazine. Only one who has worked with a group of youngsters on such projects can realize fully the numerous opportunities which present themselves for finding oneself in the group and achieving success. Both from the point of view of education and mental hygiene a note of warning must be sounded here for the progressive teacher. We have to be careful that the intellectually superior or emotionally secure children do not run the situation to the disadvantage of the less well endowed or less secure children. This is one of the teacher's definite roles as guide in the situation.

Another mental hygiene principle applies here: The child needs a feeling of security in the school situation as well as at home. He needs the security of the affection of his teacher and the knowledge that he is wanted by his classmates. He also needs security in assurance as to what is expected of him in the classroom situation. In either type of classroom he may be sure of the interest and affection of his teacher and the social approval of his classmates. The formal teacher is more definite in her statement as to what is expected of the child. The progressive teacher needs to be reminded that children are in the process of growing to the place where they can make their own decisions. Their past experiences at home and school determine to what extent they can do their own planning. In the meantime they need the security of an adult to plan for them. The wise parent and the wise teacher could give the child security and at the same time allow him the freedom to grow up. This must be borne in mind in helping him to achieve the ability to do his own planning. When his plans are his own his work is obviously more definite and clear to him than it can ever be when it is superimposed by the teacher. *This need for security points out one of the dangers of having the child come in contact with too many teacher personalities during the day. The little child needs the stability of one teacher personality to turn to Many of our seventh-grade problems arise from the fact that the transition from one teacher to many is made too suddenly.*

So much for security. What of the freedom to grow up? How can a child learn to behave in life situations when he is not given an opportunity to behave in school? Can he develop judgment in regard to social conduct when his conduct is so definitely prescribed and is not paralleled with anything in life itself? Is there not a danger that strict obedience and looking to authority will tend to keep the child dependent? Is not part of the weaning process involved in giving him the freedom of making his own choices? Will not life give him sufficient discipline if he learns to face all of its contingencies in as mature a way as possible? Both parents and teachers often tend to protect children from some of their rightful responsibilities and difficulties in life and then set up artificial means of discipline, feeling that discipline is essential to character. True it is—but it is the discipline of facing reality squarely, not of obedience for obedience' sake.

The contrast most significant for mental hygiene in these two types of classroom procedure is this: In the formal classroom a series of disconnected tasks is determined by the makers of the curriculum and imposed on the child by the teacher. The child who succeeds in this situation develops the ability to give just enough of himself to the task at hand to "get by" while the rest of himself is involved with more challenging interests. The child's task in a progressive classroom is based on his own purposes and is the result of his conscious needs. His subjectmatter is essential to the accomplishment of these purposes and toward this end he musters all of his powers.

Special Resolutions Adopted at Los Angeles

WHEREAS, The widespread economic disturbance thru which the United States and other nations of the world are passing is evidence of serious social-economic maladjustment; and ¶WHEREAS, The education of the people of a democracy determines its method of dealing with social-economic problems; ¶Therefore BE IT RESOLVED: That the Board of Directors of the National Education Association recommends to the President of the Association the appointment of a committee of not more than ten to propose to the Association desirable social-economic goals of America and that the committee indicate the materials and methods which the schools of the nation should use to attain these goals; and BE IT FURTHER RESOLVED: That the sum of $10,000, or such part thereof as may be necessary, is hereby appropriated for the use of said committee, no part of which shall be used for personal or travel expenses of members of the committee.—*Adopted by the Board of Directors, June 27, 1931.*

The First National Conference on Rural Education, called jointly by the National Education Association, the United States Office of Education, and the National Congress of Parents and Teachers, meeting in Los Angeles, California, July 2, 1931, believes: That a wholesome and happy rural life is fundamentally essential to the highest social, economic, and political achievement of America. It believes that the foundation for such a life can be found only in adequate education and cultural opportunities for both children and adults in farm communities. ¶This Conference believes that the problems of rural education are so far-reaching and difficult as to require for their solution the combined efforts of many lay and professional agencies. ¶This Conference recommends that there be held in the nation's capital a national conference on rural education and culture, following the general plan of the White House Conference on Child Health and Protection; that this national conference be followed by similar state conferences to be arranged by the governors in cooperation with the educational agencies and organizations of the various states. ¶This First National Conference on Rural Education recommends that the President of the National Education Association, in cooperation with other agencies, appoint a committee to take up this project with the President of the United States to the end that there may be a vigorous, nationwide campaign for equal opportunity for rural children and the development of an adequate rural culture in America.—*Adopted by the Conference on Rural Education, July 2, 1931.*

American Education Week 1931

THE ELEVENTH ANNUAL American Education Week will be observed November 9-15. The program will be sponsored as it has been for a decade by the United States Office of Education, the American Legion, and the National Education Association.

Not for many years have the schools so needed the support which comes from understanding and appreciative cooperation. In hundreds of communities during American Education Week, teachers will begin or improve plans to interpret to the public the aims, needs, and achievements of the schools.

The schools belong to the people. They are an expression of the hopes of the people for the future of their children and of the nation.

The responsibility of the schools does not belong to any special class; it rests upon all the people. The schools shape the life of tomorrow and it is as important for citizens generally to share in this responsibility as it is for them to participate in government and public order. If all citizens are to have a part in shaping tomorrow's world thru education they must not only be informed; they must be inspired to take an active part.

A continuing, day-by-day program of educational interpretation *informs* the public. A period each year devoted to the cooperation of all citizens in plans to promote educational progress provides for the *participation* of the public. American Education Week is an appropriate time for this participation. Thruout the nation the attention of citizens is focused upon the schools. The press, the radio, the pulpit, and platform—great forums of public opinion—evaluate the educational opportunities which American children enjoy, and turn the thought of the public toward means of making these opportunities richer for the individual and more effective in national life.

During American Education Week the doors of thousands of schoolrooms are open. Citizens are especially invited to inspect the work of the schools this week when, by special arrangement of school programs, more can be seen in less time than upon the casual visits of other seasons of the year.

AMERICAN EDUCATION WEEK

November 9-15, 1931

General Topic: What the Schools are Helping America to Achieve

Monday—In Economic Progress

Tuesday—In Child Health and Protection

Wednesday—In Citizenship and Loyalty to Law

Thursday—In Improvement of Rural Living

Friday—Thru a Higher Level of Intellectual Life

Saturday—Thru the Enrichment of Adult Life

Sunday—Thru High Ideals of Character and Home Life

Additional material to be used in planning American Education Week programs may be obtained from the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C.

In the schools themselves pupils, teachers, and school officers define more sharply the aims of education and critically test the extent to which they have been achieved. Achievements are exhibited and discussed by faculty and patrons together. Community clubs, parent-teacher associations, and other organizations of serious purpose discuss education; their members inspect the schools.

There are many agencies in every community bearing upon the mental, physical, and moral welfare of children. The school, the home, the church, the theater, the radio, the public health service, a host of growing juvenile organizations—every institution, service, individual or collective activity of the community makes a difference in the way we think and feel and act. Each has some effect upon health and happiness and upon the complete development of useful citizens.

The American Education Week program has an integrating function. It ties together in an effective way the efforts the whole community is making to achieve the seven cardinal objectives of education—sound health, worthy home membership, skill and interest in learning, citizenship and world goodwill, vocational effectiveness, worthy use of leisure, and ethical character.

The 1931 program is selected by the sponsoring organizations to place emphasis upon topics of vital and wide interest. The schools have an important part to play in economic progress. Education creates demand and furnishes the vocational skill with which to satisfy it. It helps the individual to plan a life enriched by health, wholesome recreations, and ability to appreciate and create the beautiful things of life, in spite of the limitations of monotonous machine production.

The schools play a fundamental role in child health and protection. They keep alive ideals of good citizenship even in times of economic and political stress. A common education for all the children of all the people unifies national life.

The rural schools are meeting the problem of educating a new generation for a new day on the farm. A higher level of intellectual life, advancing standards of living, high ideals of character and home are achievements which the schools are helping the nation to attain.

What the schools are helping America to achieve is an inspiring general topic for a program designed to renew the devotion of the American people to education as a foundation for democratic government and to arouse their interest and cooperation in the still more effective work of the schools. The contributions of education to life grow out of the hopes of the people for the future of their children. During American Education Week these hopes are expressed.

THE AMERICAN HOME is still an educational institution. A revolution in home economy has relegated many former functions of the home entirely to outside hands. Specialists bake the bread once prepared in home ovens; power machinery has displaced the fireside spinning wheel and loom; the commercial laundry has made the kitchen washtub a memory of days that are rapidly passing. We are happy to release some of the drudgery of the oldtime home to specialized hands, but we cannot delegate, without further thought, the training of our children to even the most trusted professional group. The home cannot forget this responsibility. Parents need frequently to visit the schools and to confer with the teachers of their children. In the process of education, home and school must work together. American Education Week is a nationally accepted period for special emphasis upon such cooperation. Its year-by-year observance in hundreds of American communities is bringing home and school together in the solution of common problems. It helps keep the home alive to its educational responsibilities.—Willis A. Sutton, president of the National Education Association, 1930-31.

The Press Interprets the School

Education for Worthy Home Membership Aim

In order that closer cooperation may be created between the parents and teachers of the city to foster good fellowship and to bring home and school ... for the welfare of the child, a parent-teacher association ... the school districts of Huntington.

The organization ... is national in scope. ... gress of Parents and T...

EDUCATION WEEK TO BE OBSERVED

"Know Your School" Theme for Wednesday

Wednesday is designed as "Know Your School Day" in the National Education Week program planned by the American Legion and the National Educatio... These informative ... pared by the begin... class of Huntingto... The staff for today ... Wilbur Piepenbrink ... Lobdell, Ray La...

National Education Week

"Education for Faithful Citizen... for Monday in ... ational Education ... d by the Ameri... he National Edu... "To show the ... schools, material ... to demonstrate

Health and Safety Friday School Topic

"Education for Health and Safety" is the topic f... tional Education ... gram is sponsored ... can Legion and Na... association each ... week of Armistice ... ticles telling of t... are prepared by ... journalism class

PUPILS DOING PART OF WORK

Safety Patrols and Monitors ... st in City's Grades

PARENTS EVINCE GREAT INTER... IN SCHOOL'S W...

35,000 Leaflets Issued Describing Open School Week

SCHOOL CHILDREN ENTERTAIN PARENTS

tudents of ... ol presented ... of original ... program ... ol auditori... nt. Upper ... the c...

Schools Of State To Observe Special Educational Program

During American Education Week many newspapers increase the amount of space devoted to news of educational affairs. Great city dailies, rural weeklies, educational and religious journals, trade papers, the official organs of business and fraternal societies, and service clubs devote space to the aims, needs, and achievements of the schools.

Announcements of the program of American Education Week, reports of meetings and exhibits, feature articles on courses of study, methods of teaching, and the cardinal objectives of education frequently appear in the press during this significant event. Cartoons, editorials, and photographs help focus public thought upon the educational opportunities of our children.

Thursday Is "School Opportunity Day"

Thursday is "School Opportun...

WILSON PUPILS SCORE HIT AS PARENTS' HOSTS

Scholars Present Skits as Closi... of Education Art Exhibit i...

Students of Wilson ... tained parents and ... night with a number o... ned and produced by ... themselves, in the sch... as the concluding ev... school's participation ... Education week. At th... of the entertainment, ... visited the art exhibit ... been held at the school

Parents See Displays in Classro...

More Than 1,000 V...

NEW YORK TIMES

487,000 VISITED CITY SCHOOLS

Gives Out Figures o... cation Week.

...WER THAN YEAR AG...

...ent Pleased at Interes... Pupils' Parents.

there was a decrease o... 00 from the record se... the number of parent... the public schools du... Open School Week, Su... of Schools O'Shea to...

EDUCATION WEEK AIDED BY LEGIONNAIRES

To Be Observed From November 11 to 17 Throughout the Nation

American Education week will be observed throughout the nation during the week of No... 1 to 17. This observance ... ch year during the week ... cludes Armistice day and ... red by the National Edu... association of the United

Dads Excel Mothers On School Quiz

SCHOOL TEACHER TO GIVE ACCOUNTING OF HIS WORK

Activities of Educators and Exposition of Modern Instruction Methods Will Be Discussed During Education Week.

BY THOMAS R. HENRY.

THIS week it is the school teacher who steps out in front of the thick curtain which hides the rather dusty back-stage region of the activities of a people, chats briefly on his work and aspirations and gets his merited and dignified applause.

For the past 10 years he probably has worked harder here in the United States than he ever worked before and has accomplished some tangible results, which are wholly deserving

Parents, Be Sure To Visit Your School Next Week

The Parent Teacher Association of Nyack is reminding the parents of the town that next week is Ed...

School," he ... visit the s... which fell ... year they ... Week is an ... the schools ... of such a w... The obje... is to ful... the grea... try. It...

Fathers and Mothers Who Pay All the Bills See Where Their Money Goes on Visit to School

RALEIGH, Nov. 9.—Beginning tomorrow and ending next Sunday the observance of American Education week will be held throughout ...

Schools Stress Home Membersh...

"Home and School Day: Educ... for Worthy Home Membership," the theme of Tuesday in Nati... Education Week, as sponsored by ... American Legion and the Nati... Education association. These art...

Grade Teacher Writes of Work Schools Are Doing to Bring About Fuller Lives Through Education

By FLORENCE E. HESS.

The twentieth century is often spoken of as the machine age. Automatic machinery is fast replacing the work of human hands. Within a century, the working day has been

KIWANIS OBSERVE EDUCATION WEEK

...Superinten... ...ls, Prin... ...ter ...ional Week

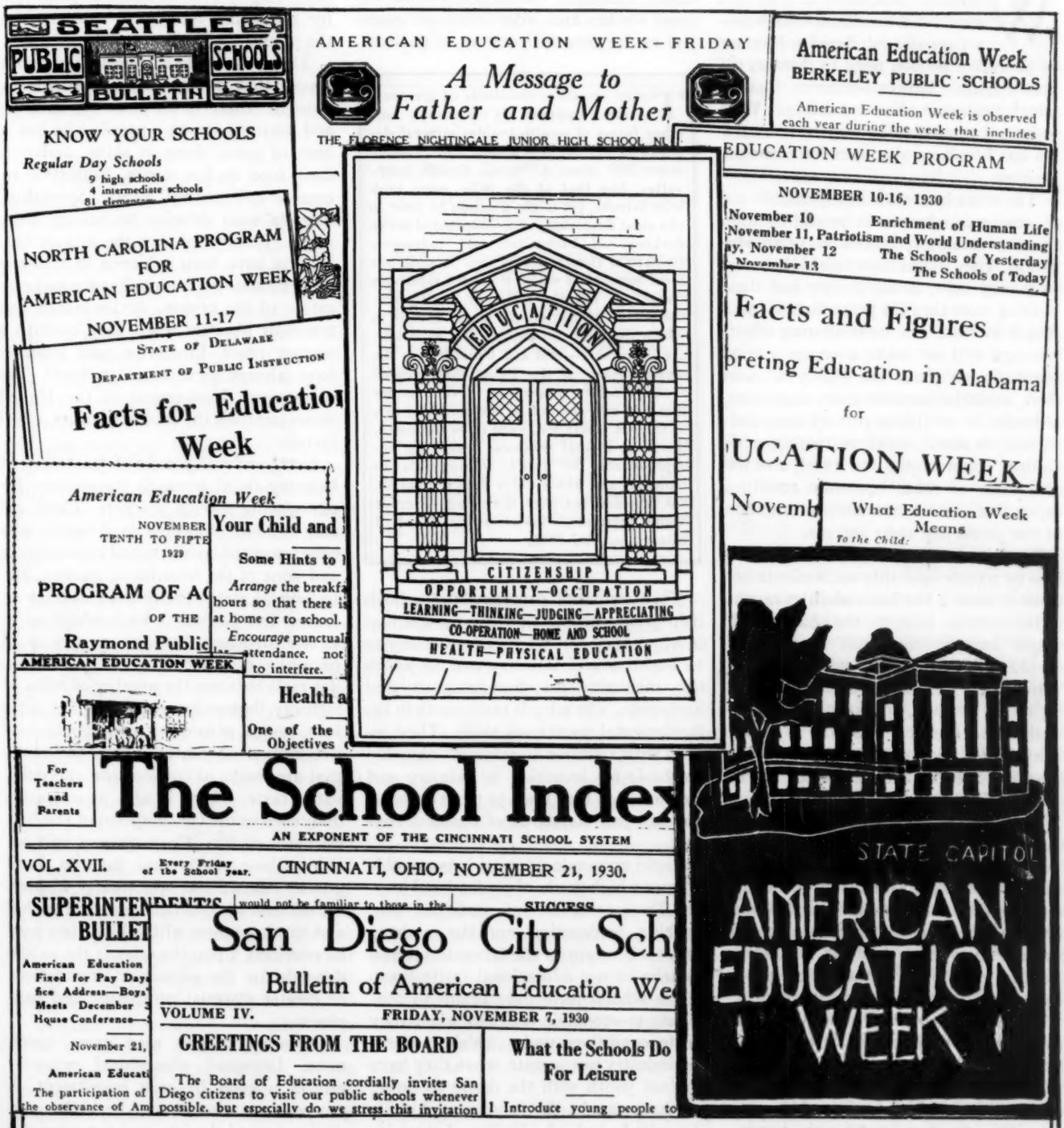
School Bell Rings Tonight For Parents of High School Students

Parents, Teachers Cooperate In Schools

Schools Provide For Leisure Activities

Health And Safety Sought By Schools

The Teachers Interpret the School



EACH COMMUNITY adapts the American Education Week program to local needs. States publish for distribution to the public during this week special bulletins explaining their legislative programs for school purposes, the administration of state school funds, expenditures for teaching service, school supplies, and buildings. They point out what the schools help the state to achieve in government, citizenship, wealth, and character. Cities and individual schools issue printed or mimeographed pamphlets portraying the activities of the local schools, what they teach, how they teach, and the results achieved.

The Schools and Economic Progress

WITHOUT EDUCATION America would still be what it once was—a partially inhabited wilderness of primitive people, prey to disease, exposure, and hunger—enemies against which ignorance offers no defence. With universal education the very name America has become a synonym for economic progress.

The schools are an indispensable aid to economic advance in providing even the most meager fundamentals of an education. They would have repaid their cost in money many times if they had done nothing more thru the years than to teach people to read. The most alluring advertisement will not make a savage a good purchaser. Without the ability to read there would be no newspapers, magazines, or books, no written or printed communications on stocks, markets, mining, agriculture, opportunities for travel, and the thousands of other economic activities depending upon systematic information of the public for their success.

The wheels of industry and transportation turn more smoothly each minute because of even a few basic abilities taught in the schools. Imagine the chaos which would immediately result if everyone should suddenly become unable to read "Stop" and "Go" signs, safety cautions, highway markers, package labels, or banknotes! Business was still in its infancy when taverns were forced to use pictures for signs and men made marks instead of signing their names.

Universal education makes possible stable government, without which no business or industrial venture can be safely undertaken. An efficient monetary and credit system, accepted weights and measures, the practises of bargaining and exchange have their basis in an understanding of simple mathematical processes that are learned in every school.

The schools teach the future workman health habits which make him a better producer over a longer period. They uphold high standards of honesty and integrity without which business is impossible. They teach respect for the ownership of property upon which our economic scheme is based. They teach respect for law and order which are essential to the peaceful conduct of business.

THERE ARE other standards of greatness besides vastness of territory; and other forms of wealth besides mineral deposits or agricultural exuberance. Though every hill were a Potosi, though every valley, like that of the Nile, were rank with fatness, yet might a nation be poor in the most desperate sense—benighted in the darkness of barbarism, and judgment-stricken of Heaven for its sins. A state has local boundaries which it cannot rightfully transcend; but the realm of intelligence, the sphere of charity, the moral domain in which the soul can expand and expatiate, are illimitable—vast and boundless as the omnipresence of the Being that created them. Worldly treasure is of that nature that rust may corrupt, or the moth destroy, or thieves steal; but, even upon the earth, there are mental treasures which are unapproachable by fraud, impregnable to violence, and whose value does not perish, but is redoubled with the using.—Horace Mann, secretary, Massachusetts Board of Education, 1837-1848.

Thru guidance programs the schools help young people find the occupations in which they can render effective service to business and industry and in which they themselves may find prosperity and happiness. The schools train youth in the fundamental vocational skills. They inspire with ambition to achieve. They lay the basis for invention in industry and for the vision that leads to more economical and just standards of business conduct.

Rapid economic progress is impossible without a high grade of professional service. The professions of medicine, law, teaching, engineering, and the ministry have their origin in the laboratories and libraries of our educational institutions.

The schools have only begun to contribute to economic progress when they create conditions under which business and industry can operate, when they have inspired youth with the desire to serve, and have taught the fundamental skills of service in making a livelihood at trades and professions. The schools contribute more largely still to national prosperity by furnishing intelligent consumers of the products of industry and business.

The wants of the savage are few and so simple that he can usually provide for himself. There is no place for industry and business among a people who live in huts of grass, dress in skins, and cook their food on hot stones. Education increases and refines wants. Specialized services soon develop to satisfy these wants. Thruout history the arts of civilization have been achieved to a degree proportionate to the intelligence and education of the people. Archeologists find traces of libraries when they unearth a market place. Education and business have always gone hand in hand. The commercial development of the United States parallels the evolution of its school systems.

Great undeveloped fields for American industry lie at home to compensate for our waning foreign markets. There are still millions of people in America who have few of the comforts and conveniences and none of the luxuries of modern life. In several states there is an average of four or five persons to each telephone in service. In others there are as many as 25 persons to each telephone. There is a similar ratio between the number of miles of highway, the number of automobiles, bathtubs, radios, pianos, pictures, books, and hundreds of other articles, large and small, that are marks of convenience and cultivated taste. There is also a noticeable difference in the consumption of the barest needs of life. These citizens will not enjoy these needs and luxuries until greater educational opportunity inspires the demand for them and creates the skill and earning power with which they may be provided. Upon the schools the nation depends for the permanent foundations of greater material prosperity and happiness.

Educated citizens earn more, spend more. Increased educational opportunity is a good business investment. A prosperous nation cannot be built upon the incomes of the ignorant nor upon the simple wants of the uneducated.

THE SCHOOLS are responsible in large degree for the great prosperity that has blessed America from the earliest days. Advances in culture and in standards of living are due in great part to advances in education made thru the schools, and these advances have led to a great increase in the consumption of goods of every conceivable kind. . . . Production, too, has been increased by education. The complex system of industry which produces the greatest variety of goods required by our complex civilization must have for its successful operation a great body of trained, educated, adaptable workers.—William J. Bogan, superintendent of schools, Chicago, Illinois.

The Schools and Improvement of Rural Living

THE ONEROOM RURAL SCHOOL played a basic role in early America. It kept alive the ideals of learning in days when physical power meant more than mental training in the art of making a living. The log school of the pioneers was a social and cultural center in which young and old met in the goodnatured rivalry of the singing school, the spelling bee, and the debating society. Its meager curriculum of reading, writing, and arithmetic trained our early leaders for their tasks in agriculture, in market place, and in legislative hall. Its stern discipline exacted obedience to the rules of good behavior and exhorted youth to respect the laws of God and man. The log school instiled ideals of honesty and integrity and devotion to common welfare. In these schools boys and girls acquired ambition to achieve and to serve. They learned to appreciate our great national heroes and gave their allegiance to American ideals. Thru the years the education provided by these schools has been the nation's strongest bond of loyalty.

Today there are more than 161,500 oneroom school buildings in the United States—more than 60 percent of the nation's schoolhouses. They are still playing as vital a part in the national life as meager support will permit.

The concentration of population and wealth in urban centers has enabled the schools of the cities to offer an educational opportunity far superior to that which farm children enjoy. Longer terms, better qualified teachers, safer and more sanitary buildings, a wider variety of courses, larger libraries, better equipped laboratories are found in our city schools. One of the first comments of foreign visitors is an expression of astonishment at the wide gap between our excellent city schools and our country schools.

Because 30 percent of our population lives on the farm, a fair start in life for rural boys and girls is a matter for the concern of all American citizens. Unified, permanent national development depends upon equalization of educational opportunity. Steps to equalize educational opportunity have already been taken by a number of states thru a more equitable distribution of the cost of supporting schools. Justice to all the children of America waits upon the interest of all the people.

THE FARM

The Best Home of the Family
Main Source of National Wealth
Foundation of Civilized Society
The Natural Providence

This inscription, profoundly significant of the wide recognition of agriculture in the life of the nation, is carved in stone over the entrance to the Union railroad station in Washington, D. C., almost under the shadow of the dome of the national Capitol.

While the United States has rapidly developed industrially, 30 percent of its people still make a living in agriculture and the whole nation depends upon the farm for food. Many great leaders in American life have come from the soil. Good farm schools and good farm homes increase both the material and human resources of the nation.

Progress in rural education depends in an important way upon the training and vision of the county superintendent. In 25 states these rural superintendents are elected by the people instead of being chosen by a board of education constituted to examine the qualifications of candidates or applicants for the position. Frequently, superintendents find themselves in charge of as many as 150 teachers scattered thruout a whole county, with no assistants, not even clerical help. The almost total absence of effective supervision in rural schools is readily understood. *In urban districts there is an average of 83 supervisors for every 100 schools; in rural districts there is an average of only six supervisors for every 100 schools.*

Many of the teachers of these oneroom schools are poorly prepared to do without the help of trained supervision. More than one fourth of them, according to a recent survey of the United States Office of Education, have not attended college more than six weeks. The average length of the rural school term is seven and one half months; city schools average a nine-months term.

Thus the farm boys and girls really go to elementary school only six and two thirds years, while city children have the advantage of eight years. It costs an average of $130 a year to give a city child a year's schooling; the rural child must get along on $75.

In many ways farm boys and girls must face a handicap in getting a fair start in life. They walk long distances to school, farm chores frequently make home study impossible, a high-school education often means living away from home.

There is a brighter side to rural living. There are good homes on the farm, homes unbroken by the employment of parents or children in factory or office. Farmers live in their homes. Each home member contributes his share of time and labor to supply home needs. Close comradeship of parents and children thru the years makes a difference in ideals of unselfishness, independence, honesty, and virtue, with which it has ever been the happy lot of good homes to inspire childhood. An understanding of nature, a love of freedom, a spirit of selfreliance fostered by the spaciousness of open fields, frankness, and fair dealing are characteristics of rural people.

From the agricultural districts the cities have for years drawn many of their leaders. The great present need is for leaders of farm life. Agriculture is in the midst of a revolution as significant as the industrial revolution. The whole machinery of agricultural production and farm economy is being made over. This transition calls for the best talent the nation has ever produced at any time for any purpose. This talent will come from the farm. It will be discovered and trained in farm schools.

THE FUTURE rural home and the future rural life should be the most attractive home and the most attractive life of all the ages, a home the child leaves with regret and returns to with outstretched arms, a home of plenty—fields, flocks, orchards, gardens—of beauty and grace, where intelligence, hospitality, culture and happiness abound. The folks who feed and clothe the nation and furnish the revivifying blood of our urban population are entitled to no less. It is on the way.—C. B. Smith in *The Country Life of the Nation.*

The Schools and Child Health and Protection

A PRINCIPAL TASK of the modern school is to lay the foundation for physical resistance to the increasing health and safety hazards of an industrial age. Crowded cities make precautions against disease epidemics more necessary each decade. The fast-moving machinery of manufacture and transportation, the widespread industrial use of inflammable chemicals, explosive gases, and poisonous drugs take a heavy toll of the ignorant and careless. The feverish haste of the modern world is a wearing strain upon physical and mental fiber which our pioneer forebears did not have to undergo. Indoor living, improper foods, irregular habits of eating and sleeping are frequently inescapable demands.

That men live longer and better is due to increasing knowledge of the science of health and the cooperative services of medicine and education in preventing and curing disease. The schools teach hygienic habits of living. They instruct youth in the dangers of narcotics, alcohol, and other poisons. More healthful clothes, more comfortable and better ventilated homes, cleaner streets and better planned cities are the results of education in sanitation.

The schools provide corrective exercises for physical defects. Many schools are equipped with medical and dental clinics to minister to needs as soon as they are discovered. Trained nurses detect disease before it reaches an advanced stage. Special type buildings are provided for crippled children, special care is given to the blind, open-air classes are organized for the anemic and tubercular, programs of mental hygiene promote the development of sound minds. Undernourished children are aided in maintaining a balanced diet. School lunchrooms furnish wholesome foods. Home economics classes teach the proper preparation of food for the home and the care of the sick. Courses in civics emphasize community sanitation and health. For superstition and neglect the schools have substituted a demand for skilled medical attention in the care and prevention of illness.

Modern schoolbuildings provide healthful housing. They safeguard against accident. They protect children from fire. They afford abundant light and air. They are kept clean and sanitary. They are equipped with facilities which promote personal cleanliness. They have gymnasiums and playfields for systematic play and exercise. Thru the age of most rapid physical development the schools, at every turn, provide a healthful environment, maintain healthful habits, keep children well in the present and lay the basis for healthy minds and bodies thruout life.

The schools protect not only against the ravages of disease, but against the dangers to sound health from commercial exploitation. The American child is kept in school until he is mature enough to take his place in wage-earning ranks. He is aided in the selection of an occupation to which he is fitted because of his ability and interest. He is taught the fundamental skills of a trade or is introduced to the lengthy process of preparation for a profession.

The schools protect childhood from dependency and delinquency. They encourage high ideals of personal achievement and public service, training skilful hands and alert minds for economic success and financial independence. They provide morally clean surroundings for children who otherwise might find associations among the idle and vicious. The schools promote high ideals of home life and fortify childhood against the high-power impact of new forces which are developing in our civilization.

One of the most significant contributions of the schools toward the protection of childhood from delinquency may be found in improved training for leisure. A revolution in domestic economy has removed from the management of the home many of the chores which occupied the free time of the sons and daughters of our forefathers. It is easy to spend these extra hours in commercialized amusements or recreations of doubtful value. As a substitute for entertainment in which participation is merely passive, the schools develop interest and skill in creative tasks. They inspire appreciation for the world's best literature, painting, and the other arts.

In the development of our national resources, in hopes for the future of the race, children are first. The White House Conference on Child Health and Protection called by the President to consider the welfare of childhood has completed two years of labor. The epoch-making findings of this Conference will enable school and community, state and nation, to begin a program of education and correction which will coordinate every agency in an effort to give every child in city and country a fair start in life.

THE PASSION of American fathers and mothers is to lift children to higher opportunities than they have themselves enjoyed. It burns like a flame in us as a people. Kindled in our country by its first pioneers, who came here to better the opportunities for their children rather than themselves, passed on from one generation to the next, it has never dimmed nor died. Indeed, human progress marches only when children excel their parents. In democracy our progress is the sum of progress of the individuals—that they each individually achieve to the full capacity of their abilities and character. Their varied personalities and abilities must be brought fully to bloom; they must not be mentally regimented to a single mold or the qualities of many will be stifled; the door of opportunity must be opened to each of them. —President Herbert Hoover.

OUR PROBLEMS and the future of our country are in the schoolrooms of America today. In them are the future presidents of our country as well as the racketeers. Every one of the elements of our future population is to be found there right now—the gamblers, the insane, the criminals, the prostitutes, as well as the business men and women, the lawyers, the physicians, the statesmen, the ministers, the laborers of the future, and, more significant than all, the mothers and the fathers of the days ahead. We can now say that we have the problem surrounded. It is there in our schoolrooms. It is within the joint responsibility of the home and the community, operating in immediate contact with the child.—Ray Lyman Wilbur, Secretary of the Interior.

Planning a Program

PLANS FOR AN EFFECTIVE American Education Week program will provide for the participation of the entire community—teachers, school officials, pupils, parents, and other citizens.

The chief school officials will usually take the lead. The first step is the appointment of a responsible committee which may be known as the American Education Week Committee. It should be selected as early as possible. Plans should be made well in advance. Outlines of these plans should be in the hands of representatives of every school and every community organization.

The American Legion, service clubs, parent-teacher associations, literary societies, fraternal, church, and young people's organizations will take part. Ask these groups to appoint committees to cooperate with the general American Education Week committees. Suggest to them programs which will be of most help to the schools and most consistent with the aims of the groups themselves.

Keep the local newspapers informed of progress from the start. Their support will arouse the interest of the community. Ask clergymen to direct the thoughts of their congregations to education during this week from the pulpit, thru special programs, and church bulletins.

Announce American Education Week on posters in store windows, street cars, and on billboards. Enlist the help of the art and printing departments of the schools. Write to the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C., for three-color illustrated announcement posters at low cost. Announce American Education Week in school newspapers, school bulletins, publications of the Chamber of Commerce, local hotels, and other advertisers' pamphlets carrying news items. Prepare a special booklet for distribution to parents during the observance of the week. Ask the mayor of your city and the governor of your state to issue a proclamation calling the attention of the public to American Education Week as an appropriate occasion to recognize what the schools are helping city, state, and nation to achieve.

EDUCATION IS a total community responsibility. It is not the sole business of a corps of principals and teachers, nor is the formal school the only agency in the educational process. While educators may lead the way, they cannot go far without the support and cooperation of other agencies in the community which are influencing the lives of the children . . . In working with the community we must not forget the influence of the newspaper . . . We bring the schools to the people also by having certain open days and open nights when parents and other citizens may visit the schools, see the classes in operation, observe our methods of instruction, and become acquainted with principals and teachers. Approximately 50,000 parents of Philadelphia school children visited the schools during American Education Week last fall as a result of the offer of this opportunity to them.—Edwin C. Broome, president of the Department of Superintendence of the National Education Association.

Plan exhibits of school work, display slides and films in theaters, arrange for addresses of teachers before local organizations, display books in public libraries. Plan local radio programs. Arrange for citizens to hear the nationwide broadcasts sponsored during American Education Week by the National Education Association, the American Legion, and the U. S. Office of Education. These radio programs include addresses by nationally-known educators and other important leaders in American life. Write to the Division of Publications of the National Education Association for an announcement of speakers and exact time of programs. Write to the editors of religious, trade, fraternal, and service club publications that circulate in your community, asking them to carry announcements of American Education Week.

What State Departments Can Do

Take the lead in developing a statewide program adapted to the needs of the state.

Issue bulletins of school facts important in their states.

Invite the governor to designate the week by proclamation.

What the Superintendent Can Do

Address the teachers in advance on the purposes of American Education Week.

Take the lead in developing a city or county-wide program.

Arrange with the Board of Education to take official action approving the observance of the week.

Make addresses before local organizations.

Coordinate thru his office all plans for the week.

Write letters to local organizations inviting them to participate in the program.

Publish for distribution to citizens a booklet on "Hometown Education Facts."

What the Principal Can Do

Arrange for committees from the school to cooperate with general committees.

Provide reference books, pamphlets, etc., constituting a special library on American Education Week for all workers.

Issue special invitations to parents to visit the school.

What Teachers Can Do

Visit the homes of their students.

Exhibit and demonstrate school work.

Serve on committees.

Talk before community organizations.

What Pupils Can Do

Demonstrate class work.

Prepare school exhibits.

Talk before school assemblies and community groups.

Make posters.

Have special programs at meetings of school clubs.

What Parent-Teacher Associations Can Do

Urge "Every home to entertain a teacher during American Education Week."

Get "Every parent in a school American Education Week."

Hold meetings to discuss school objectives and achievements.

Invite other civic organizations to have special programs.

Scores of other plans for the participation of teachers and others may be found in *Things To Do American Education Week,* from which the above suggestions were taken. This bulletin may be obtained from the Division of Publications of the National Education Association.

THERE IS a tendency for all social institutions to lag behind the industrial progress of a people. The only remedy for this lies in keeping the people themselves informed. In the small state of Rhode Island within a period of five years Henry Barnard found it necessary to hold eleven hundred meetings and to make fifteen hundred addresses. Nevertheless, this campaign put Rhode Island schools in step with Rhode Island progress. American Education Week affords every community an opportunity to consider its school situation, take stock, and plan for the future.—William John Cooper, U. S. Commissioner of Education.

Helpful References and Material

EVERY SCHOOL, under the direction of the principal or a committee of teachers selected for the purpose, will wish to provide a library of materials which can be made available to teachers, pupils, and parents for use in planning the program for American Education Week and in preparing addresses and writing articles. The following publications are especially selected because of their availability, their economy, their usefulness for the immediate purpose and for continued reference in the school library.

The Division of Publications of the National Education Association prepares helps for American Education Week, among which are:

Things To Do American Education Week—This mimeographed bulletin outlines the complete program of the week with suggestions for the cooperation of every appropriate community agency. It lists hundreds of references to books, magazines, and specially prepared materials helpful in preparing addresses and writing articles. It describes plans of committee organization that have proved successful in many communities. It lists plays, pageants, poems, and exercises that may be used in assembly or classroom American Education Week. This bulletin is rich with suggestions that may be adapted to any community. *Things To Do American Education Week 1930* was duplicated in its entirety by one state department of education and a copy presented to every city and county superintendent in the state. The price of *Things To Do American Education Week* is $1.

American Education Week Posters—Fourteen thousand posters were printed in 1930. The supply was exhausted before the observance began. An excellent means of interpretation, economical of time and money. Cost per set, $1.

An American Education Week announcement poster, artistically illustrated in color, may be obtained in quantities from the Division of Publications at low cost. These posters may be obtained on bristol board with selfsupport to display in windows, or on lighter stock for use on bulletin boards.

The School Home of Your Child—A four-page message to send into the homes during American Education Week. More than 50,000 of these have already been distributed. Cost, 100 copies, $1.25; 1000 copies, $9.

WHAT THE COMMON SCHOOLS HAVE HELPED AMERICA TO ACHIEVE

[1] Rapid rise to national greatness.
[2] Realization of democratic ideals.
[3] Quick conquest of a vast frontier.
[4] Widened opportunity for new citizens from overseas.
[5] The highest place ever accorded women.
[6] The ability to create, manage, and staff efficiently, large-scale production.
[7] The noblest standard of living ever realized over a large area.
[8] The highest level of intellectual life ever attained by the common people.
[9] Steady improvement in the art of self-government.
[10] Appreciation of the significance of childhood and the home life.

Research Bulletins—Publications of the NEA Research Division contain invaluable material for addresses and articles on such subjects as the ability of state and nation to support the schools, teachers salaries, tenure and retirement systems, school laws in the several states, old and new methods of taxation for schools. Cost, 25 cents each. Discounts for quantities.

Your library will help you compile sources of information. Suggested material for each day, selected from the lists of *Things To Do American Education Week*, follows:

Monday—*What the schools are helping America to achieve in economic progress.*

National Education Association Research Division. *The Schools and Business.* Price 20¢. Discounts for quantities. A valuable booklet to place in the hands of one hundred of your leading business men.

Committee on Public Information, North Carolina Education Association. *Education in 1900 and Now.* Raleigh, N. C.

NEA Research Division. *Investing in Public Education.* 8:166-220. Price, 25¢

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

White House Conference 1930. The Century Co.. Paper 50¢. Cloth $2. This epoch-making Conference called by President Hoover is just publishing its findings. They may be obtained in book and pamphlet form for study in clubs, classrooms, and parent-teacher associations.

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

Diemer, George W. and Mullen, Blanche V. *Pupil Citizenship.* World Book Co. 1930. 339p. $2.16.

Almack, John C. *Education for Citizenship.* Houghton Mifflin Co. 1924. 287p. $2.

Moore, Clyde B. *Citizenship Through Education.* American Book Co. 1929. 320p. $1.40.

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

Morgan, Joy Elmer. "Rural Life and the Rural School." In *Journal of the NEA,* 20:1, Jan., 1931, p10.

Anderson, J. T. "The County Superintendent." In *Journal of the NEA,* 20:1, Jan., 1931, p9.

National Education Association, Department of Rural Education Bulletin. *Special Problems in the Education of Rural Children.* Feb., 1931. Price, 25 cents.

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

Fisher, Dorothy Canfield. *Why Stop Learning?* Harcourt, Brace, 1928. $2.

Gray, William S. "Enjoyment of Good Literature." In *Journal of the NEA,* 20:3, March, 1931. p89.

Walker, J. E. "Hamilton County's Answer to Illiteracy." In *Journal of the NEA.* 19:2, Feb., 1930. p62.

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

Dean, Arthur. "The Enrichment of Adult Life." In *Journal of the NEA.* 20:2, Feb., 1931, p55.

"The Leisure of Tomorrow" [Editorial]. In *Journal of the NEA.* 19:1, Jan., 1930, p1.

Suzzallo, Henry. "The Use of Leisure." In *Journal of the NEA.* 19:4, April, 1930, p123.

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

Anderson, A. Helen. "Methods in Character Education." In *Journal of the NEA.* 20:1, Jan., 1931, p11.

Germane, C. E. and Germane, Edith Gayton. *Character Education: a Program for the School and the Home.* Silver, Burdett, 1929. $2.80.

THE National Education Association urges the continued observance of American Education Week in the belief that every citizen should be kept informed upon the work and needs of the schools. The Association appreciates the cooperation of the American Legion and other organizations in the development of this permanent, worldwide movement.—Resolution adopted at Atlanta, 1929. ¶The National Education Association urges the continued observance of American Education Week.—Resolution adopted at Columbus, 1930, and Los Angeles, 1931.

The Montefiore Special School

EDW. H. STULLKEN
Principal, Montefiore Special School, Chicago

THE MODERN city school system enrols many pupils who test the resourcefulness of any teacher and among these are a small minority of distinct behavior problems. Not the least of these behavior problems are the cases of the truant and socalled incorrigible boys. A generation ago truancy did not lead to such serious results as in this modern age. The original Tom Sawyer or Huck Finn usually did no more than pass the time fishing or playing pirate in the great outofdoors. His modern prototype in our congested industrial centers is unable to enjoy such harmless activities and is much more likely to spend his time when away from school in various gang activities or in "junking" which is often only a better name for petty stealing. He may even do shop lifting, purse snatching, jack rolling, or auto stealing.

Chicago, like every other large city, has its problem of dealing with such boys and thru its school system is doing all that is possible to prevent juvenile delinquencies. Special truant rooms, special clinical centers for the study of behavior, and the addition of a visiting teacher staff have all come, in part at least, as an attempt to check truancy and other and more serious antisocial behavior.

One of the latest additions to the various services offered to care for these boys with special needs is the work of the two new special schools for truant and problem boys. The first of these, the Montefiore School, was opened September, 1929, and cares for the underprivileged and unadjusted boys of the north and west sections of Chicago. The school enrols approximately 475 boys and is designed for those who need special attention educationally, psychologically, and medically. It is for boys who have fallen behind the grades in which other boys of their age belong. It is for boys who have been unable to get along in the regular schools, for those who need special methods, and for those who have interests and aptitudes which need to be discovered and developed. Reasons for their unadjustment in the regular schools are many and not necessarily the fault of the school. But whatever the reason, the boys transferred to the Montefiore are boys not wanted elsewhere and sad indeed is the boy who knows he is not wanted. It may be his own fault but yet he may be unable to readjust himself

A modern dental office in school

and needs special help. The boys of the Montefiore School are from 10 to 17 years of age and in addition to school adjustment many need medical and dental attention. Transfers are arranged thru the school authorities and boys are not committed to the school by court action. It is the intention to keep boys out of court if possible.

The classes in the school are small, averaging not over 25 boys per class. With small classes and additional equipment the teacher is able to give the problem boy the individual attention he needs. Teachers are specially selected because of training and experience which fit them for intelligent work with problem cases. All teachers have shown that they have special aptitude in dealing with boys.

The Chicago Board of Health furnishes the school with medical and dental services. A competent physician and nurse give every boy a complete examination in order to discover any physical impediments to his progress in school. The examining physician and nurse also confer with parents, visiting teachers, and others to recommend procedures and remedies in order to correct defects. An oral hygiene team examines the teeth of the boys in the school and a dentist furnished by the health department works in a wellequipped office provided in the building. The Board of Education furnishes a psychiatrist one day a week who handles all the severe cases of behavior difficulty. Many problems are also studied in cooperation with the Illinois Institute for Juvenile Research and other clinics.

A fulltime psychologist is assigned to the school by the Bureau of Child Study of the Board of Education. The psychologist determines the mental equipment, detects any mental handicap, and attempts to discover the special aptitudes of each boy so that he may be most advantageously placed in the various types of work offered by the school. A special speech teacher works at the school correcting the speech of those with defects. Individual work is also done with a group of boys having pronounced reading disabilities. These have all been given diagnostic reading tests to determine their particular difficulties. Visiting teachers do the social work and secure the confidence and cooperation of the boy and his parents in order to make the home, the school, and the various interested social agencies mutually helpful to the solution of the problems. Special teachers are provided for recreational work in order that the boys may be taught how to play as well as how to work. A friend of the school has provided playground apparatus, various indoor games, pool table, checker boards, and many other recreations that delight the heart of a boy. Efficient attendance supervisors check upon school absentees. A lunchroom under the care of a skilled teacher and dietitian provides food at cost. The lunchroom is used as an educational project so that the boys may learn the best eating habits. Public spirited citizens have made it possible to give free lunches to needy and undernourished boys who need special help in overcoming anemia and malnutrition.

A manual training shop, an electrical and metal shop, a reed-weaving and rugmaking room, all supplemented by work in mechanical and freehand drawing, interest boys to work with hands and machines. A science room, a library, a music

and dramatic room, and a special room for particular problems also furnish activities in addition to the work done in the academic classrooms. Books for the library are furnished in part by the Chicago Public Library. A shower and bathroom, with a matron in charge, makes it possible to bathe four or five boys every 30 minutes of the day. In addition to a small gymnasium, a gameroom has been installed and has much the atmosphere of a boys' club.

Work along several lines is being stressed. The staff is attempting to teach courtesy in word, action, and deed; cleanliness of body, mind, and speech; the fundamentals of an education; and the correction of physical and dental defects. The school is in session six and one-half hours daily five days a week and is open for all 12 months of the year. Every effort is being made to overcome retardation, to remedy defects, and to bring all boys back to their normal grade placement. *The small classes, the individual attention, the additional equipment, and the special services of medical, dental, psychological, psychiatric, and social workers make this possible.*

The Montefiore School offers unusual opportunity for services to boys needing special attention in their outofschool hours. Many of them come from broken home situations and from social environments not conducive to making good citizens unless aided by factors outside that environment. The school staff welcomes any services helping to meet these problems. Various agencies such as women's clubs, Kiwanis, Lions, the Junior Association of Commerce, the Y. M. C. A., and many others have assisted in different ways.

Many of the boys need vocational advice and help in becoming established in the business of earning a living when they leave the school, because of economic necessity. Such services are usually secured thru the vocational guidance bureau and thru the use of the "big brother" idea. Many of the boys have little pleasure in their lives; so worthwhile entertainments, excursions to points of interest, field trips, and parties are instrumental in helping them to become adjusted.

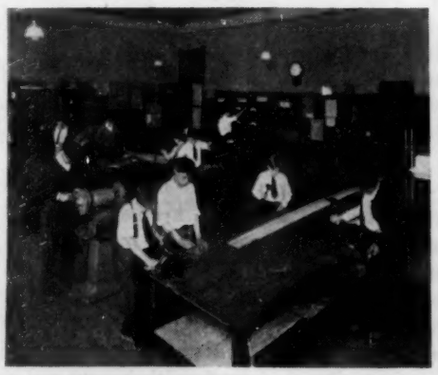
Psychiatrist giving individual Binet test

The school is also endeavoring to supply physical and bodily needs. The doctors have learned that the boys average four serious physical defects and that in addition 92 percent of them need dental care. As soon as these facts are learned in the case of each individual boy they are being corrected by using the services of different clinics and by securing funds from interested groups and individuals to help make corrections. Donations for a lunch fund have helped to feed hungry boys. Approximately 85 boys are fed daily. Such cases are thoroughly investigated by social workers before boys are given steady help. The school has over 250 cases of malnutrition and anemia and the boys need proper food to overcome this defect. A fund of approximately $1000 a year is needed to care for it. At present this fund is maintained by gifts from groups and individuals.

For the two years that the school has been in operation the average attendance has been over 87 percent and 40 percent of the boys give perfect attendance in spite of the fact that a majority of them have been sent to the school because of truancy. Careful study by teachers and psychologist discloses that boys in the school make much greater progress than is ordinarily expected. All of the school subjects show improvement and when measured on the basis of the school as a whole, improvement in reading is 126.6 percent, in spelling 101.5 percent, in arithmetic 167.9 percent, and in the other school subjects 132 percent. Individual cases of boys having almost a total reading disability when they came show as much as three and four years progress in one year. One hundred eighty-nine boys have been graduated from the eighth grade and have left school with a feeling of success instead of failure.

The work of the Juvenile Court has been materially reduced since the opening of the school and there is now no list of truant cases waiting to be heard by the judge. These facts seem to indicate that special education and special attention will prevent truancy and delinquency. Possibly the outstanding accomplishment of the school is the improvement in pupil conduct and in development of character.

Every boy who has been redirected becomes an asset instead of a liability to the community and while the Montefiore School claims to have performed no miracles it is making an honest effort to improve a condition which affects all schools and thru the schools the entire community. One boy expressed his liking for the school by saying, "It's a knockout. Here's where you get a break."



A sound mind and body are the foundations of a sound character. True education provides opportunity for building all three.

A Health Program for Teacher Training

CHARLES H. KEENE, M.D.
Professor of Hygiene, University of Buffalo

THE MOST HOLY *inheritance we have is our body, whence comes the physical, the mental, and the spiritual.*

The aim of health work in the schools is threefold: "*protection* from the acute and chronic infectious diseases, from the evils of poorly planned, poorly constructed, and poorly administered school buildings, and from the menace of the poorly trained teacher; *correction* of the defects which have arisen because of poor surroundings in the school, home, and community, lack of information on the part of parents and teachers, and as the sequelae of acute infections; *prevention* in the nature of a marked improvement in habits of living, a vigorous upbuilding of physique thru proper physical activities properly taught, thru proper content and arrangement of the school program, and thru the proper planning, construction, and sanitation of the school plant." [*The Physical Welfare of the School Child,* Charles H. Keene, Houghton Mifflin.]

In order to reach these goals the school health program may be divided into seven major parts: sanitation of the school plant, covering safe schoolhouse construction, the provision of health units, and the proper sanitary care of the building; a physical education broad enough in aim and content to provide the right kind of physical activity for every child every day, preferably outofdoors; such a hygienic arrangement of the daily program as will build bodies rather than break them; adequate provision for the health of the teacher, both at teachers colleges and universities and while actually teaching in private and public schools; training of teachers that will make them competent to teach certain parts of the health program such as physical education and hygiene and to assist school physicians and school nurses in health supervision; hygiene teaching which shall be a real health training and instruction leading to better health by the application of health information to daily habits; and, lastly, health supervision by means of school physicians, school nurses, dentists, and other specialists which shall include the control of communicable diseases, annual physical examination of each child, the correction of removable physical defects, the provision of school clinics where necessary, and the organization of special classes for those who are in any way physically and mentally handicapped.

IT IS NOT ENOUGH for the student to acquire a store of learning, a quickened imagination, a deepened appreciation of the treasures of art; ideals of personal conduct must be elevated and strengthened, the will must be tried and tempered, bodily health must be preserved and developed, healthful habits must be cultivated and established—the whole man must be coordinated and disciplined. There must be provision, furthermore, for wise relaxation and wholesome recreation and play. The upbuilding of men and women is a complex process. The college must broaden its program of training accordingly.—From the *Michigan Alumnus.*

"In matters of health, as in other things, school reform is always schoolmaster reform. For proper health training properly trained teachers are necessary. No textbooks, no rules for instruction and training, no code of health morals, no methods or devices, however clever, can take the place of good teachers." [*The Normal Mind,* William H. Burnham, D. Appleton & Co.]

A health program for teacher-training institutions is divided into two parts which necessarily run concurrently: *first,* the protection and health building of the student body in the institution. This includes consideration of health as the basis of admission to training, since no student should be admitted to a teacher-training institution who has not already established good health and a good disease-resisting physique. Safe, sanitary, and adequate housing is necessary for the best protection physically, socially, and morally of the students under training. Uptodate sanitation and adequate facilities for physical activities and recreation are equally necessary. Without good and ample food there can be no good health. The economical purchase of the right sort of foods is essential. These should be cooked and served attractively, under sanitary conditions. The dress of students, proper and sufficient recreation under trained supervision, and personal hygiene which translates information into good habits—all are needed to build further the health of the students received into training.

The *second* part of the health program has to do with the training of teachers for health activities. This includes two somewhat distinct types of training: first, that which is to be given to the classroom teacher so that she may function safely and adequately in building better health among children; and second, that which is given to the specialist in the health field, such as the teacher of physical education, of hygiene, of activities for special classes for the handicapped, and the educational training of school nurses and others.

The training of the classroom teacher is vital. As we are not able to finance enough specialists to carry out a universal health program in the schools such a program must depend for its success upon the classroom teacher. It is the major duty, then, of teacher-training institutions to "train classroom teachers in personal, school, and community hygiene; in physical education, including not only gymnasium activities, but athletics, plays and games, mass competitions, and in the organization of playgrounds and of general recreation; in definite instruction as to methods and devices for teaching hygiene and the various branches of physical education; and to give practical training and actual experience in making health examinations so that teachers may be of real assistance to the school nurse and school physician when such are provided by the board of education, or in order that they may, to some extent, take their places when this personnel is not provided."

The course in hygiene must strive for two things. Its *first* purpose is to establish in the life of the teacher uptodate and adequate health habits, to give her sufficient information so that she may know that adequate fresh air and sunshine, rest, sleep, food, exercise, recreation, and

good posture are essential; so that she may develop ideals of health and physical efficiency and build proper attitudes concerning her personal responsibility for the health of the community. The *second* purpose is to give to students in training enough information regarding content, methods, and devices so that as teachers they may establish good pupil health habits and hand on information, ideals, and attitudes to those in their classes. This teaching may well be a practical hygiene based on the personal health and physical examination of the pupil. While in training definite ideals regarding ventilation, lighting, cleanliness, proper facilities for drinking-water distribution and adequate and sanitary toilets should be established so that the need for the proper handling of these and how the children shall use them may be understood. The value of a hot luncheon served at school, particularly in rural schools, and the real purpose of nutrition classes should be firmly established in mind. A knowledge of the simpler community health problems is also essential.

Three aims should be kept in mind in the physical-education program in teacher-training institutions: *First,* we should improve the bodies of these physically immature students by requiring from them a sufficient amount of physical activity properly handled under good conditions of cleanliness, fresh air, and space—preferably outofdoors—so that they may become active and enthusiastic and build that reserve power and vitality which makes for energy and success; *second,* the material offered should be broad enough in type and scope so that they may have a good fund of information from which to draw material; and *third,* they should be trained in the modern methods and devices of teaching pupils who will later come to them, how to use and enjoy this health essential. This program necessitates a modern, safe, sanitary equipment, both indoors and out, including gymnasium, swimming pool, lockers, showers, playfields, and facilities for such individualistic games as handball, squash, tennis, swimming, and—for men—boxing and wrestling. These individualistic games are needed for student health and particularly so that these students may hand on to pupils a knowledge of these competitions which are the only kind that are largely useable in life after school days are done.

The best arrangement, assuming a period of at least three years of training, would seem to be that during the first year the available time for physical education be used in giving students personal practise in health and strength-building exercises and in establishing ideals of sportsmanship; during the second year, emphasis should be placed on their teaching members of their own squads or classes; and, during the senior year, repeated practise in handling children on the playground, in the gymnasium, and in the classroom should be offered.

PHYSICAL EDUCATION is not a technic, not a particular skill, indeed not a hygiene of physical exercise even, but rather a way of life. It is one of the agencies of education for the wholesome development of young people who will have skills for leisure and recreational uses because they have learned how to play. If education for life continues to mean a quickened imagination, broad interests, high ideals of personal conduct, an easy grace with the body, and a vitality to pursue tenaciously desired ends, then physical education in fostering a wholesome development of young people must be everywhere used and strengthened.—From *Athletics in Education* by Williams and Hughes.

During the weeks allotted to practise teaching the time schedule should be so arranged that there will be time and opportunity for teaching not only arithmetic, reading, and spelling but for teaching physical-education activities and modern hygiene.

Students in teacher-training institutions should participate actively in physical and health examinations so that they may be interested in these things as factors in the lives of their pupils, that they may assist school nurses and physicians in making such examinations, and that they may be able to carry on these examinations themselves if located in communities where no school nurses or physicians are available or where the law requires—as it does in some communities—that parts of these examinations be made by the classroom teacher. Here again the emphasis should be on the health side, not so much on finding the defects of the child as in finding out what he can do and what we as educators may do to improve his possibilities. The examination should include not only his physical condition but investigation of his habits as regard health matters. In the latter, special emphasis should be placed on food habits as well as on those relating to elimination, cleanliness, fresh air, rest, and sleep.

Thruout the training course at least five hours per week should be devoted to training teachers for their own health and for carrying on health and physical-education activities. This part of their training should total at least 16 percent of the total number of semester hours required for graduation.

Teacher-training institutions should make more definite effort to give health and physical-education training to teachers in service by means of extension and summer courses. Extension courses in physical education and in hygiene teaching should be maintained not only in the territory from which students are drawn but also at the school itself. These should be summer courses and regular term courses.

Teachers colleges cannot expect to carry on the various activities which have been mentioned without an expert in technic and information and a staff sufficiently large so that all things may be done well. As a means of guarding the health of the students a school physician should be employed, preferably in residence and on a fulltime basis. There should be on the faculty a trained nurse. There should be either dental clinics at the school or dental service made available at moderate cost. A trained nutrition worker who shall have direct charge of the meals, or at least plan menus, is a health essential. Trained instructors in physical education are necessary. This staff should be so broadly trained that it is possible to offer safely the multiplicity of activities needed and so intensively trained that they can teach others to build essential habits and coordinations.

It is just as true in a teacher-training institution as it is in any other school that members of the department of health and physical education cannot function fully or effectively unless they correlate their activities with those of other departments and exhibit interest and activity in other phases of education. It is not a department of nutrition, not a department of physical education, not a department of hygiene that we should aim to build but a department for improving the health, health knowledge and ideals, and health teaching methods of all the students and faculty. *Where there is no vision the people perish.*

Reality and Education

ARTHUR E. MORGAN
President, Antioch College, Yellow Springs, Ohio

BEFORE THE ADVENT of formal schooling, primitive people were educated almost entirely by their unorganized environment, just as among primitive peoples today the boys, by the unorganized contact of youth with maturity, learn everything their fathers knew. But men found that so far as liberal culture was concerned it could reach higher development in an organized environment. Hence our liberal educational systems. Later it was discovered that preparation for craftsmanship and technical skill could be brought to a higher plane by being organized and special institutions were created where an orderly environment could be furnished for the training of technical and professional students. Thus our trade schools grew into professional and technical schools. The passing on of the skills of music and art has followed much the same development.

From time to time, as some elements of human personality lacked the opportunity for adequate growth, special arrangements, special opportunities, and special disciplines and incentives have been made for the encouragement of those elements. But always we leave in the background the remainder of personality to be developed by the unorganized casual contacts of life; and, in general, the particular phases of personality which we are interested in developing in our institutions come to seem to us the most important parts. In our technical schools, for instance, we are so concerned with making a man a technician, a producing part of the community, that practically every element of his training relates to making him an effective technician. In our liberal colleges, where the chief aim is for broadening and deepening cultural traditions by introducing young men and women to great accomplishments in literature, art, history, and science, certain types of personality are emphasized and valued. And it is sometimes assumed that scholarship—learning from books—is the controling factor of life.

Both technical school and liberal college are apt to assume that the only elements of personality susceptible to education are those for which organized environments have already been created. I believe that we have been led by custom into this assumption; that it is without foundation in fact.

We speak of the "great tradition" of scholarship. It was the torch that kept the light of learning aglow during the Middle Ages. But I believe there is a greater tradition than scholarship which Americans tend to leave out of their educational program. It is the tradition of the common life, of that unorganized part of life whose common, everyday appraisals and judgments, whose feeling for the texture of life itself it is of vital importance that man should inherit and develop.

THIS is the first of a notable series of articles on higher education which are scheduled to appear in the JOURNAL during the coming months. Our colleges and universities face a gigantic task as they seek to adapt their work to the needs of the new age. Opportunities and responsibilities are greater today than in the past. The number of people who enter college has increased amazingly. It is heartening to realize that a new leadership is developing here and there and that great institutions are blazing new trails and opening pioneer paths. Pioneering is important now.

Because this tradition of the common life has been so native to us we have forgotten or ignored its existence; and now in modern life boys and girls, especially in our cities, are having but limited contact with their elders. They are missing that indefinite mass of country-living experience with its opportunities to get the evaluations of life that never go into books and to learn certain principles that rarely are taught in the classroom. To a large extent their experiences and associations are the specialized professional relationship with the teacher, with professional amusements, and with their own immature comrades. If society had to choose between scholarship and the common traditions of life as developers of its youth, it could better afford the loss of scholarship, much of a catastrophe as that would be.

The combined contributions of both traditions are, I believe, required to produce the sound, wellbalanced personality of the educated man or woman. The college should provide also those universal experiences and disciplines, those universal opportunities which will, to the greatest possible degree and in best proportion, supplement the academic program.

At Antioch we have found it desirable from two points of view to carry these combined college interests thru a period of five or six years. The common student practise of spending two or three years in a liberal course and the last three years in a technical school makes a sudden transition that tends to cause the influence of the years of liberal study to fade away. Persisting habits of liberal interests are more adequately established if they can be carried thru five or six years. Time is an essential element in development. The same is true of vocational preparation. This is, in the beginning, largely exploration. Not one student in three who goes to college has any sound basis for the choice of his vocation. Antioch, a liberal arts college, spends much time in helping its students to discover their callings and counts this one of the most valuable of its services. For the development of the whole personality we have adopted the cooperative plan of work. Our students alternate five- or ten-week periods of study with equal periods of practical work. They are with 175 different organizations in twelve states. They are, thru experience in real situations, developing qualities of initiative, selfreliance, responsibility, the ability to appraise life, to gain the "foresight thru understanding" of which Whitehead writes. They are learning lessons from work and from the human contacts that work brings. They are, we hope, becoming doers who think.

Our goal is not primarily scholarship; it is not primarily wise vocational choice nor outside apprenticeship to life. It is rather to see life as a whole; to bring into development the latent qualities of personality in the proportion that is important to the young person in question; to accustom youth to life so that after college he will meet it effectively.

THE LAW OF KINDNESS

GOOD AMERICANS try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed. Good Americans are kind. In America those who are different must live in the same communities. We are of many different sorts but we are one great people. Every unkindness hurts the common life; every kindness helps. Therefore:

[1] I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anyone.

[2] I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.

[3] I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite; rude people are not good Americans. I will not make unnecessary trouble for those who work for me nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty and will give help to those who are in need. [From the *Prize Morality Code,* widely used in schools.]

[This poster for your classroom is from the JOURNAL of the National Education Association. Copies on art paper; 20 for $1; $4 per 100; $30 per 1000. No. 20258.]

Schools That Are Prophecies

I WISH the JOURNAL the best of success particularly with the news items 'Schools That Are Prophecies' calling attention to significant, forward projects."—John A. Lester, director of guidance, Hill School, Pottstown, Pa.

This page of pioneering projects is worth keeping from the time it first appeared, March, 1931. It gives JOURNAL readers an opportunity to examine their work to discover what is vital; it encourages schools to be willing to try new things, to use their resources and initiative; and it brings to readers in concise form information which is suggestive and sources from which fuller information can be secured. Write to the superintendents of city, county, or state departments of education, to presidents of colleges, and principals of schools mentioned for additional information. The material on these pages is gathered from letters, educational magazines, bulletins and reports from state, county, and city departments of education. *Readers are invited to send material for this page.*

Elementary schools—With a desire to know the best side of American and Mexican life a friendly interchange of visits between San Diego, California, schools and Tia Juana schools in Mexico has been in progress for two years.

Rantoul is among the first schools in Illinois to inaugurate a daily 40-minute period of health education for all elementary grades.

Broadcasters of the radio program for elementary schools of Chicago are for the most part members of the school system and prepare their talks as volunteer service.

For five successive years every child in the Rockland school, Warren county, Virginia, is a "five-pointer."

High schools—The Woodrow Wilson Junior High School, Sioux City, Iowa, has class advisers who are allowed one free period a day to be used for individual conferences with children. This adviser acts as chairman of her group of home-room teachers. Subject failures were reduced 50 percent in the three semesters following the adviser-conference plan.

The Morrisville, Pa., high-school student council and faculty joint landscape committee have a five-year plan for landscape development of the school grounds, financed thru the student council.

The home economics and industrial arts teachers of East High School, Denver, have organized a course in "problems in everyday living" as an elective for seniors.

The New Haven, Connecticut, commercial high school has inaugurated the custom of planting memorial trees dedicated to teachers.

In the junior high schools of Little Rock, Arkansas, a free reading period is allowed each student for the reading of better books, magazines, and daily papers.

Colleges and universities—Ohio State University endeavors to orient freshmen to the life of the University by a freshman-week program. Among the events of the week is an interview between every freshman and some member of the faculty.

The University of Washington, Seattle, has inaugurated a plan whereby the school of education is bringing about a working cooperation with the public schools of the state that is mutually helpful to both. One member of the faculty divides his time between teaching graduate classes in school administration and visiting schools.

An experiment is now in operation at Colorado Agricultural College in granting credits for trade experience.

A series of conferences held last spring at the University of Kentucky on the improvement of college instruction will be continued as an annual activity.

Teachers colleges and normal schools—New York City's three normal schools will become four-year teachers colleges by recent enactment of the state legislature.

The public school art department of Southeastern State Teachers College at Durant, Oklahoma, offers assistance in the study of art to all the schools in the territory it serves. East Central State Teachers College at Ada, Oklahoma, follows the same plan of aiding the schools in its district.

City departments of education—Safford, Arizona, schools employ substitutes for teachers performing jury service and urge teachers not to apply for exemption from this service.

An experimental public school was held in Chicago for eight weeks last summer to discover and appreciate values in free or selfexpressive programs that can be secured under the circumstances that confront public school support and administration.

Teachers of Dallas, Texas, schools are allowed one semester hour of college credit for attendance at NEA conventions; also one semester hour for each two weeks of travel which is educational.

Since 1926 the department of attendance in the Providence, Rhode Island, schools has been removing the cause for truancy. Last year only 20 truancy cases in a school population of about 58,000 were brought into court.

County departments of education—Black Hawk county, Iowa, is carrying on a one-year demonstration of county library service, sponsored by the state library association, the state library commission, and other state groups. Ninety-six stations have been established in consolidated and one-room schools, in homes, and other places.

As a result of three years experience, a set of lessons has been made in correlating forestry with other studies in rural schools for Washtenaw county, Michigan. The lessons are based on actual forestry practise.

State departments of education—All books in favor of war have been abolished from school libraries in Austria.

More than 50 percent of the children of Massachusetts who are retarded are receiving special instruction; many communities have made provision for helping gifted children.

The common school fund of Oklahoma will be supplemented in the future by three-fourths of the funds derived from the state income tax.

Connecticut has a state plan for character education; Yale University cooperates.

"Connecticut, Massachusetts, New York, and Pennsylvania lead all the other states in the educational value of their school art work."—William Whitford.

France is interested in the possibilities of a rural book service and is studying the county library plan.

Education associations—The teacher welfare committee of the Utah Education Association is making a special study of group insurance.

The California Commission on the Study of Educational Problems recommends a thoughtful consideration on the part of school authorities of the matter of interruptions in the school program.

The Oregon State Teachers Association has a committee to adapt to the Oregon system the selfrating survey of state education systems prepared by the Research Division of the NEA.

The United States Office of Education

Is the United States increasing educational opportunities for its children?

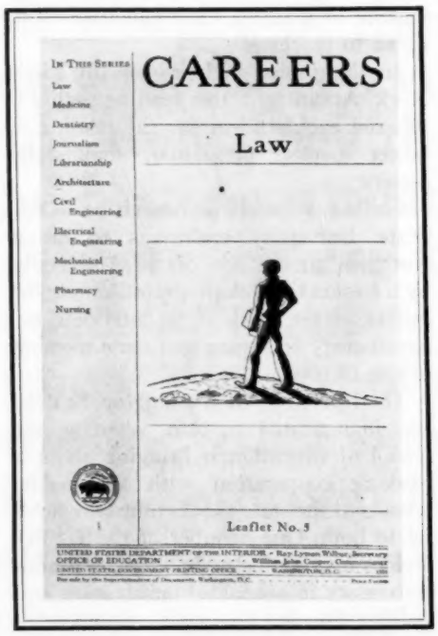
Are there any definite objective facts to convince a doubter that education is going forward in this country?

Information gathered recently in the federal Office of Education presents such facts: The average boy or girl of 1931 receives two more years of schooling than the average boy or girl of 1914. The average child is one of a class of 30 pupils while his father's 1910 class had 34 pupils. His chances of going to high school, which were but 1 in 10 in 1900, are now 50-50. His chances of going to college which were 1 in 33 in 1900 are now 1 in 6.

Two free publications—Two new Office of Education publications which will be sent free to any applicant [write to the Office of Education, Dep't of Interior] are: *United States Publications on Education,* and *The Office of Education, Its Duties, History, and Publications.* The first lists more than 1000 publications useful to teachers and school administrators which have been published by the Office of Education and other government bureaus and which can be obtained from the Superintendent of Documents, Government Printing Office. The titles are classified by subjects: kindergartens, high schools, citizenship and civics, health, and the like. The second is a condensed handbook of the Office of Education's activities and lists 37 recent publications.

Radio expert named—The last Congress authorized a new position on the Office of Education staff; namely, Specialist in Education by Radio. To this position Secretary Wilbur has appointed Mr. Cline M. Koon, who for two years has been assistant director of the Ohio School of the Air and, previous to that, for 9 years principal of West Virginia high schools. Rapid increase in the use of radio in education makes the collection and dissemination of information on this subject highly important.

Three national surveys—For the first time in history three great national surveys of education are going forward at the same time in the Office of Education. Specialists on the Survey of Secondary Education are preparing reports on 24 nationwide studies of high schools. The professional interest of American teachers is generously demonstrated by the fact that nearly half a million responded to the questionnaire of the National Survey of the Education of Teachers. Astonishing facts about the status of teachers, facts never known before, are coming from preliminary summaries of information gathered. The third survey, the National Survey of School Finance, is only three months old but is being swiftly organized for four years intensive exploration of this "terra incognito" of American education.



The attractive *new cover for the series of leaflets giving condensed information on professional careers open to boys and girls.*

Companion to a best seller—In the first five months after its publication the Superintendent of Documents received orders for 5000 copies of *Teachers Guide to Child Development,* a phenomenal demand for a government bulletin. This publication reprints California's suggestions for motivation in kindergarten and primary classes. A companion volume to this "best seller" is now available: *The Activity Program and the Teaching of Reading.* The latter gives the California curriculum commission's specific suggestions on teaching reading. Both of these bulletins are rich with ideas and aids for primary and kindergarten teachers: *Teachers Guide to Child Development,* Bulletin 1930 No. 26, 35¢; *The Activity Program and the Teaching of Reading,* Bulletin 1931 No. 2, 20¢.

After two years—Every two years the federal Office of Education reviews the trends in all phases of American education. School administrators who want to familiarize themselves with the major developments in administration; music teachers who want to know how fares music, and so forth, find this information in chapters of the Biennial Survey of Education. Following are chapters now ready. They may be ordered separately. I-School Administration and Finance, 10¢; VII-Agricultural Education, 5¢; VIII-Art Education, 5¢; IX-Music Education, 5¢; X-Hygiene and Physical Education, 5¢; XI-Education of Exceptional Children, 10¢; XII-Adult Education, 10¢; XIII-College and University Education, 10¢; XIV-Professional Education of Teachers, 10¢; XV-Medical Education, 5¢; XVI-Engineering Education, 5¢; XIX-Library Service, 10¢; XXI-Educational Boards and Foundations, 5¢; and XXIII-Review of Educational Legislation, 5¢.

Two surveys—Oregon and Arkansas requested the Office of Education to make surveys of their public institutions of higher learning. Reports now available: *Survey of State-Supported Institutions of Higher Learning in Arkansas,* Bulletin 1931 No. 6, 25¢; *Survey of Public Higher Education in Oregon,* Bulletin 1931 No. 8, 45¢.

A census of libraries—Every librarian will be interested in the most recent census of libraries [the first published since 1923] which is now ready: *Statistics of Public, Society, and School Libraries, 1929,* Bulletin 1930 No. 37, 50¢. It gives the names of librarians and detailed information for 11,000 libraries in the United States. Among the many trends revealed in the census is the remarkable growth of high-school libraries. The number with 3000 volumes or more rose from 947 in 1923 to 1982 in 1929.

Other new publications—Other new publications of the Office of Education are: *The Speech Defective School Child,* Bulletin 1931 No. 7, 10¢; *School Health Activities in 1930,* Pamphlet No. 21, 10¢; *Organization and Functions of Research Bureaus in City School Systems,* Leaflet No. 2, 5¢; *State Aid for School Consolidation and Pupil Transportation,* Leaflet No. 3, 5¢; and *Education in Porto Rico, 1920-30,* Leaflet No. 4, 5¢.

All publications mentioned on this page, except those listed as free, may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. Send check or money order.—William D. Boutwell.

Vitalized Group Study and Faculty Meetings

At the beginning of this new school year it is heartening to look back to the great Los Angeles convention, the largest and most vital in the history of the Association, and forward to the progress which the organized teaching profession of America is making. Membership in state and national education associations brings countless opportunities for growth. A teacher begins to succeed the moment he starts to grow and his growth begins when he deliberately decides to study and to keep on studying. We all need to place ourselves in situations where study will be inescapable and where interest will be so keen that it will lift us above petty disturbances which destroy our progress and rob us of advance.

Group study in particular is helpful in this way. It adds to the play of mind on mind, the satisfaction of friendly fellowship and professional associations. It helps to create a group consciousness, a group spirit, and a common purpose.

The plan of the Journal for vitalized group study is being followed by an increasing number of faculties, especially those which have 100 percent membership in the NEA and their own state association. Beginning with the simple plan of using the uptodate material in the NEA Journal and their own state journal, many faculties are now studying, in addition, other NEA publications and other professional literature. They find the new material in state and national journals indispensable. They have found that vitalized teachers meetings can be the starting point and are the continuing force for greater progress than they had realized. Beginning with an objective which all teachers can understand, even if they don't know how to achieve it—improvement of instruction—group study often becomes a comprehensive study of local, state, and national problems in education. Vitalized teachers meetings use the following basic principles:

Teacher participation in planning and conducting group study and faculty meetings.

Leadership of principals and superintendents who recognize that every teacher has a contribution and who have skill in encouraging teachers to grow.

The use of current, vital material such as is found in journals of state and national education ass'ns and other professional literature.

Applying the material studied to local conditions in classroom and community.

Group study and faculty meetings based on the above principles encourage individual, professional growth. They stimulate study, worthwhile reading, interchange of ideas, a widening of interest, a larger view of education and its importance in national life. They put into practise the results of study and scientific research. They reveal leadership and undiscovered talent and encourage cooperation, loyalty, and human elements in teaching.

Some important details in planning meetings:

Time—The early part of the week is usually selected; the hour convenient to the largest number.

Length—One hour with a prompt beginning and ending is usually sufficient.

Frequency—One or two meetings a month seem best.

Leaders—The faculty can be divided into committees, each to have charge of a meeting. Leaders should be chosen a semester or a year in advance. A stimulating list of questions might be prepared to guide teachers in their reading. Some teachers are experienced in presiding and in planning meetings; among the new teachers is always promising material.

Social and business—The first 15 minutes might be used for visiting or refreshments. Routine matters which can be cared for by mail or the bulletin board are not allowed to monopolize the time of a professional study group.

Secretary Crabtree says: "The sessions devoted to education and business and the conferences on rural education at the Los Angeles convention are the beginnings of larger movements. They will furnish valuable material for discussion in faculty meetings thruout the country. I am hoping that these significant discussions will form the basis for vital group study during the year."

The annual volume of NEA *Proceedings*, published this month, contains these discussions and those of the convention of the Department of Superintendence. The titles of other recent NEA publications suggest their value for group study:

Five Unifying Factors in American Education [1931 yearbook, Department of Superintendence]

The Principal and Supervision [1931 yearbook, Department of Elementary School Principals]

The Economic Welfare of Teachers [1931 yearbook, Department of Classroom Teachers]

Tenth Yearbook [1931 yearbook, Department of Teachers Colleges]

Things To Do [a handbook for American Education Week]

Special Problems in the Education of Rural Children [bulletin, Department of Rural Education, February 1931]

Ethics in the Teaching Profession [Research bulletin, January 1931]

The Principal at Work on His Problems [Research bulletin, March 1931]

Salaries in City School Systems [Research bulletin, May 1931]

Teacher Demand and Supply in the Public Elementary and Secondary Schools of the United States [Research bulletin, November 1931]

Retirement Allowances [Committee report, July 1931]

Tenure Problems [Committee report, June 1931]

An acquaintance with the various publications of the National Education Association will give you the viewpoint of Alexander J. Glennie, NEA state director for New Jersey, who said: "The NEA is expanding its program of teacher service so that no progressive teacher can afford to remain outside the organization."

One way to extend the idea of vitalized group study is to call the attention of fellow workers to this page and the practical help which the Journal contains. Some comments of readers:

The page of the Journal devoted to vitalized faculty meetings has been of greatest value to me for a long time. If the spirit of this page could be brought into the faculty meetings of the schools of the country there would be some progressive action in the field of education that we have not before dreamed of. It is not that our school faculties are not doing splendid work or that they do not understand the field in which they labor. It is that they have not found the fine inspiration that comes from an understanding of local and individual problems thru vitalized group study. Our own experience is that we have been able to handle some of the most delicate situations in a very practical way and without friction. *Also some very valuable leadership has been discovered thru group study that has rendered yeoman service in the community.* The teacher who was fearful to express herself lest she was wrong has become one of the most thoughtful leaders of the teaching force. Thoughtful group study creates an avenue by which force may be given to the policy of the school by giving full understanding to the things that make up that policy, with the group attitude that comes from association of ideas.—O. A. Towns, Community High School, Reddick, Ill.

I am interetsed in noting how frequently articles from the columns of the Journal appear in local newspapers, often with appreciative editorial comment.—Ezra Lehman, president, State Teachers College, Shippensburg, Pa.

A great deal of interest has been in evidence this year, on the part of my faculty, for articles appearing in the Journal. We feel that it is one of the very finest educational periodicals published and that the articles have made certain very definite contributions to our educational philosophy.—Harold R. Maurer, principal, Uniontown, Pa.

The June, 1931, Journal is excellent. I am using various articles in the faculty meetings of our summer school. They are very helpful.—Maude D. Hobbs, prin., Newport News, Va.

Effective Enrolment Plans

MEMBERSHIP in professional organizations is a natural expression of professional spirit. Large enrolment records, however, do not just happen. They are the result of at least three factors: professional spirit, dynamic leadership, and effective enrolment plans. Conditions vary so widely in different states and in different communities within a state that no single plan has yet been devised which will work effectively everywhere. Each community needs thru experiment to discover the plan which meets its local situation best.

Leaders in several communities have reported the plans which have been effective in their enrolment campaigns. Hawaii has for several years had more NEA members than public school teachers. Will C. Crawford, superintendent of public instruction in the Territory, reports that use of the "co-inclusive" enrolment card has made this possible.

A number of years ago, the teachers of Hawaii adopted an all-inclusive plan of membership by which the teacher pays $5 for membership in the three associations—local, state, and national. This has made it possible to concentrate on one campaign each year within a school and has seemed to result in a higher percentage of memberships all around.

Ohio has held first honors for two years, having maintained the largest NEA membership of any state in the Union. A. C. Eldredge, past state director, reports:

In presenting the interests of the National Education Association to the teachers of Ohio, we have abandoned entirely the thought that teachers should join because the NEA needs them. We have taken exactly the opposite stand: that the NEA has grown to proportions where it is able to be a powerful factor in the professional attainments of the teacher; that it has become a service institution looking toward the professional, economic, and social welfare of its members and of the teaching profession generally; that year by year the Association is becoming more and more an institution toward which the teachers may look for help in the solution of their problems; that the research department is prepared to furnish data of all kinds relative to the status of the teacher, creating favorable conditions under which she may do her work and also furnish her the best practises in her own field. We used different methods of presenting these interests, thru speakers at the sectional meetings which were attended by practically all the teachers of the state and at meetings of county teachers organizations.

Last year Pennsylvania stood second in total NEA membership and won first honors for the largest net gain over the preceding year. The secretary of her state teachers association, J. Herbert Kelley, reveals her spirit and plan:

Acting on the principle that the valiant suffer death but once, we urge our educational workers to budget professional dues and pay local, state, and national dues at one fell swoop. As a labor-saving device we send the secretary of each of our 263 local branches, about August 20, a package of four-coupon cards. The secretary gives each teacher one of these cards. The teacher enrols himself in local, state, and national associations, fills out the fourth card, which is a receipt, and pays his dues to the secretary. The secretary signs the receipt, files the local membership card, and forwards state and national cards with dues to state and national headquarters. A large number of our locals [92.8 percent] are 100 percent in their membership in the state association and a goodly number [49 cities and 10 counties] are 100 percent in both state and national associations. Such action is entirely voluntary and represents a vote of the group.

California has for years maintained a notably large NEA membership. With the aid of the convention she may this year go into first place. Roy W. Cloud, secretary of the California Teachers Association, explains her procedure in the following paragraph:

California has for many years maintained consistent interest in the welfare of the National Education Association. Not only the administrators but the teachers in various organizations have urged the necessity of membership upon their fellow workers. During past years the NEA directors for California have been most enthusiastic in their work. They have urged every teacher in the state to enrol in the state association and also in the national organization. They have cooperated with the officers of the state teachers association which has been ready and willing at all times to assist. State pride has, of course, played an important part in maintaining California's interest in national and state association enrolment.

Michigan stands fourth in NEA membership. Her plan, reported by Webster H. Pearce, state superintendent of public instruction and NEA director, is simple but direct:

Michigan has secured her large NEA membership because of a concerted action on the part of the superintendents of our city schools and the superintendents of our counties together with a very effective state secretary. Michigan preaches in season and out of season membership in both the MEA and the NEA and takes great pride in turning in an enrolment which makes it fourth among the states.

In 1929, Detroit had more NEA members than any city in the nation. H. J. Kaufmann, director of the Department of Statistics and Publications of the Detroit city schools, describes the plan of enrolment as follows:

Early in October a blank was made available to every teacher listing the various national, state, and local teacher organizations and the annual dues of each. Teachers were requested to check the associations which they were planning to join for the ensuing year and to pay a representative in each building all the dues with one check. Inasmuch as there was a silent understanding that these checks were not to be turned in till after the second pay day of the school year, I believe the teachers were more liberal in checking all the associations listed.

The officers of the Philadelphia Teachers Association, with the hearty cooperation of the city superintendent, conduct an intensive campaign each year which keeps Philadelphia among the first cities of the land. The following is from a letter sent recently to all building representatives by Jessie Gray, past president of the city association:

Our professional memberships have risen marvelously thru your good influence and we are deeply grateful to you for your wonderful cooperation. Philadelphia is among three cities having the largest NEA membership, to wit: Los Angeles, 6320; Detroit, 6174; and Philadelphia, 4200. Our group is second to none! At home here we know this; but we neglect our reputation beyond the city limits. A group so highly professionalized needs all the entire profession can offer. The NEA represents the best and offers to all teachers intimate knowledge of the best elsewhere thru research, the reports of committees, the JOURNAL, the yearbooks of the various departments, and thru convention programs. Therefore, for the sake of the just pride of our group and for the fair name of our city, I am asking a supreme effort to gather in 4500 new NEA members to send Philadelphia to its rightful place of leadership. It will also send our state to its rightful place at the top of the list of 48 states. Let's do it. We *can*, if we will! Let's *will* and give the nation a surprise.

While the various enrolment plans described above differ in minor details they agree in important fundamentals:

[1] They all provide a definite time for enrolment. Usually this is at the beginning of the new school year.

[2] Most of them provide blanks on which the teacher can enrol in all three organizations—local, state, and national—at the same time.

[3] They all reflect enthusiastic faith in the effective work which the professional organizations are doing and an earnest desire for the enlistment of every member in the profession in all three organizations.

[4] They all reveal an aggressive professional spirit expressed in terms of effective leadership.

Definite, simple enrolment plans are essential for securing inspiring membership reports but no plan will work itself. Intelligent, enthusiastic leadership is the prerequisite for any effective enrolment. A simple plan facilitates the procedure. Only aggressive professional leadership provides motive power.—T. D. Martin.

Builders of Our Profession

New Life Enlistments

THE FOLLOWING LIFE MEMBERS have been reported since the list was published in the June JOURNAL:

ALASKA—Samuel Anaruk.
CALIFORNIA—Grace Lucile Adams, Myra Panne Anderson, Will Angier, Mrs. Helen Riker Pence Bankerd, Elizabeth Bates, Emmett R. Berry, Frank R. Cauch, Warren C. Conrad, Ethel Blanche Craig, Etta Proctor Flagg, B. H. Gibbon, Bertha May Green, Bess A. L. Hannon, Marion D. Hart, Amelia Hartmann, Robert R. Hartzell, Andrew Stanley Hastings, Mrs. Enid Daniel Jones, Marie A. Larkey, Mrs. Isabel Burke Laughren, L. Harmon Lovelace, Hortense MacKeever, E. Alice McAnulty, Rena Lamar McCoy, Phoebe L. Parker, Raymond Elliot Pollich, Margaret Pearl Smith, Doris L. Steele, Mrs. Kathleen H. Stevens, Carl Dane Thomas, Edyth Thomas, Amelia Earle Trant, Margaret A. Vial, Nellie G. Warren, Marina G. Whiteman, J. Harold Williams.
CANAL ZONE—Ben M. Williams.
CONNECTICUT—Harry T. Hart, Stanley H. Holmes.
DELAWARE—Richard B. Kennan.
DISTRICT OF COLUMBIA—William G. Carr, Mabel E. Datcher.
FLORIDA—P. L. Peaden.
HAWAII—John Grace, Jr.
IDAHO—Milan A. Farr, Clarence H. Oylear.
ILLINOIS—Nettie M. Anthony, Charles Bruner, William Clark, Marie B. Koch, Helen Grant Norman, Lucile B. Osborn, William J. Penfold, Alida Visscher Shinn, Anna Lois Shinn, Edgar T. Stephens, W. R. Turner, D. L. Wood.
INDIANA—W. W. Borden, Sara C. Ewing, Mary L. Matthews, E. H. Kemper McComb.
IOWA—Mary A. Brownson, Ida Catharine Helbig, Frank W. Jones, Sue A. Kessler, Pearl A. Ludy, Barton Morgan, Lillian W. Sherrard, Sioux City Teachers' Club.
KANSAS—Marcus H. Webster.
KENTUCKY—D. Y. Dunn, D. J. Miller.
MARYLAND—Mary McPherson Brewer.
MASSACHUSETTS—Erold B. Beach, Leon E. Davis.
MICHIGAN—Lyle T. Hotchkiss, E. Ferne Jensen, Emily Woodzinski.
MINNESOTA—Homer W. Dutter, Anna E. Larkin, Lillian F. Read, Elmer B. Siebrecht, William S. Waddell.
MISSISSIPPI—Robert Lewis Williams.
MISSOURI—William Estep, Ottilie Herzog, Edward M. January, Leonore Livesay, Lydia D. Montgomery, Mrs. Stella Wood Sutton, Jennie Wahlert, Frank L. Wright.
MONTANA—Emma Acker.
NEBRASKA—Arnott R. Folsom, Everett Mills Hosman, Kenneth Stiers.
NEW JERSEY—Elizabeth R. Dilks, Marie Elisjabeth Henderson, Clifton J. Hopf, James L. LaPoe, Elizabeth Louisa Neal, Effie K. Neveil, Mary Speece, Mrs. Helen Armpriester Van Winkle.
NEW YORK—Charlotte W. Becker, C. E. Benson, Jennie Bermingham, Francis J. Brown, George S. Coburn, Frank E. Hosie, Van Evrie Kilpatrick, Melvin C. Livingston, Frank M. Pelton, J. Arnold Shaw.
NORTH CAROLINA—William Henry Shaw.
OHIO—Nelson Campbell, David Burns Clark, Hazel June Clark, Amelia Kirkland, Marion McFadden, Edwin F. Miller, Warren W. Wager.
OREGON—Lelah Chase, Marie Falb, Mrs. Ada J. Farmer, Vida Hammond, Helen Murray, Arthur J. Yeomans.
PENNSYLVANIA—Helen Virginia Hood, Johnathan George March, Georgia Mechling, Wayne R. Parmer, A. J. R. Schumaker, Clarence O. Williams, Tressa E. Yeager, Michael Zukovich.
PHILIPPINE ISLANDS—Dominador M. Tiongco.
PORTO RICO—Jose Vazquez Lacomba, Isabel Rivera Vega.
SOUTH DAKOTA—Ella Mary Griffin.
TENNESSEE—H. H. Gnuse, Mrs. Marye Cooper Miller, Annie M. Prescott.
TEXAS—E. F. Baker, Anna Harrison Lewis, Bess Simpson, Charles L. Wisseman.
UTAH—Philo T. Farnsworth.
VIRGINIA—Lois Leah Evans, Mrs. Edward Everett Holland, Robert J. Johnson, Fletcher Kemp, Olin Bain Michael, R. H. Pride, Carlos V. Urrutia.
WEST VIRGINIA—I. J. Powell.
WISCONSIN—Edith R. Boyce, Mrs. Mary D. Bradford, A. H. Luedke, Blanche M. McCarthy.

Completed Enrolments

THIS LIST of 1930-31 100 percent schools came in too late to appear in the June JOURNAL:

Twelve years

TEXAS—*El Paso*, Aoy.

Ten years

VIRGINIA—*Lynchburg*, Floyd.

Nine years

VIRGINIA—*Lynchburg*, Frank Roane.

Virginia and Pennsylvania Score First

BLAIR COUNTY, Pennsylvania, was the first large unit to forward, this fall, its 100 percent enrolment for 1931-32. A check for $601, covering dues for 299 memberships, arrived August 29 from Superintendent T. S. Davis.

To Princess Anne County of Virginia, however, belongs the honor of being the first 100 percent county recorded for 1931-32. A check for $112, covering dues for the 56 teachers, was received last May from Superintendent Robert J. Johnson.

Progressive counties are gradually catching the 100 percent habit. Last year 36 counties achieved this goal—Pennsylvania had 10; Utah, 8; Ohio, 7; Nevada, 3; Maryland, 2; and Delaware, Florida, New Mexico, North Carolina, Tennessee, and Washington, each one.

Mention should also be made of 100 percent enrolments from the following cities: Griffin, Georgia; Bellefontaine, Ohio; and Altoona, Munhall, and Tyrone, Pa.

Seven years

CALIFORNIA—*Oakland*, W. P. Frick Junior High.
UTAH—*South Sanpete District*, South Sanpete District Public Schools, Axtell Elementary, Centerfield Grade, Clarion Grade, Ephraim Junior High, Ephraim Primary, Ephraim Senior High, Fayette Grade, Gunnison Grade, Gunnison High, Manti Junior High and Elementary, Manti Senior High, Mayfield Junior High and Elementary, Sterling Grade.

Six years

CALIFORNIA—*Los Angeles*, Dahlia Heights, Loreto Street.
INDIANA—*Freeland Park*, Freeland Park Public Schools.
OHIO—*Wood County*, Wood County Public Schools.

Five years

CALIFORNIA—*Oakland*, Golden Gate Junior High.
MASSACHUSETTS—*Revere*, Louis Pasteur.
UTAH—*Alpine District*, Alpine District Public Schools; *Duchesne County*, Boneta, Duchesne, Ioka, Mt. Home, Myton, Neola, Roosevelt, Tabiona, Talmage; *Grand County*, Grand County Public Schools, Central, Grand County High, Sego.

Four years

KANSAS—*Lawrence*, Lincoln.
UTAH—*North Summit District*, North Summit District Public Schools, Echo, Henefer, Hoytsville, North Summit, Upton, Wanship.

Three years

OHIO—*Martins Ferry*, Martins Ferry Public Schools, Central, Elm, High, Mackey, North, South, Zane Junior High.
TENNESSEE—*Hamilton County* Central High, Lupton City, Miller's Grove, New Providence, John A. Patten, Salem.
UTAH—*Box Elder County*, Box Elder County Public Schools, Bear River City, Bear River High, Bothwell, Box Elder High, Central, Collingston, Corinne, Deweyville, Elwood, Fielding, Garland, Grouse Creek, Honeyville, Howell, Lincoln, Mantua, Park Valley, Perry, Plymouth, Portage, Snowville, Thatcher, Tremonton, Washakie, Willard, Yost; *Duchesne County*, Altonah, Central Junior High, Upalco; *Nebo District*, Nebo District Public Schools, Benjamin, Clinton, Dividend, Elberta, Genola, Goshen Junior High, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Palmyra, Payson Central, Payson Junior High, Payson Senior High, Peteetneet, Rees, Salem Junior High, Santaquin Junior High, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Spring Lake, Springville Senior High, Taylor, Thistle, Thurber, Washington.
WASHINGTON—*Vancouver*, Arnada, Central, Columbia, Franklin, Harney, Lincoln, Washington.

Two years

CALIFORNIA—*San Diego*, Euclid.
INDIANA—*Indianapolis*, Public Number 20, Public Number 83.
UTAH—*Duchesne County*, Duchesne County Public Schools, Altonah, Blue Bell, Boneta, Central Junior High, Duchesne, Duchesne County High, Ioka, Mt. Home, Myton, Neola, Roosevelt, Tabiona, Talmage, Upalco.

Current year

ARKANSAS—*Grapevine*, Grapevine Public.
CALIFORNIA—*Fresno*, T. L. Heaton, Lowell, Teilman Number 1, Teilman Number 2, Webster; *La Jolla*, High; *San Diego*, John Adams, Detention Home, Jefferson, Stockton; *San Francisco*, Emerson; *Stockton*, Jefferson.
GEORGIA—*Columbus*, Seventh Street.
ILLINOIS—*Aurora*, Junior High; *Cicero*, Goodwin.
INDIANA—*Evansville*, McCutchanville; *Indianapolis*, Public Number 33, Public Number 42, Public Number 90; *Vincennes*, Riley.
MARYLAND—*Baltimore*, Hurst; *Pasadena*, Consolidated.
NEVADA—*Baker*, High.
NEW HAMPSHIRE—*New London*, New London Public Schools, Colby Hill.
NEW YORK—*Oneonta*, Academy Street, Chestnut Street, River Street.
OHIO—*Cleveland*, Dunham; *Franklin County*, Scioto Trails Schools; *Parma*, John Muir; *Sandusky County*, Sandusky County Public Schools, Woodville Centralized.
PENNSYLVANIA—*Berwick*, Fourteenth Street; *Pine Grove*, Junior-Senior High, Pine Grove Borough Grade Schools.
TEXAS—*Texarkana*, Dunbar High.
VIRGINIA—*Portsmouth*, Pinners Point, Port Norfolk.

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment for 1931-32 in the National Education Association since the list was published in the June JOURNAL:

Eleven years

COLORADO—*La Junta*, La Junta Public Schools, Boys Club, Columbian, High, Junior High, Lincoln, North La Junta, Park.

Three years

CALIFORNIA—*Fortuna*, Fortuna Union High.
VERMONT—*Rutland*, Watkins Avenue.

Two years

PENNSYLVANIA—*Blair County*, Blair County Public Schools.

Current year

CALIFORNIA—*San Luis Obispo*, Hawthorne; *San Pedro*, Fifteenth Street.
ILLINOIS—*Chicago*, Armstrong Elementary.
INDIANA—*Indianapolis*, Public Number 72.
MARYLAND—*Baltimore*, Public Number 4.
MISSOURI—*St. Louis*, Central High, Charless, Chouteau, Richard H. Cole, Cottage Avenue, Des Peres, Dumas, Eliot, Froebel, Gardenville, Grant, Guandlach, Herzog, L'Ouverture, Madison, Meramec, Mullanphy, Pestalozzi, Porter Open Air, John H. Schroeder, Shenandoah, Sigel, Washington.
NEW JERSEY—*Montclair*, Glenfield; *Roselle*, Chestnut.
OHIO—*Freeport*, Freeport Public Schools, Grade, High.
PENNSYLVANIA—*Berwick*, Orchard Street.
VIRGINIA—*Driver*, Coleman Place; *Emporia*, Claresville; *Norview*, High; *Princess Anne County*, Princess Anne County Public Schools, Bayside, Blackwater, Charity Graded, Willoughby T. Cooke, Court House, Creeds High, Kempsville High, Oceana High.

An Economist's View of Prohibition

WE HEAR a great deal about personal liberty. As a matter of fact, the only men who have ever actually possessed personal liberty were Adam and Robinson Crusoe and this only continued until Eve and Friday came along. Whenever more than one individual is concerned, absolute personal liberty begins to disappear and the more complex the social structure the more one's individual liberties are necessarily curtailed.

Personal liberty is allowed to exist only so long as its exercise is not detrimental to others. Individuals are not permitted to operate automobiles at any speed they may desire, or to steal, or to plunder, or to break windows, or to do many other things. In a complex society personal liberty has little standing.

The contention that prohibition has destroyed property values has somewhat the same aspect. It has been claimed that when an industry has developed under the sanction of law, a vested interest has arisen which subsequent legislation is bound to respect. One has frequently heard this argument for the retention of protective tariffs.

The courts have never taken the position that the right of private property conveys the unlimited right to make any use whatsoever of that property. The position taken has been that property may be used in accordance with individual desires only until such use becomes opposed to the welfare of society. In reality, this position has not been one of confiscation of property but only of the deleterious use to which the property was put. Always the owner of the property has been allowed to transform its use into channels which are not detrimental to the welfare of society. To condemn prohibition because particular uses of property have been destroyed is not enough; to conclude thus would be to condemn many other types of prohibitive legislation which have generally been considered socially desirable.

As far as I know no one has seriously contended that the use of liquor has ever resulted in increased efficiency. Efficiency, moreover, is the watchword of modern industry and industry should not be asked to sanction anything which will result in its impairment. Studies into methods of scientific management have eliminated much wasted energy, while the development of personnel departments has been responsible for a more efficient application of labor. The efficient machine—one which will produce five more pounds of nails, ten more yards of cloth, or twenty more screws—will displace one of less capacity. The machine which will operate over a period of 20 years is more desirable than one whose duration is but half as long. Nor are we satisfied with the degree of efficiency which we have attained. If this were true, industry would not continue to spend such large sums on laboratories and inventions.

If an employer had to pay directly for the cost of producing his laborer in addition to his daily wage, as he has to pay for a new machine or horse, he would be more concerned about the length of his productive capacity. There is, however, a cost to society in bringing a laborer to the age and maturity where he has capacity for production. That laborer, therefore, who maintains this productive capacity for 25 years rather than 20 is the more valuable to society. If alcohol, or anything else, tends to shorten the laborer's years of productivity, it is thereby responsible for a loss to society.

A few months ago I picked up a newspaper in a hotel in a small city in Idaho. On the front page was printed a dream which someone was purported to have had in which was revealed the remedy for the present industrial depression. Briefly, the remedy was to abolish prohibition. We would thereby begin to manufacture liquor which would demand labor and thus alleviate the unemployment; we would demand grains and thereby absorb the agricultural surplus.

Someone, however, must have awakened the dreamer before the end of the dream, for had it been completed the outlook couldn't have been so optimistic. Those who would buy the liquor cannot at the same time spend their money for shoes, food, clothing, automobiles, or building materials. They can buy either liquor *or* these things, but they cannot buy liquor *and* these things with the same money. Had the dream been completed it would have shown an increase in employment and in the use of raw materials in the liquor industry, but a decrease in the need for both in other industries for whose products demand has been lessened because liquor had been substituted.

The introduction of prohibition wiped out the large amount of revenue that the liquor industry poured into the coffers of the cities, states, and federal government; hence the conclusion that prohibition has been responsible for an increase in the tax burden. Perhaps it would be more accurate to say that it has changed the nature of the tax burden, for one must not forget that in all probability the payments made by the liquor industry were to a large extent extracted from the pockets of the consumers of its products.

There is more to the revenue situation than appears on the surface. The amount formerly spent for liquor is now available for the purchase of other commodities and these may be made a basis for taxation. Many of our localities still rely to a large extent upon the general property tax. To the extent that amounts formerly spent for liquor are saved in the form of durable or productive goods, as houses, factories, furniture, or automobiles, the basis of the tax levy will increase. Anything that will increase efficiency of production, foster savings, and minimize wasteful expenditure, will increase the patrimony of the government, for this is but the wealth and income of its citizens.

We hear prohibition arraigned because it has crowded our courts with litigation at a tremendous public expense. We must remember, however, that this cannot be laid to prohibition, but to a lack of it. Before prohibition was ever attempted, it was generally agreed that a part of the expenditure for courts, charities, protection, hospitals, and correction could be traced, either directly or indirectly, to the influence of liquor. To what extent need not concern us, but be it one half or one fifth, or one fiftieth of the entire burden of expenditure, to cease to use liquor would ultimately lessen the burden of taxes to that proportion.

How must an economist look at prohibition? If he is interested in more efficient production and a longer productive period for the laborer, he must favor it. If he would increase the patrimony of the state and lessen the need for public expenditures, he must favor it. He must see, too, that to the extent that there is violation of prohibition, society is the loser thru wasteful expenditure and inefficient production, as well as thru a lessened public patrimony and increased public expenditures.—Merlin H. Hunter, professor of economics, University of Illinois, in the *Christian Science Monitor*, August 14, 1931.

Salaries Paid in City School Systems in 1930-31

[Prepared by the Research Division of the National Education Association]

States	Cities over 100,000 in population			Cities 30,000 to 100,000 in population			Cities 10,000 to 30,000 in population			Cities 5,000 to 10,000 in population			Cities 2,500 to 5,000 in population		
	Number of city school systems[1]	Median salaries paid: Elementary teachers	Median salaries paid: High-school teachers	Number of city school systems[1]	Median salaries paid: Elementary teachers	Median salaries paid: High-school teachers	Number of city school systems[1]	Median salaries paid: Elementary teachers[2]	Median salaries paid: High-school teachers	Number of city school systems[1]	Median salaries paid: Elementary teachers[2]	Median salaries paid: High-school teachers	Number of city school systems[1]	Median salaries paid: Elementary teachers[2]	Median salaries paid: High-school teachers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	88 (93)	$2118	$2731	204 (224)	$1609	$2111	449 (663)	$1428	$1876	451 (886)	$1303	$1692	440(1467)	$1162	$1547
Alabama	1 (1)	1610	2073	2 (2)	1171	1561	5 (11)	953	1486	3 (11)	890	1157	6 (28)	791	1071
Arizona	0 (0)	.....	.....	2 (2)	1795	2300	0 (0)	.....	.....	4 (6)	1452	2020	4 (6)	1508	1820
Arkansas	0 (0)	.....	.....	2 (2)	1332	1890	4 (7)	993	1358	6 (9)	824	1168	7 (31)	789	1146
California	5 (5)	2287	2684	11 (12)	1954	2660	22 (30)	1732	2452	20 (48)	1591	2307	7 (58)	1583	2180
Colorado	1 (1)	2227	2812	3 (3)	1638	2095	5 (5)	1530	1861	9 (10)	1298	1803	4 (9)	1284	1717
Connecticut	1 (3)	1856	2476	6 (7)	1840	2343	13 (23)	1613	2119	15 (20)	1376	1733	10 (31)	1253	1579
Delaware	1 (1)	2010	2221	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....	1 (4)	1038	1513
District of Columbia	1 (1)	2219	2834	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....
Florida	3 (3)	1208	1468	1 (2)	−1000	1325	4 (9)	882	1354	1 (17)	872	1269	1 (27)	754	1150
Georgia	1 (1)	1754	2435	4 (4)	1310	1750	6 (10)	914	1325	2 (16)	891	1193	6 (33)	858	1263
Idaho	0 (0)	.....	.....	0 (0)	.....	.....	1 (2)	1514	1827	3 (5)	1279	1588	7 (14)	1173	1486
Illinois	2 (2)	2516	3441	20 (20)	1554	2126	28 (40)	1310	1747	28 (56)	1275	1750	30 (78)	1003	1694
Indiana	5 (5)	1882	2474	8 (8)	1539	1926	16 (21)	1386	1893	16 (27)	1156	1596	21 (34)	1165	1538
Iowa	1 (1)	1859	2322	7 (7)	1505	1933	13 (14)	1283	1672	6 (14)	1132	1626	23 (46)	1100	1464
Kansas	2 (2)	1746	2248	1 (1)	1721	2045	12 (17)	1291	1812	8 (12)	1194	1582	15 (30)	1026	1569
Kentucky	1 (1)	1508	2091	2 (3)	1400	1686	5 (9)	1037	1443	5 (16)	923	1300	5 (24)	912	1281
Louisiana	1 (1)	1709	2475	1 (2)	1079	1325	0 (5)	.....	.....	0 (11)	.....	.....	1 (29)	1017	1200
Maine	0 (0)	.....	.....	2 (2)	1538	1850	6 (9)	1234	1600	5 (15)	977	1383	9 (33)	894	1392
Maryland	1 (1)	1660	2555	2 (2)	1199	1521	1 (3)	1152	1586	0 (3)	.....	.....	1 (12)	1228	1450
Massachusetts	9 (9)	1953	2649	17 (20)	1651	2090	34 (44)	1525	1874	34 (49)	1348	1762	19 (56)	1265	1625
Michigan	3 (3)	2003	2758	11 (12)	1699	2185	20 (25)	1453	2000	19 (32)	1350	1806	19 (42)	1301	1673
Minnesota	3 (3)	1797	2337	0 (0)	.....	.....	8 (11)	1496	1881	9 (18)	1177	1473	13 (41)	1165	1443
Mississippi	0 (0)	.....	.....	1 (2)	1033	1453	6 (11)	1201	1450	2 (4)	1061	1225	3 (23)	1003	1175
Missouri	2 (2)	2120	2846	3 (3)	1186	1705	11 (11)	1180	1629	11 (21)	1032	1386	14 (35)	868	1328
Montana	0 (0)	.....	.....	1 (1)	1807	2017	5 (5)	1650	2019	5 (6)	1388	1742	0 (6)	.....	.....
Nebraska	1 (1)	2110	2400	1 (1)	1602	2000	4 (6)	1333	1763	5 (9)	1177	1669	5 (18)	1113	1483
Nevada	0 (0)	.....	.....	0 (0)	.....	.....	1 (1)	1538	1869	0 (1)	.....	.....	0 (3)	.....	.....
New Hampshire	0 (0)	.....	.....	2 (2)	1546	2057	5 (8)	1230	1742	3 (4)	1100	1464	4 (16)	1011	1392
New Jersey	6 (6)	2230	3502	13 (16)	2180	3000	24 (33)	1801	2365	29 (50)	1578	1970	15 (53)	1502	1786
New Mexico	0 (0)	.....	.....	0 (0)	.....	.....	2 (3)	1433	1779	3 (4)	1288	1663	3 (9)	1282	1690
New York	7 (7)	2652	3435	15 (16)	1910	2301	34 (48)	1742	2070	27 (41)	1735	2015	27 (85)	1637	1861
North Carolina	0 (0)	.....	.....	7 (8)	1343	1640	4 (13)	1098	1291	8 (17)	1080	1250	9 (30)	1139	1221
North Dakota	0 (0)	.....	.....	0 (0)	.....	.....	4 (4)	1446	1858	5 (6)	1246	1647	1 (2)	1143	1350
Ohio	7 (8)	2037	2614	13 (15)	1603	2362	24 (36)	1310	1826	29 (51)	1233	1694	24 (63)	1120	1531
Oklahoma	2 (2)	1903	2461	1 (1)	1253	1658	9 (13)	1109	1606	13 (22)	958	1319	6 (30)	948	1358
Oregon	1 (1)	2213	2266	0 (0)	.....	.....	4 (5)	1238	1540	8 (9)	1252	1529	5 (13)	1217	1333
Pennsylvania	5 (5)	2073	3236	14 (15)	1719	2224	52 (72)	1450	1838	55 (103)	1420	1731	48 (149)	1142	1568
Rhode Island	1 (1)	1794	2559	3 (3)	1615	2013	7 (10)	1437	1928	2 (6)	1326	1750	4 (7)	1239	.....
South Carolina	0 (0)	.....	.....	2 (2)	1253	1711	3 (7)	1249	1440	3 (12)	1008	1264	1 (19)	950	1150
South Dakota	0 (0)	.....	.....	1 (1)	1523	2033	5 (5)	1301	1781	0 (2)	.....	.....	5 (8)	1226	1581
Tennessee	2 (4)	1503	2047	0 (0)	.....	.....	2 (4)	1013	1479	5 (14)	835	1288	7 (26)	815	1229
Texas	5 (5)	1629	2030	6 (8)	1242	1665	6 (23)	1041	1520	15 (47)	960	1371	7 (76)	936	1320
Utah	1 (1)	1557	2093	1 (1)	1342	1888	1 (1)	838	1567	1 (4)	1156	1675	2 (14)	1067	1550
Vermont	0 (0)	.....	.....	0 (0)	.....	.....	3 (4)	1300	1689	4 (8)	1232	1595	3 (21)	900	1450
Virginia	2 (2)	1507	2050	4 (4)	1358	1808	5 (8)	1174	1542	5 (11)	984	1246	3 (20)	833	1073
Washington	3 (3)	1933	2206	2 (2)	1541	1923	5 (10)	1411	1794	2 (4)	1273	1557	10 (19)	1265	1592
West Virginia	0 (0)	.....	.....	3 (3)	1493	1960	6 (8)	1158	1858	2 (12)	985	1677	4 (17)	1122	1661
Wisconsin	1 (1)	2390	2619	9 (9)	1681	2114	13 (17)	1362	1899	13 (20)	1268	1653	20 (36)	1216	1564
Wyoming	0 (0)	.....	.....	0 (0)	.....	.....	2 (2)	1707	2071	3 (3)	1480	1986	1 (3)	1540	1963

YOU may obtain the figures for your state by reading the table as follows: In California reports were received from all 5 cities over 100,000 in population [column 2]. In cities of this size the median salaries are $2,287 [column 3] for elementary teachers and $2684 [column 4] for high-school teachers. Similarly read figures for other states and population groups.

The figures given above are based on the salary study of the National Education Association for 1930-31 and include data from 1632 cities over 2500 in population. The results of this study appear in summarized form in the Research Bulletin for May, 1931. Special salary tabulations giving median, maximum, and minimum salaries and the distributions of salaries paid to the various groups of school employees in the individual cities may also be obtained from the Association at the cost of reproduction.

For those not familiar with the term "median" the following explanation is given: The best paid fifty percent of a group of teachers receive salaries equal to or exceeding the "median" salary and the poorest paid fifty percent of a group of teachers receive salaries equal to or less than the "median." In a normal distribution the "median" and the "average" are the same.

It is probable that some of the medians given above are not representative of the state because too few cities reported within a given population group. Therefore, before using the medians given it is advisable to compare the two sets of figures given in columns 2, 5, 8, 11, and 14.

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[1] Figures *in parentheses* in columns 2, 5, 8, 11, and 14 indicate the total number of city school systems of each size in the various states. Figures *not in parentheses* in columns 2, 5, 8, 11, and 14 give the number of cities reporting in this survey.

[2] Includes kindergarten teachers.

Forty Notable American Books of 1930

AMONG the notable services of the JOURNAL of the National Education Association is the publication annually of this remarkable list. For half a dozen years the American Library Association has made an annual selection of forty outstanding American books for the League of Nations. This has formed part of a World List of Notable Books, published in Paris. Although the World List will no longer be issued and the original purpose of the American section has therefore disappeared, widespread interest in the list has made the A. L. A. feel it worthwhile to continue its compilation, for this year at least. In compiling this 1930 list the A. L. A. headquarters staff has had the friendly, often enthusiastic, cooperation of distinguished librarians, literary critics, and university professors.

History

The Crusades; Iron Men and Saints. Harold Lamb. Doubleday, Doran & Co., Garden City, N. Y. $3.

Builders of the Bay Colony. Samuel Morison. Houghton Mifflin Co., Boston, Mass. $15.

Coming of the War, 1914. Bernadotte Schmitt. Charles Scribner's Sons, New York, N. Y. 2v. $10.

Social Science

The American Leviathan; the Republic in the Machine Age. Charles Austin Beard. Macmillan Co., New York, N. Y. $5.

The Social and Economic Views of Mr. Justice Brandeis. Louis Dembitz Brandeis. Vanguard Press, New York, N. Y. $4.50.

Some Folks Won't Work. Clinch Calkins. Harcourt, Brace & Co., New York, N. Y. $1.50.

Encyclopedia of the Social Sciences. Macmillan Co., New York, N. Y. $7.50.

Universities: American, English, German. Abraham Flexner. Oxford University Press, New York, N. Y. $3.50.

Greek Way. Edith Hamilton. W. W. Norton & Co., New York, N. Y. $3.

History of Modern Culture; v. 1, Great Renewal, 1543-1687. Preserved Smith. Henry Holt & Co., New York, N. Y. $5.

Religion

The Religious Background of American Culture. Thomas Cuming Hall. Little, Brown & Co., New York, N. Y. $3.

The Story of Religions in America. William Warren Sweet. Harper & Bros., New York, N. Y. $4.

Philosophy and Psychology

Our New Ways of Thinking. George Boas. Harper & Bros., New York, N. Y. $2.50.

Individualism, Old and New. John Dewey. Minton, Balch & Co., New York, N. Y. $2.

Concepts of Abnormal Psychology. Harry Hollingworth. Ronald Press, New York, N. Y. $4.

The Human Mind. Karl A. Menninger. Alfred A. Knopf, New York, N. Y. $4.

Belles Lettres and Art

The New World Architecture. Sheldon Cheney. Longmans, Green & Co., New York, N. Y. $10.

The Bridge. Hart Crane. Horace Liveright, New York, N. Y. $2.50.

The Collected Poems of Robert Frost. Robert Frost. Henry Holt & Co., New York, N. Y. $5.

Not Without Laughter. Langston Hughes. Alfred A. Knopf, New York, N. Y. $2.50.

Five Masters. Joseph Wood Krutch. Jonathan Cape & Harrison Smith, New York, N. Y. $3.50.

New Found Land. Archibald Macleish. Houghton Mifflin Co., Boston, Mass. $5.

Great Meadow. Elizabeth Madox Roberts. Viking Press, New York, N. Y. $2.50.

The Glory of the Nightingales. Edwin Arlington Robinson. Macmillan Co., New York, N. Y. $2.

Drama

Elizabeth the Queen. Maxwell Anderson. Longmans, Green & Co., New York, N. Y. $2.

Green Pastures. Marcus Cook Connelly. Farrar & Rinehart, New York, N. Y. $2.

Biography

Letters of Henry Adams [1858-1891]. Henry Adams. Houghton Mifflin Co., Boston, Mass. $5.

The Adams Family. James Truslow Adams. Little, Brown & Co., Boston, Mass. $4.

Taft and Roosevelt. Archibald Willingham Butt. Doubleday, Doran & Co., Garden City, N. Y. 2 v. $7.50.

Daniel Webster [v. 1, 1782-1830; v. 2, 1830-1852]. Claude Moore Fuess. Little, Brown & Co., Boston, Mass. $10.

Charles W. Eliot, President of Harvard University, 1869-1909. Henry James. Houghton Mifflin Co., Boston, Mass. 2v. $10.

Swift. Carl Van Doren. Viking Press, New York, N. Y. $3.

Travel and Social Life

Little America. Richard Evelyn Byrd. G. P. Putnam's Sons, New York, N. Y. $5.

Soviet Russia. William Henry Chamberlin. Little, Brown & Co., Boston, Mass. $5.

N. by E. Rockwell Kent. Brewer, Warren & Putnam. New York, N. Y. $3.50.

Growing Up in New Guinea. Margaret Mead. William Morrow & Co., New York, N. Y. $3.50.

Science

Parade of the Living. John Hodgdon Bradley. Coward-McCann Co., New York, N. Y. $3.

The Biological Basis of Human Nature. Herbert Spencer Jennings. W. W. Norton & Co., New York, N. Y. $4.

Flights from Chaos. Harlow Shapley. McGraw-Hill Book Co., New York, N. Y. $2.50.

Mound-builders. Henry Shetrone. D. Appleton & Co., New York, N. Y. $2.50.

Additional volumes of works previously listed, which appeared during 1930, are: George Washington [v. 3], Rupert Hughes. William Morrow & Co., New York, N. Y. $5; Our Times [v. 3], Mark Sullivan. Charles Scribner's Sons, New York, N. Y. $5; Main Currents in American Thought [v. 3], Vernon Parrington. Harcourt, Brace & Co., New York, N. Y. $4.

American Education Week in Dearborn

HARRY HULLER
Director of Evening Schools, Fordson Schools, Dearborn, Michigan

AMERICAN EDUCATION WEEK is a time, especially in this period of depression, when many of the ideals and practises of education can be brought closer to the home than at any other time during the whole school year. American Education Week is an excellent time to pay homage to this great national festival and at the same time, if organized and planned carefully by the principal, it affords an excellent opportunity to interpret the school system to the community and send away many a disgruntled taxpayer with a different vision of what the schools are actually doing. It is the experience of the writer, in helping organize several such programs, that the most effective means is to begin with the activities of the child. From the child radiate all the possible activities that can be devised to bring to the home the objectives of modern education. It is also important to interest the various civic organizations of the city in the ideals of education as set forth by American Education Week — the parent-teacher association, the women's club, and the various luncheon clubs.

This article will present the ways and means that were used in carrying out an extensive program in commemoration of the tenth annual American Education Week in the Fordson Schools of Dearborn, Michigan.

The activities of the week were organized on a citywide basis with the writer as chairman of a committee of principals and teachers from all the schools in the city. The schools included a senior high school, three junior high schools, and eight elementary schools. The high-school building being located in the main portion of the city was selected as the central place for holding many common activities involving all of the schools. From this central place the activities radiated out into the various schools as organized from the work and suggestions of the central committee.

In order to meet certain local situations the order of the program as prepared by the National Education Association was changed somewhat. The theme for the week was *The Schools of Tomorrow and the Future of America.* The day-by-day program was as follows:

Mon., Nov. 10—Activities Day
Tues., Nov. 11—Armistice Day
Wed., Nov. 12—School at Work
Thurs., Nov. 13—Schools of the Past and Present
Fri., Nov. 14—Opportunity Day
Sat., Nov. 15—Educational Tours

The organization and planning of this program was started at the close of the preceding year. The purpose of this was that, in addition to the fitting observance of the week, an educational exhibit, contributed by all the schools, was held in the boys' and girls' gymnasiums at the high school. At the time of the year, when school was closing, each school had valuable exhibit material which was carefully put away for the following fall to be exhibited during American Education Week.

Early in September active plans were put into operation to carry out the various days. Commercial booths were rented and set up in the two gymnasiums as indicated. Attractive and instructive educational exhibits were displayed. The elementary and junior high schools exhibited by schools while the senior high school showed material by departments. Teachers were assigned to the different booths to explain the material and also to answer any questions of parents. This exhibit was open to the public for the entire week and was attended by thousands of people who gained as never before an idea of what the schools were accomplishing. In addition to the work of the children, health, research, and the library departments showed some very instructive material. The health department thru charts and diagrams showed progress in dental work, control of communicable diseases, and the like. The research department explained the various types of tests used in the city testing program. The library took advantage of the opportunity of showing some of the better types of books not only for children but for adults.

The day-by-day program began with a central program known as "Activities Day." Important activities of the school were shown thru the medium of shadow pictures. A "radio announcer," thru a loud speaker, explained the different activities while they were being pantomimed on the stage. The program was arranged in two acts as follows:

Act I

[a] Curtain talk
[b] Three major activities in shadow and reality
  [1] Public speaking: oratory, debate
  [2] Play production: rehearsal, make-ups, the plays
  [3] Music: boys' and girls' glee clubs, orchestra, band

Act II

[a] Curtain talk
[b] Five major activities in shadow and sound
  [1] Journalism: annuals, paper, sunset dances
  [2] Service group: junior high court, student council
  [3] Clubs: episodic scenes from various clubs
  [4] Athletics: all sports

The purpose was to give the parents a glimpse of some of the extracurriculum activities in modern schools.

American Education Week always includes Armistice Day. This important historical event was commemorated by appropriate programs in all the schools of the city with an unusually good program in the high-school building. The manuscript for this program was written and its presentation directed by a member of the faculty. An attempt was made to tie this up with the community by having the Veterans of Foreign Wars take part. The program scenes were as follows:

Cain and Abel—"The Curse of Cain"
Phædippides—"Ours the Victory"
Cæsar's Legion—"Spreading Roman Culture Westward"
The Crusaders—"When Knighthood Was in Flower"
The French Revolution—"Liberty, Equality, Fraternity"
The Pilgrims—"For Freedom to Worship God"
Valley Forge—"For Life, Liberty, and the Pursuit of Happiness"
The Pioneer—"Indians"
The Civil War—"The Blue and the Gray"
America in the "War to End War"
  Scene 1. "We're Coming Over"
  Scene 2. "I'll Come Back to You When It's All Over"
  Scene 3. "Keep the Home Fires Burning"
  Scene 4. "The Rose of No Man's Land"
  Scene 5. "Over the Top"
  Scene 6. "His Bit"
  Scene 7. "Taps"
The New Freedom—"It Must Not Be Again"

"Open house" was held in the various schools on Wednesday, in the elementary schools during the day and in jun-

ior and senior high schools in the evening. *Committees of students met the parents and took them to the various classes and points of interest.* There were those who predicted that in a city of such diversified nationalities parents would not take the time or trouble to visit during "open house." The results were quite the contrary. Hundreds of parents visited classes and points of interest. This afforded an admirable opportunity for teachers to meet many of the parents and for parents to get a glimpse of the school work.

Thursday brought to a focus the theme of American Education Week, *The Schools of Tomorrow and the Future of America.* This was in the form of a pageant, "The Quest of Youth," participated in by a selected group of children from each school. The pageant traced the history of education thru the ages, those being featured in each epoch which are most significant in relation to the history of education as a whole rather than to their own immediate time. The action presented the following scenes:

The Golden Age
Early Chinese Education
Early Hebrew Education
Education in Greece
Education in Rome
Early Christian Education
Education in the Renaissance
Public Education in England
The Little Red Schoolhouse
The School of Today

Friday's program was of a vocational nature known as "Opportunity Day." Previous to the day pupils filled out questionnaires, stating their choice of vocations. From the results obtained from these questionnaires groups were made up and expert leaders in each field were chosen to speak and discuss problems of a vocational nature with each group. These group discussions were preceded by the only address given during the week. This was an inspirational address by the superintendent of public instruction. Thirty-five group leaders gave freely of their time in answering questions and advising boys and girls in various vocations. This work was carried on only in junior and senior high schools. There is no reason why attention should not be given to some form of vocational guidance in elementary schools.

The final day, Saturday, was devoted to educational tours. Groups of boys and girls were taken to various industries and business houses. This afforded some firsthand observation of vocations discussed on the previous day.

Besides these central activities many minor activities of an educational nature were held. All the *luncheon clubs held noon luncheons in the various schools* during the week and appropriate programs of an educational nature were sponsored by the principal at these luncheons. This activity alone did much to tie up educational objectives with representative citizens of the community.

Each afternoon in the high-school building educational demonstrations were put on by several different schools. Such demonstrations as penmanship, reading and phonetics, English dramatizations, and natural dancing were shown. Many parents witnessed these minor events.

When plans were being perfected for American Education Week it was feared that it would be difficult to interest parents. Various methods were devised to attract them to the programs. But from this particular problem came a great deal of educational training for the boys and girls. In the English classes letters were written to parents telling of the many activities. The best of these letters were selected, mimeographed, and sent home to parents. In the art department attractive posters were made for the different days. The local papers cooperated and published many articles. The Detroit radio stations WWJ and WJR kindly gave short radio reports of the week's activities. A souvenir booklet was given to all who visited schools during the week. This booklet contained the daily program for the week, greetings from the superintendent, a history of the local schools, the purpose of American Education Week, and the like. A device that was used effectively by one elementary principal was *the assignment of each teacher in his school to the homes of the parents.* This was carried out during the week previous to American Education Week. These teachers made a friendly call and informed the parents about the activities of the week. It was inspiring to see the way the parents and citizens of the city responded. Thousands visited the schools and every program was presented to a full house.

The principals of a city might well make up a central committee to work out a list of activities and events according to the theme of American Education Week, these events to be carried out in the several schools of the city. By this method the work would be unified, each principal inspired, and all working toward the same goal. This would prove much more effective than if it were left for each principal to work out his own plans by the "come what may" method.

It is difficult to measure the results of such a program as has been described. It took time and money but there is no question but that the boys and girls gained a new vision of education, past and present. Men and women, parents and taxpayers were made to realize that the boys and girls of our schools are being given the very best that there is in education. They, too, gained a new vision. Such a program offers a real challenge to every progressive principal.

School exhibits help to interpret school work to the public.

The Schools and the Present Crisis

THE CRISIS—Along with world-wide economic unrest and maladjustment the United States is in the midst of one of the most severe depressions in its history. Thousands of business concerns have failed. Hundreds of thousands of men have been thrown out of work. Industry has been paralyzed.

While many now feel that the worst is over in the United States the most optimistic realize that during the coming winter the nation is faced with a crisis more acute than any of its kind heretofore encountered in this country. There are about 6,000,000 wage earners without employment. This means that more than 6,000,000 persons are without adequate means of support. The United States is today confronted with a great challenge. The challenge is to assure every person who has been unfortunate during the depression food and clothing during the approaching winter. A superchallenge is to provide this food and clothing by giving employment wherever possible.

Educational Conference on Unemployment—On August 5, 1931, a conference of representatives of leading organizations, including the National Education Association, was called by the President's Organization on Unemployment Relief. The group was called together to devise plans for keeping the youth of the country in school during the period of depression. The conference set up the following objectives:

1. To take advantage of the present period of unemployment and parttime employment by encouraging the greatest possible utilization of opportunities for preparation for future positions and for the enrichment of American life.
2. To keep all children under 16 years of age in school in this time of surplus labor and the demands of industry for skill and judgment.
3. To encourage undergraduates and members of 1931 high-school and college graduating classes to remain in school.
4. To urge that increasing effort be made by schools and institutions of learning for guidance programs that will direct young people not only into fields of usefulness but into fields where their services will be in demand.
5. To encourage school authorities and legislative bodies to maintain adequate school facilities in the face of the present emergency.
6. To coordinate the efforts of organizations which have a contribution to make toward attaining these ends.

EACH individual teacher may well do something to keep an individual child in school. This can sometimes be done by talking with the family or, in the case of college students, by arranging some plan of finance. Each teacher has the additional obligation to do something to make the school a better place for these young people who continue their education. The public is entitled to know how crowded the schools are by the increased enrolment. The classrooms are likely to be overfull and teachers' loads too heavy for reasonable results. Parents will improve these conditions when they understand their educational significance and importance.

If American boys and girls are not found and encouraged to come back into the school fold this year many of them will be numbered among the unemployed this winter and a year's opportunity for more training lost to them and to the community. It will be far better for the youth to learn than neither to earn nor learn. And for every youth in school there will be more opportunity for the adult with dependents to secure work.

What public schools can do—[1] Follow up school records and encourage every youth who can to stay in school; [2] enlist the support of your local community in this movement by [a] conferences with local leaders, [b] news stories in your local press, [c] radio talks by local leaders; [3] encourage local clubs and civic organizations to set up student loan funds and make information regarding outside loan funds available to students; [4] maintain courses that will attract and hold the young people.

Teachers are helping—The President's Organization for Unemployment Relief in cooperation with nationwide educational agencies, including the National Education Association, carried out a series of four radio addresses over a nationwide hookup during the first week of September. One of these addresses was made by Superintendent Willis A. Sutton of Atlanta, Georgia. An abstract of his address follows:

In periods of depression why should we be interested in sending our children to school? Let me enumerate some fundamental reasons. First, our children should return to school because of the enjoyments that will come to them out of an educated mind.

Second, they should return to school in order that they may be taken out of industry and provide employment for adults. It is unfortunate that many industries of this country are employing children where men could be employed. This is a two-edged sword, destroying the child's opportunity to grow and to be a greater and better consumer and producer and at the same time depriving an adult of the opportunity by which he might support the child, support himself, and sustain his station in life.

Third, children should return to school because this is the best time for them to be in high school and college. A boy or girl will earn more actual money by attending high school and college than in any position that can be offered to him in this period of depression. At no other time could one go to high school or college so cheaply as now.

I appeal to the educational institutions of this country and the great cooperative enterprises of business and industry to do all in their power to see that adults have the opportunity to get new educational training for new jobs and new conditions. Adult education was never needed so badly as now. Men need to be retrained for new jobs. The blacksmith has lost his job of shoeing horses and should be retrained. The swing of the pendulum in fashion has destroyed many a woman's work. Let her be retrained before she leaves her present position.

That which is needed today is not charity, but work. In the great movement going forward thruout the country, under the direction of President Hoover and Chairman Gifford, let me appeal that we provide work rather than charity. Work is indeed the bread of life. The disintegration of character and the prevalence of crime during periods of depression cannot be accounted for because man is a human being and wicked but because the one support of his moral character—work—has been denied him. Give the people work. If we raise millions of dollars for relief, let us see that no child suffers and no man goes hungry; but let the major part of this great sum be spent in providing labor that men may keep their selfrespect, that women may still be clear-eyed and undismayed, and that they may realize that the bread which they eat and the enjoyment which comes to them and which they may offer to their children comes as the result of their labor.

I APPEAL to school teachers, principals, and superintendents to go carefully thru their records and inquire why boys and girls are dropping out and urge them to return to school if able to do advanced school work. I appeal to college and university presidents to assist graduates to continue their professional education. I appeal to mothers and fathers to let nothing deter them from sending their boys and girls back to school.—Willis A. Sutton, in a radio address over the Columbia Broadcasting System, Sept. 3, 1931, for the President's Organization on Unemployment Relief.

Measured Results of Activity Teaching

C. C. Crawford and Lillian Gray

Professor of Education, University of Southern California, and Training Teacher, Thirty-Sixth Street School, Los Angeles, California

The activity program has passed the novelty stage and has become an accepted reality in a large number of progressive school systems. Those who came to scoff have remained to pray and to shout the praises of "activities." Principals who had hardly more than heard of "large units of work" a few years ago are urging all their teachers to have their pupils build houses, make boats, raise pets, sell toys, play circus, or dramatize Indian life.

Many who have been converted to this new idea of the "child-centered school" are so sure of the wisdom of the change that they have sought no definite proof. Many who are not converted speak of the activity program as a temporary fad that will soon die out because of lack of results. They doubt its effectiveness in teaching fundamental skills or in "covering the course of study." They want to see measured results.

This article reports results of a semester's work on a puppet-show activity in a fifth-grade class in English in a departmentalized elementary school. The activity was of such scope that it taught much besides English but the measurement of English results has been made in order to see whether the fundamental language skills were developed. The class met daily for one hour and the pupils were in other rooms the rest of the day.

The pupil aim or purpose in staging the puppet show was to raise money to buy books for the school library. [They actually raised $26.] The teacher's aim was to give the children a happy and profitable semester's education, with puppetry as the framework of the course, and to improve English in particular.

The activity included many elements. The pupils delved into the history of puppetry in Greece, China, Japan, Italy, India, England, and the United States. They became familiar with Pinnochio, Tufto, Punch and Judy. They read many stories looking for suitable material for their own show, including *Andersen's Fairy Tales, The Musicians of Bremen, St. George and the Dragon, Why the Chimes Rang, Alice in Wonderland, King Arthur, Robinson Crusoe, Jack and the Beanstalk, Christmas Carol, Christmas at Bob Cratchit's, Abbey in the Gobi,* and numerous others.

Oral English was involved in discussing plans, holding committee meetings, telling visitors about the forthcoming show, explaining to visitors how the puppets were made and operated, advertising the show before the school assembly, talking to shopkeepers in purchasing materials, and reading the various parts of the plays which were written.

Written English was involved in writing the dialogs for the plays, recording experiences in a permanent record book about the activity, writing advertisements, writing letters to invite prominent persons to the show, writing critical reviews of rehearsals in order to improve the show, writing to business concerns about materials, and writing to some of the prominent men and women in the United States interested in puppetry.

Reading took many forms besides the mere search for good stories to dramatize. There was much use of encyclopedias, histories, geographies, and other reference books in searching for essential facts and technical information. There was also much reading of what other pupils had written for the show.

The activity naturally included much that was not English, such as figuring costs of materials, doing the necessary marketing, making the puppets and stage equipment, preparing costumes, decorating the stage, painting advertising posters, being hosts to visitors, and ordering books with the money that was earned.

Some subjective evidences of the results of the activity included improvement in courtesy and patience on the part of pupils while working on puppets, poise in talking about the work, freedom from selfconsciousness in the presence of visitors, a decided gain in resourcefulness or "on-with-the-show" spirit, cooperativeness in doing such routine tasks as cleaning up the room, a decidedly happy and optimistic group spirit, and a tremendous increase in the number and frequency of visits to the school library and to the branch public library.

Results were measured objectively by means of the new Stanford Reading Test, Revised, and by the Los Angeles Diagnostic Test in Language. Tests were administered September 11 and January 29, approximately at the beginning and at the end of the semester, thus giving a check on progress. Actual progress is readily comparable with normal progress, since the tests are wellstandardized. Since five months' progress is normal for one semester, any gain beyond .5 of a unit of grade placement may be considered as evidence of superior work in the course. The average gain for the class was 7.8 months for reading vocabulary, 8.1 months for reading comprehension, and 8.1 months for language usage, as shown in the table below. In other words, in spite of the fact that the class devoted a large amount of time to other work than English, they made about 60 percent more gain in English than was normal for the semester. The average I. Q. of the class was only 108, showing that it was not a highly selected one.

Items	Reading Vocab.	Reading Comp.	Language Usage
1. Average gain in months	7.8	8.1	8.1
2. Normal gain in months	5.0	5.0	5.0
3. Percentage actual of normal gain	156%	163%	163%
4. Excess of actual over normal gain, in terms of months	2.8	3.1	3.1
5. Standard error of the average excess gain	.97	.76	.58
6. Odds that excess gain is not due to mere chance*	525:1	48000:1	millions:1

* These chances are derived from a table in Tiegs and Crawford's *Statistics for Teachers,* Houghton Mifflin Co., Boston, 1930, p. 137. In each case the chances are high enough to establish practical certainty that the differences are not due to chance factors of sampling.

The conclusion of the study is, therefore, quite obvious: *It is possible to teach thru activities and still to accomplish normal or better than normal results in the fundamental skills.*

America is passing thru a period of transition. This will be a hard winter for millions of our citizens most of whom are eager to work but cannot find employment. Let every teacher consider what he can do to help. Let every school and every class discuss the problem. Let every child consider how he can help. He can carry a message from the school to the home. Above all, let us so apply our intelligence that such a crisis shall not occur again.

Resolutions Adopted at Los Angeles

THE NATIONAL EDUCATION ASSOCIATION, in its 69th annual convention in the City of Los Angeles, California, July 3, 1931, reaffirms its belief that the foundation of the nation is the education of its youth and that a democracy can attain its full fruition only when each of its members is trained to the highest level of his intelligence. To this end the National Education Association commends to the nation thoughtful consideration of the following statements of policy:

Financing the schools—In the United States the continuous maintenance of an efficient public school system is fundamental. To cripple the schools financially, even for a year or two, means a serious loss in school morale, in educational leadership, in qualified teachers, and in the quality of our future citizenship. The present economic depression should strengthen our determination to fit the new generation to solve future economic problems.

State and education—The state should provide from public funds a system of free schools extending from the kindergarten thru the university and open to every child.

Taxes and school support—Financing the public schools requires a system of taxation which is equitable, wide in its application, and which establishes a fair balance between direct and indirect taxes. Better support of progressive education is largely dependent upon the study and revision of our present tax systems. Continued research should be made to find the best sources of support for schools. The National Education Association commends the study of school finance now being undertaken by the Office of Education under the authorization of Congress. Legislation initiating and revising systems of taxation which will provide adequate support for public schools should follow such findings.

Federal aid for education—Funds should be provided by the federal government to assist the states in making available to every child a basic education, in equalizing educational opportunities, in meeting the many acute problems of rural education, and in preventing the interruption of education during floods, droughts, and other wide-spread emergencies.

Budgets and salaries—Realizing that education is the basis of our national wealth and of our economic and social stability, the National Education Association condemns ill-considered cuts in school budgets, reductions in teachers' salaries, or other shortsighted policies advocated because of the present economic depression.

For Faculty Meetings

THE POINTS developed in this annual statement of principles and policies concern every educational worker in the nation. These statements influence legislation; they influence the decisions of city and state departments of education; they may well be made the basis for discussion in faculty meetings thruout the country.

Following are suggested topics for discussion:

1. What points in these resolutions appeal to you as most important?
2. Is any revision of the tax system of your state being made? Are your state and local education associations studying school finance?
3. What opportunities for adult education in your community? For special education of handicapped children?
4. How do the rural schools of your state compare with your best city schools? With rural schools in other states?
5. Why is the resolution on radio important?
6. What is the minimum standard of education recommended by the Association for all teachers? Has your state reached that goal?
7. How can you help in improving retirement, salaries, and tenure for teachers in your state and community?
8. What recommendations are made for encouraging international relations?
9. What plans have you for observing American Education Week in your community? Where can you get suggestions?

Curricula—The curricula should take into account the aptitudes, attitudes, and abilities of individuals on the different levels of attainment and should provide opportunities for training and growth in vocational and cultural subjects.

Health education — Adequate provision should be made for physical and mental health in accordance with the conclusions of the White House Conference on Child Health and Protection, to the end that habits of clean and wholesome living may be developed in childhood and youth. Schools should continue to emphasize the evil effects on the human organism of alcohol and of tobacco and other narcotics.

Character education—Character formation should be a major objective in education. The activities of the school should be fully utilized for character training and in securing law observance and intelligent participation in public affairs.

Law observance—The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands.

Special education—The National Education Association believes that exceptional and handicapped children should receive the special care that their condition requires. A survey by the Office of Education as to the needs of these handicapped children would provide the basis for an adequate educational program.

Rural education—The National Education Association recognizes the necessity of providing educational opportunities for children in the rural communities equal to those provided for children in urban centers and the pressing need for a revision of the rural school curriculum to meet the needs of rural life today. The Association urges the government, thru the Office of Education, to make a thorough study of rural education thruout the nation.

Vocational education and guidance—As a measure for the conservation of human energy the National Education Association recommends that school programs provide for vocational education and guidance, the study of occupations, and a placement service for those who leave school to become wage earners.

Adult education—Ample opportunities should be provided for adults to remedy deficiencies in their education, to develop personal talents, to improve their vocational efficiency, and to enrich the cultural aspects of life.

Education by radio—The National Education Association believes that legislation should be enacted which will safeguard, for the uses of education and government, a reasonable share of the radio broadcasting channels of the United States.

Teacher welfare—The primary purpose of all education is to provide for the children of America the best possible training for good citizenship and for happy and successful living. Since this training depends almost entirely on the teachers, the fundamental thing in providing adequate education is to set up conditions which will secure and train most effectively the best teachers.

Standards—The National Education Association recommends that require-

ments for beginning teachers be immediately increased in all states. Trained teachers are now available in sufficient numbers to offer an unusual opportunity to reach the goal of four years training beyond the four years high school—the minimum standard recommended by this Association for all teachers.

Teachers and the profession—All teachers, regardless of position or title, are workers in a common cause. The public as well as the teachers should be interested in improving the status of the profession thru appropriate legislation and higher professional standards. The growing tendency to permit initiative and independent action by teachers is commendable.

Teacher training and certification—Upon the preparation of each teacher depends the ultimate success of education. It is important that teacher-training opportunities be adequate, rich in content, and practical in application.

Retirement systems—Legislative provisions for sound teacher retirement systems are essential to efficiency in public school systems.

Salaries of teachers—The compensation of teaching should be adequate in order to attract and hold in the service men and women of marked ability and thorough training.

Tenure of service—The National Education Association believes teachers should hold their positions during competence and good behavior. The Association favors the enactment of tenure laws which will protect teachers from discharge for political, personal, religious, or any unjust reasons, but which will not prevent the dismissal of teachers for incompetency, immorality, or unprofessional conduct.

Federal relations—Education is a state and local function. The product of education is good citizenship, but citizenship is national, not local. The federal government is, therefore, vitally concerned in the product of education.

Qualifications for citizenship—The ability to read and write English understandingly and a general knowledge of the history and principles of the United States government should be made qualifications for citizenship.

ONE of the important problems of the present day is that of equal opportunity for the country child as well as equal prosperity and happiness for the country father and mother. This coming year may be the psychological moment to center attention on the betterment of rural life. Perhaps one of the good things about this depression, if any good there be, is that the thoughts of many disappointed people are turning back to country life and feeling that at least the farmer can obtain his food from soil in days when city people are going hungry, and that if he has a certain roof over his head a man is fortunate, even without luxuries.—Florence Hale, president of the National Education Ass'n, 1931-32.

Department of education—The federal government should aid the states and localities to equalize educational opportunities thru the dissemination of authentic information scientifically evaluated by experts. This service can best be rendered by a department of education with a place in the Cabinet of the President. Until such a department is established, the National Education Association recommends that the funds and authority of the Office of Education be materially augmented to the end that its efforts may be increasingly effective.

Education and international relations—Realizing that science and invention are every day bringing each nation closer and closer to its neighbors, we recognize the imperative need of a clear understanding of the problems of each nation by the people of every other nation, for the problems of one nation may vitally affect all nations.

Relations in education—We favor the exchange of students and professors, the formation of international education associations, and the holding of international education conferences, for all of these promote world understanding, friendship, cooperation, and peace.

World Federation of Education Associations—The National Education Association commends the activities of the World Federation of Education Associations and heartily endorses its program for world understanding as outlined in the Biennial Conference at Geneva in 1929.

Pact of Paris and the World Court—The National Education Association recommends that the Pact of Paris be taught in the schools and favors the accession of the United States to the Permanent Court of International Justice under the terms of the protocols now awaiting approval by the Senate of the United States.

Observances—The National Education Association urges the continued observance of American Education Week and of International Goodwill Day, May 18. The Association recommends that the schools participate in the nationwide observance of the 200th anniversary of the birth of George Washington and of the 150th anniversary of the surrender at Yorktown.

To Los Angeles—The National Education Association acknowledges the many courtesies and the hospitality of the citizens of Los Angeles and sunny California. We extend our special thanks to Superintendent Bouelle, the educational staff of the city, the teachers and pupils, the Boy Scouts of America, the press, the National Broadcasting Company, Stations KFI and KHJ, and others who have cooperated in making successful the 69th annual convention of the National Education Association.—Adopted by Representative Assembly, NEA, at Los Angeles, July 3, 1931.

The Journal of the National Education Association

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

President, FLORENCE HALE *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.

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

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

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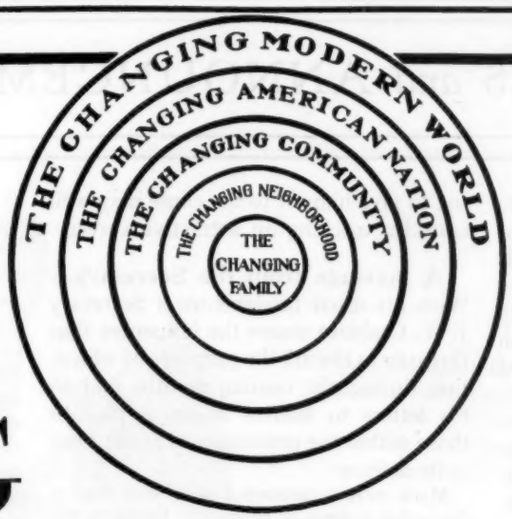
JOY ELMER MORGAN, *Editor* Offices: 1201 Sixteenth Street N. W., Washington, D. C. HAROLD A. ALLAN, *Business Manager*



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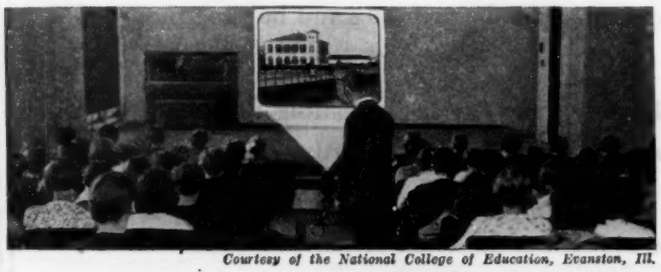
Teachers are taking a new pride in their work and thru their professional associations are advancing the cause of education. Any one who has good health, who is a keen observer, who loves children, people, and books, and who is willing to give himself to the cause may well consider teaching an attractive career.

A message from the Secretary—With his usual farsightedness Secretary J. W. Crabtree senses the influences that threaten to thwart the purposes of education during the coming months and in his letters to leaders makes a plea to those within the profession to act at once in its defense:

Much more is demanded of us now than is demanded in times of prosperity. Owing to the purposes and policies of the organized profession in the states and nation and owing especially to the activity of officers and members in every community, the public has been aroused to a higher appreciation of education, higher standards of work have been developed, and the pay of teachers has been placed on higher levels. But now there is the same danger of a breakdown in education as in industry and finance. The conditions which exist in your state are found in all other states. It is your responsibility and mine to inspire the public to hold as much as possible of what we now have, to get back at the earliest date what has been lost, and, more important still, right now to lay the foundations for greater things in education for the future. Our mission is to seize upon this as an opportunity to touch men's hearts in behalf of their children. While parents may not be able to leave as much financial support to their children as they had counted on, they can at least provide them with a good education. That is the greatest inheritance that children can receive. The best that has ever come for education in any nation has been developed in times of great affliction. It has come when men's hearts, sorely tried by war, pestilence, or famine, have looked ahead and longed for something better for their children. Perhaps the present depression, which has already resulted in the longest bread lines you or I have ever known, may also quicken the vision not only of teachers but of parents. This is the time when great things in education ought to be done. Oh, that every leader could be filled with the evangelistic spirit and could go about inspiring men and women with the desire to protect their children from the threatened loss of educational opportunity. Let each do it in private conversation and before audiences. Let him ask to be heard in pulpits, at community-center meetings, and before civic societies.

[*Continued on page A-168*]

Use the Eye-gate to their minds



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[*Continued from page A-166*]

Enrol early—This year especially the state and national education associations need the support of every teacher and every teacher needs the support of these associations. Make your influence count.

To Los Angeles—Possibly the greatest convention in the history of the National Education Association was held in Los Angeles last June. More people were registered and more official delegates were in attendance than ever before. Local hospitality events went off smoothly from beginning to end, among which were the famed Mission Play which was staged in the Hollywood Bowl and scores of special tours to points of interest about the city, including Hollywood, Long Beach, Pasadena, and many other places of fascinating interest. Superintendent Bouelle acted as general chairman of local arrangements while Warren C. Conrad, assistant superintendent of schools, served as executive chairman. They were ably assisted by a large staff drawn from the Los Angeles schools. All who attended are deeply grateful to Los Angeles for the gracious hospitality and numerous and courteous services in their behalf. Such a pleasant sojourn made President Sutton's superb program the more enjoyable.

New NEA department—Final action was taken by the Representative Assembly at Los Angeles creating the Department of Secondary Education. The work of this department will not conflict with that of the Department of Secondary School Principals. The officers have not yet been elected.

Teacher training in visual education—The following resolution was unanimously passed by the Department of Visual Instruction of the NEA on June 30:

Resolved, That the Department of Visual Instruction of the National Education Association earnestly recommends that a course in visual and other sensory aids in teaching be required of all persons preparing for the profession of teaching and that teacher-training institutions in every state be requested to organize and offer such courses, beginning with the scholastic year 1931-32.

The *Proceedings* of the Los Angeles convention — The 12-hundred-page volume of *Proceedings* to be issued the early part of this month will probably be the richest in the nine-foot shelf of the Association's long record of service. The teaching profession may well be proud of its leadership. The Los Angeles convention deserves to rank with the great meetings of the Association in attendance, in spirit, and in production.

NEA at Atlantic City, 1932—The seventieth annual convention of the National Education Association will be held in Atlantic City, June 26-July 1, 1932. New Jersey teachers are making extensive entertainment plans.

Department of Superintendence, 1932 meeting—The sixty-second annual meeting of the Department of Superintendence of the NEA will be held in Washington, D. C., February 20-25, 1932. President Edwin C. Broome has selected as the convention theme, *Education—our guide, our safeguard, and one of the chief sources of our spiritual life, our cultural growth, and our material power.*

New NEA publications—Fall numbers of the following NEA publications are now ready: Research Bulletin [The Outlook for Rural Education]; Review of Educational Research; Bulletin of the Department of Elementary School Principals. The yearbook of the Department of Classroom Teachers, *The Economic Welfare of Teachers,* which came

from the press just prior to the convention, is ready for distribution. To obtain these write to NEA headquarters.

American Education Week—The largest supply of material ever prepared by the Division of Publications of the National Education Association for use American Education Week is being rapidly exhausted. *Things To Do American Education Week* is going into its second printing. Some of the large schools have ordered a copy for each school building.

The program of American Education Week is built to help stimulate parents and other citizens to make whatever sacrifices may be necessary in spite of the depression to maintain the present high standards of the schools. *What the Schools Are Helping America to Achieve* is an inspiring story. Effectively told during American Education Week, it will go far toward increasing the appreciation of the public for the schools.

During the trying year ahead the schools will organize more effectively for reaching the public than they have ever done before. Hundreds of schools are planning to begin a program of interpretation for the year with an American Education Week observance in which the entire community will participate.

An outline of the American Education Week program is included in a special feature in this issue. Additional helps may be obtained from the Division of Publications of the National Education Association, 1201 16th Street N. W., Washington, D. C.

Let us banish tobacco advertising—There is no place in the schools for magazines which carry tobacco advertising. State laws require schools to teach the harmful effects of tobacco to the children. Ignorance and narcotics are the great standardizers of the human race. Many teachers are now writing to publishers of magazines urging them to keep such advertising out of their pages just as an earlier generation of teachers took the lead to banish liquor and patent medicine advertising.

Consider the 18th Amendment—Let every school give special attention at this time to teaching the harmful effects of alcohol on the human system and to a consideration of the benefits of the 18th Amendment. Many schools are appointing special committees of students to make a study of this problem.

Keep teachers salaries up—Peculiar interest attaches to the salary table that appears on page 265. 1930-31 has been

[*Continued on page A-170*]

Why every school official, every teacher should read this startling report

Here is a most unusual report. It is about the handwashing conditions in our public schools.

Everyone must recognize that handwashing is the keystone of cleanliness education. It is also an important safeguard of health. (92% of all deaths attributable to communicable disease are caused by micro-organisms entering or leaving the body through the mouth or nose. Obviously, handwashing can do much to minimize this "traffic of microbes.")

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[Continued from page A-169]

a crucial year for teachers' salaries. It will largely determine whether America proposes to maintain and raise still higher standards of the teaching profession or whether she is willing to lower those standards. The tendency to reduce salaries will be strong at the time when we most need to raise them. Only by untiring efforts on the part of local, state, and national associations can the country be saved from a shortsighted and unwise policy.

Book Week is to be observed this year November 15-21. The central theme will be *Round the World in Children's Books.* Schools may obtain helpful material for this observance from the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

The farreaching service of the JOURNAL—The following paragraph on the work of the JOURNAL is taken from the yearly report of the Division of Publications:

The JOURNAL of the National Education Association has made steady gains. It is a huge cooperative enterprise. It reaches more readers each year. The quality of its contents is improved. Thousands of people contribute to its development. It is one of the most quoted periodicals in the world. Its files of correspondence with readers are peculiarly rich and helpful. It encourages pioneer projects and emphasizes the policies of the Association as set forth in the resolutions. In an age of specialization it helps to keep every member in touch with the problems which are common to the profession as a whole. Much of the JOURNAL is planned carefully in advance. The JOURNAL for 1931-32 will emphasize especially the regular projects and conventions of the Association, mental hygiene, the better teaching of arithmetic, American Education Week, vitalized group study, higher education, the education of teachers, better teaching of art, character education, the enlistment of the profession in 100 percent schools and as life members, worthwhile reading for teachers, the enrichment of adult life, and the improvement of rural schools.

High-school commencement programs wanted—The National Education Association is planning to publish about February, 1932, a special bulletin dealing with the high-school graduation program. It will contain many practical suggestions for the development of programs which are designed to accomplish specific and worthwhile objectives instead of merely ending the school year in a routine manner. Material is being gathered from the schools thruout the country which are doing pioneering work in this field. The bulletin is being prepared by the Division of Publications which will welcome receipt of graduation

[Continued on page A-172]

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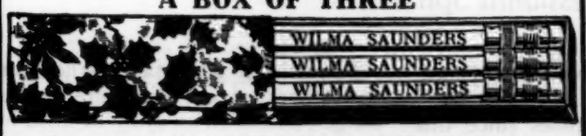

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[Continued from page A-170]

programs from high schools. A brief account of the development of the program, of its effectiveness, and of any special features will also be very useful. The bulletin will stress educational interpretation thru the graduation program. Schools can afford to use every possible means of interpreting their programs to the public in 1932.

A reader's comment—I have just finished reading the June JOURNAL from cover to cover. There isn't an indifferent article in the issue. Recently I have made the acquaintance of a woman who is recognized as having done some very fine PTA work in Montgomery county in this state. I was surprised to hear her admit that she was not a subscriber to the JOURNAL nor a member of the NEA. I am very earnestly soliciting her as a life member of our organization. She needs this to round out her knowledge of what is being done in the nation as a whole by the schools in cooperating in the solution of our mutual problems, just as we teachers both in and out of service need to read the *Child Welfare Magazine*. On account of her interest in rural education the June JOURNAL will be most valuable to her, since the whole rural platform is stated in this issue. I am only sorry that we have to wait now until October for another number.—Frieda E. Burke, Philadelphia, Pa.

For your school library—Every school should have in its library for circulation among school patrons the *Child Welfare Magazine*—the best magazine published for parents. Send $1 to the National Congress of Parents and Teachers, 1201 16th St., N. W., Wash., D. C.

Geographic *Bulletin* for teachers—The National Geographic Society's weekly bulletin for teachers—the *Geographic News Bulletin*—will be issued again this year beginning in early October. The bulletins are issued weekly for 30 weeks of the school year. They embody pertinent facts for classroom use from the rich stream of geographic information that pours into the Society's office. They are illustrated from the wealth of geographic photographs in the Society's pictorial library. Teachers who wish this bulletin service should send their applications to the Society's headquarters in Washington, D. C. A request for the bulletins should be accompanied by 25 cents to cover the mailing costs for 30 weeks.

A friendship interlude—The Committee on World Friendship among Children, after a conference with Governor Roosevelt's Child Feeding Committee for Porto Rico, invites boys and girls and adults to help send food and also to promote friendship and joy among the children of Porto Rico. What the committee proposes is that our children and young people send Friendship Treasure Chests packed with symbols of goodwill to let Porto Rican children know that our children are their friends. Write to the Committee on World Friendship among Children, 289 Fourth avenue, New York, N. Y., for details.

Sixth summer session of League College—The League College is a class promoted by the National League of Teachers Associations to bring together leaders of classroom organizations for the study of the problems of the teaching profession, particularly those related to teacher organizations. It is a study-your-own-problem class on a national basis. This year it was held July 6-17 at the University of Southern California, under the general leadership of Dr. Willard S. Ford, assistant dean of the school of education of the University of Southern California

[Continued on page A-174]

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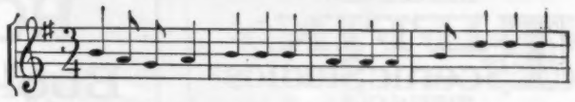

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[*Continued from page A-172*]

State superintendents take office—The summer saw two new appointments to the office of state superintendent. In Pennsylvania James N. Rule took office on May 28, and in Ohio Beverly Oden Skinner was appointed on June 13th.

NCPT centralizes its activities—On September 1, 1931, all of the headquarters work of the National Congress of Parents and Teachers was concentrated in the National Education Association building, 1201 Sixteenth Street N. W., Washington, D. C. The *Child Welfare Magazine* and summer round-up offices in Philadelphia and the parent education office in New York were moved to Washington during August. The national office occupies the entire sixth floor of the new seven-story addition to the National Education Association building. Bringing all of the Congress activities under one roof will simplify administration and increase the efficiency of the various divisions.

William John Cooper's latest—"On June 2 the Office of Education, Washington, D. C., said the education of each child in the United States costs 60¢ a day, or $102.37 a year. The figures include teachers' services for nine months, heat, janitors' services, and in most instances school supplies, books, and library facilities."—From the *Journal of Education*.

The child's attitude toward crime—The following statement by the new mayor of Chicago, Anton J. Cermak, points out education's responsibility in combatting crime thru the shaping of the child's attitude:

> The socalled crime conditions in Chicago are of serious import to the children of the city. Perhaps the most unfortunate result of the sort of lawlessness we have been undergoing in Chicago is the fact that it dramatizes crime to the child mind. It makes a romantic figure of the gunman and leads to a childish admiration of law breakers. This unfortunate condition must cease. We must supplant the hoodlum hero by the policeman hero who risks his life to apprehend him.

Health on wheels—Two "healthmobiles," equipped with a complete dental office, a desk for the nurse who assists the dentist, and a room for testing vision, are taking health to the schools of Los Angeles. The charge to each child for a dental treatment or eye examination is only a dime. These fees go to the local PTA, since the Los Angeles board of education bears the actual expense.

A chance for artists—The League of Red Cross Societies wants a poster for the Junior Red Cross over all the world,

designed by a Junior. An international contest has been announced and Juniors in every country have been asked to compete. The successful poster will be reproduced in enormous quantities and will be hung in schools in all parts of the world.

Winners of the international competition will be awarded medals and certificates and the Red Cross societies to which they belong will receive certificates. A national poster competition has been opened as a step in preparation for the international contest.

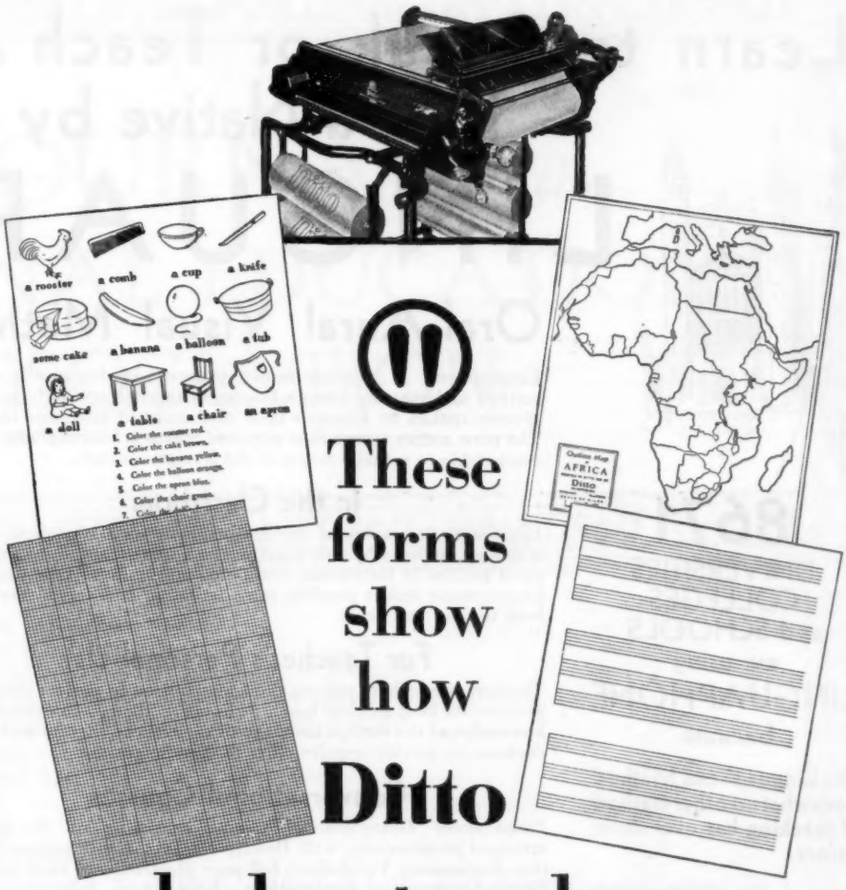
An original picture by Anna Milo Upjohn, the beloved staff artist of the Junior Red Cross, will be given by the American Red Cross as a prize to each school from which comes a poster good enough to be sent to the final competition for the world Junior Red Cross poster in Paris. Eight of these will be sent—four by students between 14 and 18 years of age and four by children under 14 years.

Posters should be actually received by the four area headquarters—eastern, midwestern, Pacific, and insular—before March 15, 1932, for preliminary judging. Complete directions for entering the contest are published in the September issues of the *Junior Red Cross News* and *Journal*.

A reflection from Los Angeles—The incidents which I found most inspiring at the Los Angeles convention were these:

The delightful exuberance of the rural teachers. There was an inspiring and hopeful atmosphere in the manner in which rural teachers asserted their pride in their work and revealed the achievements made. Second, the fact that in almost every case the evidence was that all of the important work in educational experimentation is being carried on by mature and experienced teachers, some of them well on in the gray years. While not one of the gray ones myself, I question the countrywide practise of filling vacancies with inexperienced teachers and establishing fixed age limits for the teaching staff.—Mellie John, Rockford, Illinois, high school.

Our commercialized census—Henry Barnard thought of the census as a means of finding out facts about people that could be used in improving human life. The census is now in the Department of Commerce with the major emphasis on facts which will enable business men to sell things. It is very easy to gather information that relates to sales but very difficult to get information relating to illiteracy, the number of rooms per family in homes, health conditions, educational conditions, and the like.



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